



Indianapolis (Indy) STEAM Academy

Full Application

A Proposed

K-8 Charter School

Focus: Science, Technology, Engineering, Arts, Math

Submitted by:

Dr. Yvonne Bullock, CEO/Founder/Head of School

Educating Children Matters, Inc. Board of Directors:

Tanya Peterson, President
Kamia Jackson, Vice-President
Pamela Grant-Taylor, Secretary
Keith Wilson, Treasurer
Davita Johnson, Director
Brandon Warren, Director

March 4, 2019

“Preparing Today’s Students for Tomorrow’s Careers!”

PROPOSAL OVERVIEW
(EXHIBIT B)

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Exhibit B

Proposal Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from ICSB regarding the submitted application.

Name of proposed Charter School: Indianapolis (Indy) STEAM Academy

Proposed Charter School location:* 4020 Meadows Parkway, Indianapolis, IN 46205

**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: Educating Children Matters, Inc.

Designated representative: Yvonne Bullock

Contact Information (Phone & Email): 317-797-5936 / ymbullock@outlook.com

Planned opening year for the school: 2020

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.) Science, Technology, Engineering, Arts, Math (STEAM)

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)	
Year 1	K-5	300	250-300/ 300
Year 2	K-6	350	300-350/ 350
Year 3	K-7	400	350-400/ 400
Year 4	K-8	450	400-450/ 450
Year 5	K-8	450	400-450/ 450



PROPOSAL OVERVIEW

(EXHIBIT B)

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At Capacity	K-8	450
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Target student population (if any): Students from low-income families, underserved minorities, underrepresented students in STEM

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes No

If yes, identify the authorizer(s):

Planned submission date(s):

N/A

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):

Indiana Charter School Board
Education One, and Mayors Office of Innovation (withdrawn)

Submission date(s):

Fall 2018 Fall 2017
Spring 2018

Signature of Designated Representative

Yvonne Bullock

Name

Yvonne Bullock

Signature

February 12, 2019

Date



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PROPOSAL NARRATIVE

EXECUTIVE SUMMARY

Mission

The **mission** of Indianapolis STEAM Academy is to nurture the academic and creative talents of students through Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a strong literacy foundation to ensure the achievement of all students, and prepare them for high school, college, and careers in a 21st century global workforce.

Vision

The **vision** of the proposed Indianapolis STEAM Academy is to provide a high-quality educational option for parents and students. To help students develop an awareness of careers in STEM fields and prepare them to take advance coursework in high school and college. Students from low-income families will understand that education is a means to escape poverty. Minority students will be qualified to acquire jobs at STEM industries in Indianapolis and/or compete for jobs across the nation. Underrepresented students like girls will aspire to take on non-traditional roles and careers in STEM fields. Students will become life-long learners and productive citizens in their communities and continue to develop the next generation of learners. Indy Steam Academy's mission and vision are aligned with the **Indiana Charter School Board's mission** to authorize high performing charter schools and hold them accountable for high levels of student achievement and growth that will prepare them for high school, college, and careers.

Indy STEAM Academy is committed to address local community needs to overcome generations of poverty, violence, and illiteracy and meet significant workplace demands to develop students who are qualified to fill high technological and scientific jobs by: **(1) building a strong literacy foundation** in the early grades to ensure that all students are able to demonstrate proficiency in reading by third grade; **(2) developing a deeper understanding** of Indiana State Standards across core content areas through the integration and practical application of science, technology, engineering, and mathematics and enhance critical thinking, analytical, reasoning, and problem solving skills needed to address real world problems and challenges for the future; and **(3) fostering creativity, imagination, and innovation** through the arts that enhance collaboration, communication, perseverance, and resilience which are 21st century skills needed to be successful in STEAM work environments.

Educational Need

Science, technology, engineering, and mathematics are skills students need to be competitive in a global marketplace and to enhance the economy. On a **global level**, the Program for International Student Assessment (PISA) suggests that students in the United States lag behind their peers in many countries. The U.S. ranked 38th out of 71 countries in math and 24th in science (National Center for Education Statistics, 2015). These results support the need for students to become more proficient in math and science to meet global workforce demands.

On a **national level**, the National Assessment of Educational Progress (NAEP) 2015 results show that the average math scores for 4th and 8th grade students have dropped for the first time since 2009. The proficiency rates for students scoring at or above in math is 40% at grade 4, 33% at grade 8, and 25% at grade 12. Approximately 18% of 4th grade students and 29% of 8th grade students were rated "below basic" in math. The proficiency rates for students scoring at or above in science is 38% at 4th grade, 34% at 8th grade, and 22% at 12th grade. Approximately 24% of 4th grade students and 32% of 8th grade students were rated "below basic" in science. This clearly demonstrates the need to build a strong foundation in higher level math and science concepts in the earlier grades to help students become proficient before entering high school and college. There is a need to increase the number of African American and Hispanic students including females participating in STEM college programs and careers. Research indicates that women represent nearly 50% of the workforce, but represent only 25% of the STEM workforce. Research indicates that in addition to the underrepresentation of women in the STEM jobs, African-Americans and Hispanics are significantly underrepresented in STEM jobs. In 2011, 6% of STEM workers were African American, which is a 4% increase over the last 40 years. Hispanics represent 7% of STEM workers, which is



a 5% increase since 1970 (Brooks, 2013). It is projected that by 2018, there will be 8.6 million STEM jobs available worldwide. It is also estimated that 3 million of those jobs will go unfilled due to the lack of highly skilled workers (U.S. Department of Commerce, 2011). The annual salary of STEM workers is approximately \$75,000+ annually compared to non-degree jobs that pay approximately \$16,000 per year (U.S. Bureau of Labor Statistics). It is projected that 92% of STEM jobs will require some level of higher education. Advanced math and science content knowledge are critical for students to expand their career options and increase their earning power.

On a **state level**, the percentage of students rated proficient or above as measured by the NAEP 2015, is 50% at 4th grade and 39% at grade 8 in math, 42% at 4th grade and 36% at 8th grade in science. These proficiency rates were higher than national proficiency rates. Indiana ranked fourth in the nation on 4th grade math and eleventh in the nation on 8th grade math as many other states saw significant drops in math proficiency rates.

On a **local level**, Indianapolis Public School students passing English language arts is 37.1%, 30.6% in math, and 22% in science as measured by the 2017-18 ISTEP+/ILEARN. This clearly demonstrates the need to provide more high performing schools in Indianapolis to prepare students for college and to meet the demands of the STEM workplace. Indianapolis has many STEM industries including Lilly, Dow, Roche, Rolls Royce, Cummins, and Raytheon. According to Georgetown University Center on Education and the Workforce, there will be a total of 115,570 STEM jobs by 2018 in Indianapolis, which is an increase from 105,560 jobs in 2008. The Indiana Department of Workforce Development projects there will be 401,408 STEM occupations in Indiana by 2020. It is projected that there will be approximately 7,000 new STEM jobs each year in addition to replacements and retirements, yet many of these jobs will go unfilled. There will be over 1,000,000 jobs over the next decade due to the surge in computer science, 80,000 of these jobs will be mid-level jobs that require two years of training. Governor Holcomb created the Next Level Jobs initiative to recruit students to return to school to be retrained and encouraged schools to start as early as preschool to expose students to STEM career pathways.

Proposed Target Community

The **proposed target community** is the Avondale Meadows on the Northeast side of Indianapolis, Indiana which is bounded by Fall Creek, and Keystone Avenues (West), Sherman Drive (East), 46th Street (North), and 34th Street (South). This community includes portions of the 46205, 46218, and 46226 zip codes. The total population for this community is approximately 10,056 of which 89% is African American, 6% is Caucasian, 4% is Hispanic and 3% is Asian. There are 4,598 households in this community of which 36% are households with children. Twenty-one percent of the population is school age children and approximately 61% of these children live in poverty. Approximately 32% of households are single parent families with children under the age of 18 years old. Approximately 21% of the population ages 25 years+ do not have a high school diploma and 9% have a Bachelor's degree or higher. There is an unemployment rate of 17%. Approximately 38% of households have an income below the poverty level. The average income per household is approximately \$23,565 (www.savi.org). The Avondale Meadows Community has been revitalized and there are plans to increase housing by adding 554 new low to mid-income living complexes over the next three years. Indy STEAM Academy will put education at the forefront in this community to reduce poverty by enhancing the literacy of students in this community, increasing the number of students graduating from high school, entering college, and assuming high wage high demand STEM jobs in the Indianapolis area, state, national, and/or global workforce. The Indianapolis STEAM Academy is a great fit for this community because it will support vision to maintain a tradition of high-quality educational options for parents and will support the economic advancement of the community and enhance the earning power and quality of life for students and their families.

Proposed Target Student Population

The **proposed target student population** will include students from the targeted community and other students from surrounding communities. The academy will reach out to parents of students from low-income families, underrepresented minorities, and underserved students in the STEM workforce. The academy plans to open with



approximately 300 students in grades K-5 and increase the enrollment each year by adding one grade level until it reaches maximum capacity of 450 students grades K-8. Indy STEAM Academy is committed to providing students and their families with instructional programs and services to ensure their academic success. The STEAM focus will enrich learning beyond the traditional classroom instruction focus by providing an innovative approach to learning using project-based learning, science inquiry, engineering design process and integration of arts with STEM.

Community Engagement

The Indy STEAM Academy Head of School has met with several community resources and has received letters of support from **IUPUI Urban Center for the Advancement of STEM Education (UCASE)**, **I-STEM Resource Network**, **Big Brothers and Big Sisters of Central Indiana**, **Marian University Klipsch Educators College**, **Teach for America** and **Cummins Behavioral Health Systems**. **Cummins Behavioral Health Systems** will be on site two days per week and provide wraparound mental health services for identified students and their families. **The Big Brothers Big Sisters of Central Indiana** will provide with support with the school-wide implementation of the “Character Counts” program and social skills development. **Marian University** will provide Teacher Clinical Residents who will gain teaching experience as they pursue their Master’s Degree in Education. This partnership will increase our access to the teacher pool. The **New Teacher Project** and **Teach for America** will provide certified Novice teachers who are working on a Master’s Degree in Education. This partnership will also enhance our access to the teacher pool. **The Urban Center for the Advancement of STEM (UCASE)** will provide mobile resource science labs, graduate students to help students in the afterschool tutoring and homework help programs, and assist classes with service-learning projects; work with the academy to develop a STEAM summer camp program, and provide continuing education for teacher certification renewal, or training with math and science content areas. **The I-STEM Resource Network** will provide professional development and support for teachers with the implementation of the Indiana Science Standards and the use of science kits to support physical, earth, space, and life sciences instruction. **Duke Energy** will provide STEM career exploration, work with teachers and students to enhance their engineering designs, provide classroom talks, work with career fairs, and provide industry visits, Jr. Internships, and job shadowing experiences for students. Indy STEAM Academy seeks to work with the **Alliance for the Northeast Unification (ANU)**, **United Northeast Community Development Corporation (UNCDC)** and the **Meadows Community Foundation** to assist with community outreach and support for parents to meet the needs of students in the school community. Indy STEAM Academy is seeking the support of two organizations: “**Purpose Build Communities**” that assisted with the revitalization of Avondale Meadows, and “**Purpose Build Schools**” which assisted with the development and replication of the Drew STEAM Charter School in Atlanta, Georgia. The instructional model for Indy STEAM Academy is patterned after the Drew STEAM Charter model and will be the first of its kind in Indianapolis. The Head of School visited several Head Start and Preschool programs and spoke with parents to determine their interest in a STEAM curriculum. Indy STEAM Academy received overwhelming parent responses to our curriculum and instructional model as an educational choice for their children. Indy Steam Academy will reach out to parents in the Avondale Meadows East Village and Hubbard Gardens apartment complexes to assess their interest in our academy and will be given priority registration. Community meetings and focus groups will be conducted at local churches, public library, YMCA to solicit parent interest in the academy and to gather feedback or input regarding desired programs and services for the academy. The website for the academy (visit www.indysteamacademy.org) will serve as a digital resource to connect with parents and the community.

Education Plan/School Design

Indy STEAM Academy will provide an extended school year of 186 full-days of student instruction which is 6 additional days compared to the traditional 180-day calendar, and an extended 7-hour school day, which is two hours above the State requirement of a 5-hour school day. This is a total of 402 additional hours of instruction, which equates to 57 additional days of instruction per school year. Daily instruction will include 90-minute blocks of reading, math, and STEM instruction, 60 minutes for Art, music, physical education and library which coincides with teacher plan periods. Social Studies and Health and Wellness, will be 60 minutes. Social Emotional learning and Charter Education will be emphasized daily at each grade level and school-wide activities planned each Friday. There will be one hour of afterschool activities which include tutoring, homework help, and extracurricular activities such as instrumental, drama, dance, choir, athletics, Lego, and robotics. Fall and Spring Breaks will be one week



and Winter Break will be two weeks which are embedded in the academic calendar year. Identified students will participate in a three-weeks summer school program, and STEM camps and competitions enrichment programs.

Instructional Model

Indy STEAM Academy will provide a rigorous **standards-based curriculum** and evidence-based instructional strategies that build a deeper understanding of content through the practical application of skills using authentic learning activities that enhance critical thinking and problem-solving skills to ensure that students are prepared to take advanced coursework in high school and college. Multiple layers of support for new and beginning teachers will be provided using STEAM and Literacy Coaches, Lead Teacher Mentors at each grade span and ongoing professional development. Teachers will work with their grade level team leaders, and coaches to plan their instruction using curriculum maps that deconstruct the standards and pacing guides to implement instruction. Indy STEAM Academy will set **high, yet attainable performance goals** to ensure the academic success of all students. Teachers will use data from diagnostic, formative, and summative assessments and quarterly benchmark assessments to monitor student learning, differentiate instruction during small group instruction, and make informed decisions about teaching and student learning.

Learning Environment

Classrooms are student-centered where the teacher serves as a “facilitator” of learning. During reading and math instruction, the teacher provides whole group, flexible small groups, paired, and independent work instruction. During the STEM block of instruction, students work in learning teams and collaborative groups that rotate each quarter. This model builds students’ self-confidence and encourages them to take ownership for their learning by completing design challenges from start to finish. This model develops critical thinking, creativity, collaboration, communication, team building, and respect for diverse or alternative viewpoints needed to be effective in the STEM workplace. Indy STEAM Academy will develop **Academic, Behavior, and Career Pathway (ABC) Plans** at the beginning of the school year with students and their parents to support the academic and social emotional well-being of students. Academic, Behavioral and Career Pathway Goals will be established based on needs addressed by parents and students with input from their teachers to help them become well-rounded academically and social-emotionally.

Class Size and Structure

The minimum class size will be 18 students and the maximum class size will be 25 students per classroom. The projected enrollment is 300 students grades K-5 starting Year 1. The maximum capacity will be 450 students grades K-8. There will be three teachers each at grades K-1, two teachers each at grades 2-3, and one teacher each at grades 4-5 for Year 1. Teacher assistants will work with a pair of teachers at each grade level. Additional teachers and assistants will be added each year as students transition to the next grade level.

Instructional Strategies listed below are embedded in the Indiana Academic Standards and lesson plans:

Project Based Learning. This hands-on instructional approach is integrated with the science inquiry approach. Students work in learning teams or collaborative groups that rotate each quarter during the STEM Instructional block. Science and Engineering Modules from Project Lead the Way and Engineering Is Elementary are aligned with core science concepts. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information across content areas. Students give, receive, and use feedback to improve their design process and design models. Students present their work to their classmates at STEAM assemblies and to their parents at STEAM family nights. Research suggests that project based learning and hands-on activities engage students with learning, helps students make connections with new knowledge, increases retention of information, improves students’ attitudes towards learning, and fosters a sense of accomplishment when projects are completed which makes this instructional strategy a good “fit” for the students in the targeted community.

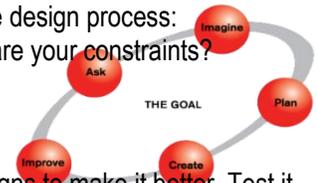
21st Century Learning. This instructional approach fosters a broad set of knowledge, skills, work habits and character traits that are critical to the success of students in the STEM workplace. Students learn the 4Cs - critical thinking, communication, collaboration, and creativity which are fostered through the integration STEAM.



Science Inquiry Approach. This instructional approach is integrated with the project-based learning approach. Students work in learning teams to solve research problems during the STEM Instructional block. The I-STEM Resource Network provides science kits for experimentation with Physical, Life, and Earth/Space concepts. Students gain scientific knowledge by observing making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings.

Engineering Design Process. Teachers guide students through the five-step lesson to plan and construct their design models: Students read stories about real-world problems to engage them in the design process:

- ASK:** What is the need or problem? How have others approached it? What are your constraints?
- IMAGINE:** What are potential solutions? Brainstorm ideas. Choose the best one.
- PLAN:** Draw a diagram. Make lists of materials you will need.
- CREATE:** Follow your plan and create a prototype. Test it out!
- IMPROVE:** What works? What doesn't? What could work better? Modify your designs to make it better. Test it out! Evaluate the design.



The engineering design process supports students as they create new technology that solves real world problems.

Vision for Growth

The **vision for growth** of Indy STEAM Academy is to provide a K-8 public charter school starting July 29, 2020 with a projected start-up enrollment of 300 students grades K-5. The academy will grow its enrollment each year by adding one additional grade level and 50 additional students until it reaches eighth grade and a maximum capacity of 450 students. Indy STEAM Academy understands the research on the national phenomenon of the “Middle School Drip” where students, especially girls lose interest in science and tend to drop out of STEAM programs at the end of their middle school years (Williams, 2017). To combat this phenomenon, the academy desires to partner with Tindley Accelerated Academy and Purdue Polytechnic Academy to ensure that students remain in the STEAM pipeline for high school, college, and careers in the STEM workplace. The academy will also provide a “Transition to Kindergarten” program for preschool (age 4) students who do not meet the new (2020) October 1st age 5 birthdate requirement, but will turn five before the end of third quarter. This program will implement a PreK STEAM and “Paths to Quality” curriculum that prepares students with early reading and math literacy skills, and hands-on science and engineering experiences that will provide a strong foundation for entering Kindergarten. This program will serve as a direct pipeline to our kindergarten program and will help us to meet our annual enrollment targets.

Governance and Leadership

Indianapolis STEAM Academy Board of Directors will maintain oversight of the operations of the academy, including but not limited to: mission and vision of the academy; academic performance; implementation of the academy’s educational model and curriculum; policymaking; business; finances; human resources; and vendor selection and accountability. The Founding Board of Directors will bring a diverse range of skills and expertise needed to support a high-performing academy including charter school operations, organizational management; curriculum, instruction, and assessments; marketing, recruitment and community engagement; business, financial management, and philanthropy; and facilities management and compliance. The Board of Directors will ensure a high-quality educational experience for students in the following ways:

- Hold monthly board meetings;
- Develop a Strategic Plan that focuses on the goals of the academy;
- Review and approve annual budgets, and quarterly receipts and expenditures;
- Establish and oversee policies to ensure effective academy operations;
- Provide feedback on student academic performance results and State accountability;
- Perform annual evaluation of the academy Head of School (Superintendent/Principal);
- Advocate on behalf of the academy through fundraising, marketing, and community partnerships;
- Support the success of the school, using their expertise and networks; and
- Participate in professional development to ensure effective governance



The Board of Directors has full confidence in its CEO/Founder/Head of School. Dr. Bullock has 35 years of experience in education and has served as a teacher, school administrator, and district executive including superintendent. Dr. Bullock's passion for teaching and learning is inspiring. Dr. Bullock is highly qualified and capable of addressing all aspects of school leadership and will ensure that this model is implemented with fidelity.

SECTION I: EVIDENCE OF CAPACITY

APPLICANT GROUP

1. Founding Board of Directors.

The **Founding Board of Directors** is comprised of six professionals who are respected in the community and have a diverse portfolio of expertise needed to provide governance and oversight for the academy to ensure its success. The Board of Directors will uphold the mission and vision of Indy STEAM Academy to provide rigorous integrated core content knowledge through hands-on learning experiences that will prepare K-8 students on the far eastside of Indianapolis for high school, college, and careers in STEM fields. The Board of Directors are committed to the academic success of students and the community they will serve. Key members of the applicant group are:

Yvonne Bullock: Ex-Officio of the Board. CEO, Founder, and Head of School.

Yvonne Bullock holds a Doctorate Degree in Educational Administration and Leadership from Ohio University, Master's Degree in Curriculum and Instruction from the University of Cincinnati, and a Bachelor's Degree in Elementary Education with a minor in Piano from the University of Cincinnati. Dr. Bullock has over 35 years of experience in education and has served as a classroom teacher, assistant principal, principal, Assistant to the Director for School Improvement, Director for Teaching and Learning, Executive Director for Curriculum and Instruction, and Superintendent. Dr. Bullock's experiences with curriculum, assessments, academic achievement, school turnaround, parent and community engagement, grant writing, and administrative leadership in a variety of school settings will be an asset to Indy STEAM Academy.

Tanya Peterson Mack: President of the Board. Chair of Governance and Development

Tanya Peterson Mack holds a Master's of Arts Degree in Management from Antioch University and a Bachelor's Degree in Chemical Engineering from Tuskegee University. Tanya serves as the Supply Network Operations Manager with Procter and Gamble. Tanya's experiences with engineering, marketing, manufacturing, consumer product research and development, organizational management, grant writing and philanthropy and as a small business owner will be an asset to the Indy STEAM Academy Board.

Kamia Jackson: Vice-President of the Board. Chair of the Marketing and Recruiting Committee and Member of the Academic Achievement and Accountability Committee.

Kamia Jackson holds a Master's Degree in Business Administration from Indiana Wesleyan. Kamia's service with higher education at the University of Phoenix and Martin University, and experiences with strategic planning, academic program development, school operations, program evaluation, staff professional development and evaluation, community service, and previous board work will be an asset to the Indy STEAM Academy Board.

Pamela Grant-Taylor: Secretary of the Board. Chair of Climate and Culture and Member of the Academic Achievement and Accountability Committee.

Pamela G. Grant-Taylor holds a Doctor of Jurisprudence from Indiana University Robert H. McKinney School of Law, a Master's of Science Degree from Indiana University Purdue University at Indianapolis in Secondary Education Curriculum and Instruction, and a Bachelor of Science Degree from Purdue University in Chemical Engineering. Pamela's experience as an Attorney, Deputy Public Defender, Adjunct Instructor, and former high school teacher along with her knowledge of curriculum, instruction, and chemical engineering will be an asset to the Indy STEAM Academy Board.



Keith Wilson: Treasurer of the Board. Chair of Finance Committee; Co-Chair of the Governance Committee, and Member of the Facilities Committee.

Keith Wilson holds a Master’s Degree in Business Administration, Financial Planning and Management from Regent University. Keith works with the Department of Defense Finance and Accounting Services. Keith’s experiences with finance and accounting, business operations, project management, asset management, retirement plan management, and insurance will be an asset to the Indy STEAM Academy Board.

Davita Johnson: Board Director. Chair of the Facilities Committee, Member of the Finance Committee and Culture and Climate Committee.

Davita Johnson holds a Master’s of Science Degree in Management and a Bachelor’s of Science Degree in Science Construction, Engineering, Management and Technology and from Indiana University Purdue University Indianapolis and is OSHA certified. Davita serves as a project manager for Shrewsberry & Associates. Davita’s experiences with project management and oversight, budget management and costs estimation for construction projects, and community service with teaching an engineering summer camp will be an asset to the Indy STEAM Academy Board.

Brandon Warren: Board Director. Chair of the Academic Achievement and Accountability Committee, Member of the Climate and Culture Committee, and Member of the Recruitment and Retention of Highly Qualified Teachers Committee.

Brandon Warren holds a Master’s Degree in Educational Leadership and a Bachelor’s of Science in Elementary Education. Brandon has an administrative license, and serves as a lead teacher/instructional coach at Indianapolis Public Schools. Brandon’s experiences with curriculum, instruction, assessments, analysis of data, Response to Intervention (RTI), social-emotional learning, Positive Behavior, Intervention and Supports (PBIS), mentoring and job-embedded professional development will be an asset to the Indy STEAM Academy Board.

2. Founding Board of Directors Qualifications and Experience

The table below highlights the qualifications and experiences of the Founding Board of Directors with establishing a high-quality public charter school in Indiana and their abilities to assume stewardship of public funds.

Founding Members	Governance Roles	Qualifications and Experiences
Yvonne Bullock	CEO, Founder, and Head of School, Ex-Officio of the Board	School Leadership, Administration, Governance, Curriculum, Instruction, Assessment, Financial, Business, Human Resources, Performance Management, Parent and Community Engagement, Facilities Management, and School Legal Compliance.
Tanya Peterson	Board President	Governance, Financial Business, Performance and Operations Management, Parent and Community Engagement, Marketing, Recruiting, Branding, and Fundraising.
Kamia Jackson	Board Vice-President	Governance, Higher Education Administration, Curriculum, Instruction, Performance and Operations Management, Community Engagement, Marketing, and Recruiting, and Human Resources
Brandon Warren	Board Secretary	School Leadership, Administration, Curriculum, Instruction, Assessment, Performance Management, Parent and Community Engagement
Keith Wilson	Board Treasurer	Governance, Financial, Business, Performance and Operations Management, and Facilities Management.
Davita Johnson	Board Director	Facilities Management and Legal Compliance, Performance and Operations Management, Parent and Community Engagement, and Curriculum and Instruction.
Pamela Grant-Taylor	Board Director	Legal Compliance, Curriculum, Instruction, Assessment, Performance Management, and Parent and Community Engagement.



The attorney for the academy is Howard Stevenson from Stevenson Legal Group, LLC. Howard Stevenson has 25 years of experience as an attorney and experience as a Board of School Trustee and President of the Board for the Hamilton Southeastern School District. Attorney Stevenson prepared Articles of Incorporation and 501 (c)(3) non-profit status for the academy.

3. Resumes

Full resumes of the Board of Directors and Head of School are provided in **Attachment 1**.

GOVERNANCE STRUCTURE

4. Size and Composition of the Governing Board

Indy Steam Academy currently has a team of six committed founding members with diverse expertise who serve as governing Board of Directors. The team has worked collaboratively with the CEO/Founder to develop the charter school proposal that aligns the mission and vision of the academy with the needs of the community and targeted student population. The founding team has established governance structures to ensure effective oversight of the academy that supports high student academic achievement and financial controls to ensure sound management of public funds, fiscal stability, and program sustainability. The Bylaws suggests a range of a minimum of five (5) and a maximum of nine (9) Board members. Once the academy is authorized, the Board Directors plan to seek two additional members to help the academy accomplish its goals. The Statements of Economic Interest and Conflict of Interest forms for each Director responsible for oversight of the academy are provided in **Attachment 2** (Exhibit C).

Roles and Responsibilities of the Governing Board

The Board of Directors participated in training provided by Marian University Center for Schools and Community Success to understand their roles and responsibilities as a governing board. The Board of Directors have reviewed documents such as “Board Structure: A Guide to Bylaws, Officers, Committees, Responsibilities and More for Exceptional Charter Schools” and “Board Meetings: A Guide for Charter Schools” by Marci Cornell-Feist. Board Directors diligently accept their roles and responsibilities to ensure effective governance and oversight of the academy including: Establishing the mission and vision of the academy; creating the job description of for the Head of School; hiring and evaluating the Head of School; developing academic and non-academic goals for the academy; establishing policies to enhance day-to-day operations of the academy; approving preliminary and annual budgets; approving revenues and expenditures; approving vendors and service contracts and agreements; participating in training to enhance governance and oversight; and conducting Board self-evaluations.

Role and Responsibilities of Board Officers

In addition to the books provided by Board on Track, Board Directors have job descriptions that identify their roles and responsibilities as Board Officers. Board Directors have worked as a team for almost a year now and have faithfully assumed their roles and responsibilities as described in the chart below:

Board Officers	Role and Responsibilities
President	<ul style="list-style-type: none"> Works with the CEO, other Board officers, and committee chairs to develop the agenda for board meetings; and presides at all board meetings; Serves as the Ex-Officio of all standing committees; Appoints Ad Hoc committees and focus groups; Ensures effective and efficient communication between committees and the Board; Oversees the implementation of board and organizational policies; Ensures that appropriate administrative practices are established and maintained; Ensures an effective system for the hiring and evaluation of the Head of School; Reviews the operation effectiveness and sets priorities for further development; Works in conjunction with the governance committee to manage the development of the Board; Represents the Board in the community and at academy events and activities; and Assumes major role in fundraising activities.



Vice-President	<ul style="list-style-type: none"> • Discharges the duties as required in the absence of the President; • Works with the President to assist in developing the agendas for meetings; • Advises the President on appointing volunteers and key committee chairs; • Supports and challenges the President in his/her responsibilities to address organizational priorities and governance concerns; • Represents the Board in the community and at academy events and activities when the President cannot attend; and assumes other duties as delegated by the President.
Secretary	<ul style="list-style-type: none"> • Provides direction for keeping legal documents including minutes of all meetings of the Board. • Certifies and keeps the original or copy of By-Laws as amended or otherwise altered up-to-date • Records the minutes of all meetings of the Board and meetings of committees. Minutes will record the time, and place of the meeting, the type of meeting (regular or special), how the meeting was called, how the notice was given, the names of member present or represented at the meeting and the proceedings thereof; • Presents all minutes of the meeting to the board for approval; • Ensures that all notices are provided in accordance with the By-Laws or as required by law; and • Ensures the keeping and posting of meeting minutes according to Public Access laws.
Treasurer	<ul style="list-style-type: none"> • Serves as the Chair of the Finance Committee; • Provides direction for the financial management of the academy; • Provides direction for the oversight of the academy's record keeping and accounting policies; • Ensures the presentation of timely financial reports to the Board; • Oversees the development and review of financial policies and procedures adopted by the Board; • Ensures that assets are protected and invested according to Board policy • Leads the Board in assuring compliance with federal and state financial reporting requirements; • Presents recommendations of the auditor to the Board for approval; • Plays a major role in fundraising activities; and • Takes responsibility with assessing the financial health of the academy.

GOVERNING PROCEDURES

Standing Committees

Standing committees are an essential function for effective operations of the charter school. Board Bylaws provide guidelines for how committees will function. The Board President in collaboration with the CEO/Head of School appoint committee chairs. The Board President and CEO/Head of School are ex-officio members of all committees except for the governance committee. Indy STEAM Academy has five main standing committees as identified in the chart below:

Board of Director Committees	Descriptions
Academic Achievement and Accountability	To ensure the academic achievement of all students and with accomplishing the academic and non-academic goals of the academy.
Climate and Culture	To ensure a safe, nurturing, engaging, and collaborative school environment. To ensure the social and emotional needs of students are met.
Governance and Development	To ensure the effective governance of the board. Facilitates the development of the strategic plan. Plans board trainings and facilitates board self-evaluations. Facilitates the evaluation of the CEO/Head of School. Plans board fundraisers.
Finance	To ensure a stable and sustainable fiscal health of the academy
Facilities	To ensure that a facility is secured that will accommodate the needs of staff and students and support effective implementation of the instructional model.



Ad Hoc Committees	Descriptions
Marketing, Recruitment, and Enrollment of Students and Non-Certified Staff	To ensure marketing and branding of the academy, to recruit qualified non-certified staff and recruit students to achieve the staffing and enrollment targets.
Recruitment and Retention of Highly Qualified Teachers	To ensure the recruitment and retention of highly qualified certified staff, to achieve staffing targets, and establish effective human resources onboarding processes during the planning phase of the academy. This committee will be dissolved once the school opens and staff are hired to participate on the Recruitment and Retention committee.

Standing committees are chaired by a Board Director. Committee chairs recruit their committee members. Committee members may include non-board members as well as board members. Committee chairs coordinate committee dates with the CEO/Head of School, establish agendas for committee meetings, make sure that minutes are recorded, distribute materials needed for their meetings, provide reports of committee meetings at monthly board meetings and make recommendations for Board actions. The Board President appoints temporary Ad Hoc committees and/or task forces as needed. The Board has two ad hoc committees to assist with recruitment and marketing efforts to support the CEO/Founder/Head of School until staff can be hired to serve on these committees. The Head of School has identified several retired teachers to serve on the recruitment of staff committee.

Meetings

The Board of Directors have met monthly since its inception August 2017. The Board of Directors usually meet the second Tuesday of each month at 6:00 PM at various locations including Ivy Tech Community College, Public Library, Community Council and Township offices. Committees meet monthly or as needed as determined by Committee chairs. The Board of Directors have also conducted study sessions to carefully review and revise the charter school application. The CEO/Founder/ Head of School provides Weekly Updates for the Board Directors to keep them abreast of the progress with the development and charter plans and communication with community partners and service providers. Current Board meetings focus on planning and development of the Charter School.

Board Agenda Outline: *Call to Order, Roll Call, Action Items, Subcommittee Reports, CEO/Founder//Head of School Report, Discussion Items, Next Steps, Adjournment*

The Secretary of the Board documents discussions, actions, and reports during meetings and provides minutes of meetings within five days after the meeting, distributes the minutes to all Board members, and retains minutes in the Board files. Once the academy is authorized, the Board will place all Board meeting dates, agendas, and minutes on the academy's Website. After the planning phase of academy, the focus of meetings will be geared toward the implementation of the budget plan, instructional model, and achieving the academic and non-academic goals of the academy to ensure its success.

Board of Directors Meeting Dates

JUNE 2020	JULY 2020	AUG 2020	SEPT 2020	OCT 2020	NOV 2020	DEC 2020	JAN 2021	FEB 2021	MAR 2021	APR 2021	MAY 2021
TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES	TUES
9	14	11	8	13	10	8	12	9	9	13	11

Public Access Laws

The Board of Directors will comply with Indiana Public Access Laws by notifying the Indianapolis Star Newspaper at least 48 hours (excluding weekends and legal holidays) in advance of meetings once authorized; posting the notice of meetings at the entrance of the academy, posting a notice on the academy's website and on the authorizer's website; holding meetings in public; allowing the public to attend meetings except when the Board is in executive session; requiring at least a quorum of members to be physically present at the location where the meeting is conducted; and making copies of the minutes and other non-privileged documents available upon request and on the academy's website.



5. Advisory Councils

Indy STEAM Academy aims to create a positive school culture that promotes community and family engagement to accomplish the mission and vision of the academy. The academy will establish two advisory councils:

STEAM Community Advisory Council (SCAC) – Facilitated by the Head of School

The **STEAM Community Advisory Council** will be comprised of approximately 10 key community stakeholders including representatives from businesses, higher education institutions, social and civic organizations, community leaders, and representatives from established community partners. Each community partner will develop a **partnership agreement** which will be used to leverage and coordinate services and resources. The SCAC will meet once per quarter to provide feedback to enhance the academic performance, culture, and climate of the academy. The SCAC will provide resources including monetary and/or in-kind resources including mentoring, career fairs, job-shadowing, industry tours and college tours; help with fundraising projects, community service projects, and assist the academy with networking to solicit other community partnerships and resources to support the implementation of the STEAM instructional model and accomplish the academic and non-academic goals of the academy.

STEAM Parent Advisory Council (SPAC) – Facilitated by the Head of School

The **STEAM Parent Advisory Council** will serve as the official representative for parents and will be charged with understanding parent concerns and interests. SPAC will be comprised of two parents from each homeroom at each grade level to serve in this advisory capacity. The Parent Advisory Council meets monthly. We realize that parents are students' first and most impressionable teachers, so the academy is committed to establishing a viable relationship with parents to actively engage them in the facets of our instructional program to ensure the success of all students. SPAC will provide feedback and support with instructional and extra-curricular programs, fieldtrips, and fundraising. We also believe that parents are more effective in supporting the goals of the academy, if they know more about the academy and have spent some time in the building supporting the school's work. All parents will be asked to sign a contract committing at least 12 hours (3 hours per quarter) of volunteer work throughout the school year. Both advisory councils will participate in focus group sessions with the Board of Directors for the development of the strategic plan and participate in end-of-the-year surveys, which will be used to determine the attitudes and perceptions of constituents.

GRIEVANCE PROCESS FOR PARENT AND STUDENT COMPLAINTS

6. Grievance Process (Also see Attachment 9)

It is the desire of the Indy STEAM Academy to resolve any complaints in a fair and prompt manner. Prior to the initiation of a grievance, the parent or student will discuss the concern/problem with the person directly involved in an attempt to resolve the problem. If the matter is not resolved, the matter shall be presented in writing to the Head of School using the Complaint Form and follow the resolutions steps are identified as follows:

First Resolution Step: Submit a Complaint Form

The parents or student should initiate a complaint by requesting a complaint form from the officer manager, completing the form and returning it to the office manager or completing and submitting the complaint form on the academy's website. The petitioner is to state the claim, provide a detailed statement of the facts in support of the claim, and identify their desired resolution of the matter. After submitting the form to the CEO/Head of School for review, the CEO/Head of School will provide a written or electronic response acknowledging receipt of the complaint. The CEO/Founder will advise the petitioner of the grievance process and timeline.

Second Resolution Step: In-Person Meeting

The CEO/Head of School will meet individually with all parties to get a clear understanding of the complaint. The CEO/Head of School may determine that it is necessary to meet with both parties involved (if applicable) to resolve the dispute and collaborate on a solution to amicably resolve the matter. The CEO/Head of School will provide a written response on the Complaint form and return it to the parent or student within five (5) business days of the initial meeting decision. If the parent or student is not satisfied with the decision of the CEO/Head of School, the petitioner may appeal to the Policy and Governance Committee (Proceed to the Third Resolution Step).



Third Resolution Step: Decision and Appeal Process

The parent or student may appeal in writing the decision of the CEO/Head of School to the Board of Directors Governance Committee. The CEO/Head of School will forward the Complaint Form with the enclosed resolution to the Governance Committee. The Governance Committee will review all information relative to the complaint and request a meeting with the complainant within (5) five business days. The Governance Committee will meet with the parent or student and any parties involved to review the complaint and shall provide a written decision to the parent or student within five business days of the meeting. If further discussion is needed to resolve the complaint, the Governance Committee may refer the parent or student to the Board of Director or if the parent or student is not satisfied with the decision of the Governance Committee, the parent or student may appeal to the Board of Directors (proceed to the Fourth Resolution Step).

Fourth Resolution Step: Meeting with the Board of Directors

The parent or student may request to meet with the Board of Directors in Executive Session. The Board Secretary will contact the parent, student and other persons involved with the meeting date and time of the hearing. The Board of Directors has the power and duty to act as deemed appropriate to resolve the matter. The Board of Directors will work diligently to amicably resolve the matter. If the school or school governing board fails to address the grievance, or if you believe additional notification is warranted, you may contact the Indiana Charter School Board regarding your complaint at indianacharterschoolboard@icsb.in.gov. Please be prepared to complete a complaint form and to provide documentation that describes the issue and any complaint procedure you have followed with the school.

SCHOOL LEADER AND LEADERSHIP TEAM

7. School Leader /Head of School

Dr. Yvonne Bullock, CEO/ Founder will serve as the Head of School for Indy STEAM Academy. Dr. Bullock holds multiple degrees including a Bachelor's Degree in Elementary Education from the University of Cincinnati; Master's Degree in Curriculum and Instruction from the University of Cincinnati; and a Doctorate Degree in Educational Administration and Leadership from Ohio University. Dr. Bullock has worked in urban, suburban, and rural school settings. Dr. Bullock has over 35 years of experience in education and has served as a classroom teacher, assistant principal, principal, assistant to the Director for School Improvement, Director for Teaching and Learning, Executive Director for Curriculum and Instruction, and Superintendent. Some of Dr. Bullocks accomplishments as a school administrator include working with one of five schools designated as the lowest achieving schools temporarily (LAST), which had a 19% achievement rate. Over a two-year period, the school improved from 19% to 56% and received the Blue Ribbon Award. Dr. Bullock, worked with her mentor (Deputy Superintendent) to revise the District-Wide Discipline Plan, and served on the team that created an alternative school (Project Succeed) for students that were suspended or expelled from school. She has written and was awarded millions of dollars in funds for numerous grants to provide additional resources for reading and math instruction and the integration of technology for instruction. Dr. Bullock assisted one middle school and two high schools that were designated to be taken over by the IDOE after many persistent years of academic failure. The high schools improved from "F to A" status in one year. The middle school improved from "F to A" status in 9 months and was recognized by Governor Pence for these accomplishments. Dr. Bullock has made several public presentations including "Closing the Achievement Gap in the Midst of Restructuring" at the Illinois Department of Education No Child Left Behind Conference, "Closing the Achievement Gap" at the Superintendents Conference on Demographics, and "The Condition of Education in America" for the Regional Drifters conference. She serves on the Board of the Children's Policy and Law Initiative of Indiana, is a volunteer for the Center for Leadership Development, is a member of the National Alliance of Black School Educators and other educational organizations. Dr. Bullock is an active member of the Eastern Star Church. Dr. Bullock has worked in every realm of public schooling and she is capable of addressing all aspects of school leadership. Dr. Bullock's educational experiences and leadership accomplishments reflect her capacity to design, launch, and manage a high performing charter school. The resume for Dr. Bullock is included in **Attachment 2**. The Board of Directors will hold the Head of School accountable by using the established performance goals (pp. 47-50) for the academy. The Board will monitor progress towards accomplishing these goals quarterly. A final evaluation will be provided at the end of the school year based on quantitative and qualitative data.



SCHOOL LEADERSHIP /MANAGEMENT TEAM ROLES AND RESPONSIBILITIES

The school leadership and management team beyond the Head of School will include the following persons:

School Leadership Team	Role and Responsibilities
Assistant Principal	Assist the Head of school with the day-to-day operations of the school. Oversee the coaching and mentoring of classroom teachers to support the implementation of the instructional model. Evaluate non-certified instructional staff. Organize and supervise after school and summer school programs.
STEAM and Literacy Coaches	Develop Curriculum Maps and Pacing Guides to support lesson planning and the implementation of the STEAM instructional model. Assist teachers with lesson planning and instructional strategies. Coach teachers, model/demonstrate science, engineering, and math lessons. Provide informal classroom observations. Assist teachers with implementing assessments and analysis of data to make instructional decisions. Assist with planning Tier II Interventions “Success Time.” Assist with planning instruction for students in the Afterschool Tutoring Program. Assist with coordinating instruction for Summer School. Meet weekly with the Head of School, participate in weekly leadership team meetings, monthly staff meetings, and RTI team meetings.
Lead Teachers	Mentor new and beginning teachers (Novice and Teacher Clinical Residents). Meet at least 2 times per week with mentee. Facilitate grade level team meetings. Assist new and beginning teachers with classroom management and instructional strategies and non-instruction activities to acclimate to the school environment. Participate in weekly leadership team meetings. Participate in RTI Team meetings and monthly staff meetings.
Director of Special Education	Coordinate efforts of the Special Education team and related services. Facilitate Special Education Team meetings/Coordinate Multidisciplinary team meetings. Manage State and Federal Special Education reports and ensure compliance with Special Education guidelines. Assist Special Education teachers with completing IEP’s and annual reports. Assist with Multi-Tiered Systems of Support (MTSS) and RTI Team process. Work collaboratively with CEO/Head of School and school leadership team.
Business Manager	Set-up financial accounting process using “QuickBooks” software. Manage payroll for all staff. Handle daily record keeping of all revenue and expenditures. Assist with all vendor bids for services and oversees all vendor contracts. Assist with ordering all supplies, materials, and equipment. Committee with the development of the preliminary and annual budgets. Provides monthly financial reports to the CEO and Board of Directors. Supervise Custodians, Cafeteria worker, and Technology Specialist.
Office Manager	Serve as the front desk office manager and perform general receptionist duties. Manage incoming and outgoing communication. Assist the Business Manager with ordering supplies, materials and equipment. Maintain staff workroom, handles mail and communication to and from staff. Assist CEO with communication and materials for Board of Directors and meetings. Assist with registration materials and student enrollment process. Maintain all hardcopy and electronic student records.



Parent Coordinator and Enrollment Specialist	Coordinate parent and student recruitment efforts. Assist parents with the student registration process. Conduct Parent Orientation Meetings and monthly parent support group meetings. Assist with end-of-year parent surveys. Serve on Parent and Community Advisory Councils.
Technology Specialist	Assist with the set-up and implementation of Student Information Management System. Assist with the installation of classroom computers and other technology equipment. Provide instruction for staff and students using hardware and software programs.

8. Leadership After Authorization and Before Opening – Use CSP Grant funds to hire staff.

The CEO/Head of School will lead the development of the school between the time of authorization and opening. All instructional staff will participate in professional development 10 days (July 13-24, 2020) prior to the first day of school. The proposed first full work day for teachers will be July 27, 2020, and the first day of school for students will be July 29, 2020. During this start-up and preopening planning time, Dr. Bullock will work with management and leadership team members identified below. The role and responsibilities of these staff members are described below and in the Start-up Plan (**See Attachment 14**). Indy STEAM Academy was awarded the Charter School Program grant in March 2018, but these funds were withdrawn by the Indiana Department of Education in June 2018 due to lack of authorization. Indy STEAM Academy to reapply for CSP grant funds in May 2019 to support start-up and preopening activities and to pay for salaries of start-up staff. The academy will pursue other resources available through foundations, donations, and competitive grants.

Dr. Bullock/Head of School will work full-time directly after the authorization of the academy starting in September, 2019, or once CSP start-up grant funds are received, and will work on marketing and recruitment of staff and students; soliciting additional partnerships to support the implementation of the STEAM model; soliciting bids and identifying vendors for office and classroom equipment; ordering supplies and materials for the start of school; The Head of School will work with Charter Schools Capital to retrieve funds for equipment and furniture; conduct fundraisers and solicit donations to support programs, services and extra-curricular activities. The Head of School will participate in community events and conduct parent information and orientation meetings, and community advisory council meetings to secure partnership agreements to leverage the supports provided by these organizations.

Business Manager (TBD) will work part-time prior to the opening of school starting January 2020 to assist with setting up all financial accounts including payroll for record keeping and managing all revenues and expenditures of the academy. The business manager will assist with the ordering of instructional and non-instruction resources for the academy, assist with vendor bids for services, and participate in the hiring of the custodial and cafeteria staff.

Office Manager (TBD) will work part-time prior to the opening of school starting January 2020 to assist with setting-up the office and school files; assist the parent coordinator and enrollment specialist with enrollment and registration forms; assist with communications to staff, parents, and community members; and assist the business manager with ordering equipment, supplies, and materials for the start of school.

Parent Coordinator and Enrollment Specialist will work full-time prior to the opening of school starting September 2019 with the recruitment and marketing team to implement marketing strategies and community engagement activities to meet our student enrollment targets. The Parent and Community Engagement Coordinator will participate in community events to share information about the academy and assist with planning and implementing parent information, enrollment fairs, and parent orientation meetings.

STEAM and Literacy Coaches will work 6 months (supplemental contract) prior to the opening of school starting January 2020 to assist with the alignment of the STEAM curriculum and Indiana Academic Standards; develop curriculum maps and pacing guides to support teachers with instructional delivery; the STEAM Coach will participate in Project Lead the Way professional development for the “Train the Trainer” model; the Literacy Coach will participate in Balanced Literacy “Train the Trainer” model; both coaches will participate in training for Instructional Coaching to support classroom modeling and demonstration lessons, observing specific teaching practices, providing supportive feedback, and providing opportunities for teachers to reflect on teaching practices. Coaches will assist



with planning professional development and trainings that will begin the first two weeks prior to the start of school, and with planning ongoing professional development 10 days during the school year.

Technology Specialist will work on contract 6 months prior to the start of the school year to assist with the set-up of the student management system and with the installation of technology for classrooms.

9. SCHOOL ADMINISTRATIVE AND MANAGEMENT STAFF TO BE HIRED

The Assistant Principal, Director of Special Education, Coaches, Lead Teachers will be hired in early winter January-February 2020. The Assistant Principal will start one month prior to the start of school. Coaches will work on a supplemental contract for curriculum development six months prior to the start of school. The Special Education Director will be hired, but will not start until the beginning of the school year.

Recruitment and Hiring Process

The academy will advertise open positions on the Teacher-Teacher.com website, provide postings at University and College Career Development Centers, in the local newspaper, Job Banks, and on the academy’s website to recruit staff. The process for hiring includes the online application process. Applications for these positions should be submitted within 30 days of the posting date. Applications will be reviewed by the Interview Committee. Potential candidates will participate in an informal telephone screening process. Candidates recommended to move forward in the selection process will be invited to interview. The formal interview process will be comprised of three steps: (1) Writing Assessment where candidates respond to school related scenarios; (2) Question and Answer session where candidates provide oral responses to questions essential to their role and responsibilities, and interpersonal skill sets which are rated using a rubric; (3) Demonstration of Skills and Presentation relative to their role and responsibilities and the use of technology to support their roles which are rated using an interview rubrics. A complete background and references check will be conducted for candidates designated to move forward in the selection process.

Candidates will be notified of their status in the application process within 5-10 business days following the formal interview. Candidates recommended for hire will be submitted to the Board of Directors for review and potential approval. New hires will participate in an onboarding process which includes the new employee orientation with the leadership team, review of the staff handbook, school policies and procedures, emergency plan, security and safety plan, technology equipment check-out, integration of technology (emails, passwords for student information system).

The following school documents will be distributed during onboarding and orientations:

Parent and Student Handbook; Teacher and Staff Handbook; School Emergency, Security, and Safety Plans; and Curriculum Maps and Pacing Guides for Instructional Staff.

10. EDUCATIONAL SERVICES

Educational Services				
Companies & Consultants	Goals	Persons Responsible	Cost of Service	Funding Source
Power School Student Information System	Provide software program and host student information system.	Technology Specialist Head of School	\$15,554	Basic State Aid
Marketing 360	Assist with the development and maintenance of the website, social media marketing and recruitment	Head of School	\$2,500	CSP Grant
Auditor	Provide annual audit and financial reports.	Business Manager Head of School	15,000	Basic State Aid
Legal Services	Assist the academy with legal needs and staff employment contracts.	Head of School	10,000	Basic State Aid



Miller Insurance Group	Provide insurance coverage to safeguard the academy, Board and authorizer from potential risks. Provide health and retirement benefits.	Business Manager	\$28,684 See quote	Basic State Aid
BD Managed Services	Provide wireless access, network equipment devices, telephones and intercom equipment, video surveillance and door access controls.	Business Manager	\$15,000	Basic State Aid
TriNet	Provide service for payroll, direct deposits and insurance benefits	Business Manager	\$100.00 per staff	Basic State Aid
Teach for America	Provide licensed classroom teachers.	Head of School	\$4,000 per Teacher	Basic State Aid
Marian University	Provide licensed classroom teacher residents.	Head of School	\$3,000 per Teacher Resident	Basic State Aid
Cummins Behavioral Health Systems, Inc	Provide mental health wraparound services for students and their families.	Head of School	\$2,000 per month	Basic State Aid

1. Decision-Making Authority

Decision-making authority as it relates to key functions relative to governance and oversight provided by the governing board and management provided at the school level are clearly delineated in **Attachment 3** (Exhibit D): Governance and Operational Structure.

SECTION II: SCHOOL DESIGN

EDUCATION PLAN

Innovation

1. Unique Model

Indy STEAM Academy will brand itself as being uniquely different from traditional public, charter and local STEM schools by provided the following instructional resources and supports that contribute to a high-quality educational option for parents and students:

School Days and Extended Hours. Indy STEAM Academy will provide 186 full student instructional days of school each year with an extended **7-hour instructional school day**, which is two hours more than the state requirement and traditional 5-hour school day in some surrounding elementary schools. This additional learning time is a total of 1,302 hours and a total of 78,120 minutes per school year compared to a traditional 5-hour school day (54,000) minutes and 6-hour school day (648,000) minutes. These additional hours of instruction equate to 24,120 additional minutes of instruction (402 hours) which equates to a total 57 additional days of student instruction per school year.

Additional Learning Time for Science. Indy STEAM Academy will be fundamentally different from typical STEM models and traditional public schools by providing a **90-minute block** of science/engineering instruction **five days per week** which is 450 minutes of science per week and a total of 16,200 minutes of science instruction per school year. Most traditional public schools provide 30-60 minutes of science instruction two to three days per week.

Project Based Learning Approach. (Research and benefits see p. 19) Students will be able to apply what they learn in the core content areas (Reading, Math, and Science) during engineering instruction. Student learning will be reimagined by providing **STEAM Design Challenges** using a **project-based approach** to learning where students read a story (or watch a video) about a real-world problem. Students work in **collaborative learning teams** to create models or prototypes of their innovations that solve problems using the engineering design five-step process. Models



and prototypes will be **peer reviewed by their classmates and critiqued by engineers in their respective fields**. Students may **request a patent** for some of their design models. Students will make **presentations** to the community and their families at **STEAM Design Challenge Nights**. Through these design challenges students will be able to make connections with a variety of engineering disciplines to make program choices for a career pathway.

Mentoring and Career Exploration. Each classroom will have an **industry sponsor** that provides information and materials about their company. Industry sponsors will send speakers to visit classrooms to speak with students about STEM careers at their companies. Engineers from local industries will serve as volunteer **STEM Ambassadors** to help teachers with Engineering projects. Technology industries like: Macalister (Caterpillar), Cummins, Royce, Rolls Royce, Raytheon, Lilly, Dow, Duke Energy, Citizens Water, Exxon, Apple and Microsoft, will be invited to share opportunities for students to interface with their companies through **job shadowing**, and “**Jr. Internships**” during fall, winter and spring breaks. These companies and STEM Ambassadors will also help the academy create an **annual STEAM Career Fair**, where students and their families learn more about **career pathways** in STEM. College student mentors will share information about their college experiences that support students with making college program choices.

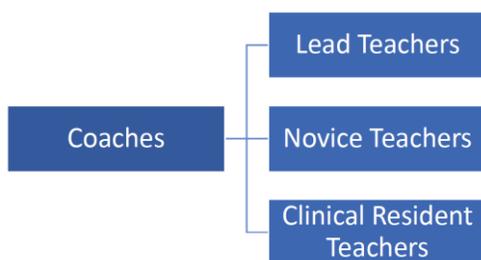
Integration of the Arts with STEM. Students will receive art instruction during the school day that supports them with the creation of their engineering design models and prototypes. In addition to this instruction, students will be able to participate in **Drama, Dance, Choir, and Instrumentals** one hour after school every day during our extra-curricular programming.

Exposure to STEM Industries, Science Museums, and Competitions. The academy will brand itself by providing **Industry Visits, College Tours, and Science Museum Fieldtrips** during Fall, Winter, and Spring Breaks. Students will have an opportunity to visit science museums. Students will visit colleges to explore college life and STEM programs. Our students will participate in **STEAM Competitions** such as Robotics, Lego, Google Science, NASA Mission, ExploraVision, Samsung Solve for Tomorrow, STEM Video Games, and Coding.

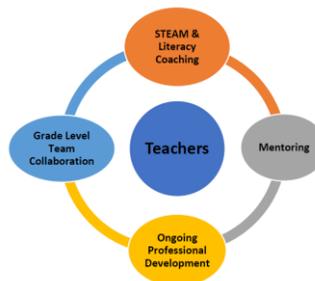
ABC Plans. Indy STEAM Academy will brand itself on the promise “**Every Child Will Succeed**” and perform at high levels to ensure academic success. The academy will develop an **Academic, Behavior, and Career Plan (ABC Plan)** for all students with “**wrap around**” **services** as needed in partnership with Cummins Behavioral Health Systems. Adaptations will be made for students who have Individualized Education Plans. Individual **academic, behavior (social emotional learning and positive habits of mind), and career pathway goals** will be established with parents and students during our parent/student conference time before the start of the school year. Goals will also be established for student behaviors to support their social and emotional well-being in addition to developing positive academic mindsets for learning. Goals will be established for **transition to high school. College and career aspirations** will be identified along with resources to help students maintain goals in their desired **career pathways**. ABC Plans will be updated at parent, student, teacher conferences and will follow students K-12.

Coaching and Mentoring for Teachers. Research suggests that “when new teachers enter the STEM classroom for the first time, they need support with the pedagogical and subject matter content knowledge to effectively implement the curriculum that is aligned with practices in the Indiana Academic Standards, “(Indiana Science Initiative, 2008). To address this concern, Indy STEAM Academy will provide multiple layers of support to help teachers with the implementation of the STEAM model.

Levels of Teachers



Levels of Support



The academy will provide **STEAM and Literacy Coaches** who are experienced master teachers with content area specialist certification who will support all teachers with the implementation of the STEAM Instructional Model. Coaches will provide demonstration (model) lessons, share instructional best practices, engage in ongoing conversations about instructional practices, and provide feedback with opportunities for teachers to reflect on their instruction during debriefing sessions. Coaches will help teachers with lesson planning and the analysis of data to make instructional decisions during their weekly grade level team meetings. The academy will use the “Train the Trainer” model by providing an opportunity for coaches to be trained during the summer. Our coaches will work on curriculum mapping, pacing, and alignment of instruction with the Indiana Academic standards six months prior to the start of school using CSP grant funds. The academy will provide one Lead teacher at each grade span. Lead Teachers have a Master’s Degree and classroom experience. They work closely with coaches to help **Novice (new) teachers** with implementing the instructional model. **Lead Teachers will serve as mentors** for Novice teachers to help them acclimate as beginning teachers and help them manage instructional and non-instructional responsibilities.

2. Evidence for Efficacy

STEAM Pedagogy. STEAM is an acronym for Science, Technology, Engineering, Arts and Mathematics. STEAM is the integration of these content areas while leading students through design and inquiry processes that include investigating, planning, problem solving, creating, evaluating, reflecting, and retooling design models and prototypes that solve real world problems and challenges. This process helps students make connections between what they are learning in school with their real-life environment which makes this model a good “fit” for the targeted population. One of the greatest concerns in workplace is the need to enhance creativity and innovation. The emerging STEAM pedagogy is supported by research which suggests that by adding the “A” for Art to bridge STEM to STEAM will increased student engagement, creative thinking, and innovation skills. Including the arts will help students make connections with traditional content area subjects. This learning approach helps to develop the “whole” child and helps students develop a deeper understanding of the subject matter through the practical application of skills while experiencing the joy of expressing themselves through music, drama, dance, and the visual arts.

	Science	Science is everywhere in today’s world. It is part of our daily lives from cooking, gardening to recycling. We embrace the significance of science in things we do every day.
	Technology	Technology is transforming how we learn, work and play. We live in a digital world with a global economy, so we embrace our world today and future technologies.
	Engineering	Engineering is the practical application of science, technology, and math which emphasizes how to solve real word issues using hands-on learning by designing models and prototypes ...It’s Fun and Engaging!
	Art	Fine Arts develop the imagination, creativity, and critical thinking skills of students across content areas.
	Math	Mathematics is the foundation of science, engineering and technology and helps students develop problem-solving, analysis, and reasoning skills.

Student Centered and Constructivist Approach to Learning. Student centered learning shifts the focus of instruction from the teacher to the student. Student-centered learning theory and practice are based on the constructivist learning theory which emphasizes the role of the student in constructing meaning from new information and prior experiences. This approach is a good fit for our targeted student population because it fosters learning by doing and encourages student to take responsibility and ownership for their learning. Students learn important communication and collaborative skills as they work in learning teams. Students learn to ask questions and follow steps needed to complete a project with their learning teams. Students are more motivated and engaged with learning as they find solutions to real life problems.



Project Based Learning. Project based learning is implemented during the STEAM Block. This hands-on instructional approach is integrated with the science inquiry approach and engineering design process, and is embedded in the Indiana Academic Standards. Directions for facilitating learning are provided for teachers in the Project Lead the Way and Engineering is Elementary module instructional guides. This learning approach addresses the 2023 Indiana Graduation Requirements to demonstrate employability and provides instruction using multiple learning styles. Key components to support our targeted student population include:

- **Key Knowledge, Understanding and Success Skills** – The project is focused on critical thinking, problem solving, communication, collaboration, and self-discipline.
- **Challenging Problem or Question** – The project is framed by a meaningful problem to solve or question to answer at an appropriate level of challenge.
- **Sustained Inquiry** – Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity** – The project features real-world context, task and tools, quality standards, and addresses students' personal concerns, interests, and issues in their lives.
- **Student Voice and Choice** – Students make some decisions about how they work and what project they create.
- **Reflection** – Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles faced during the development of the project explanations of how to overcome them.
- **Critique & Revision** – Students give, receive, and use feedback to improve their design process and products.
- **Public Product** – Students make their project work public by explaining, displaying and/or presenting it to their parents at design challenge nights and science/engineering fairs.

Engineering Design Process. This five-step process will support students in our target population with planning and constructing their design challenge models. Students ask: What is the problem? How have others approached it? What are the constraints? Students brainstorm ideas and possible solutions then choose the best solution to the problem. Students create a diagram of the model or prototype and make a list of materials they will need to create the design. Students create a plan to develop the model or prototype then test it out. Students receive feedback from their peers and engineers in the field. Students reflect on what works or why it does not work, and identify ways to make their models better then test them out again. Students learn presentation skills by demonstrating their models or prototypes to their classmates and families. Students use technology to plan and design their models and to make their presentations. The engineering design process is an instructional approach that fosters critical thinking, creativity, communication, collaboration, and perseverance. Students take responsibility for developing a model from start to finish to solve an existing real-world problem or anticipated problem in the future.

Science Inquiry Approach. Teaching science using the science inquiry approach is the cornerstone for good teaching and is a great fit for our target population. Students conduct experiments where they solve research problems using five steps:

- **Engagement.** The learner through observation, raises a research question; e.g., Does air take up space?
- **Planning.** The learner uses previous research and background knowledge to plan an investigation;
- **Investigating.** The learner performs guided investigation, experimentation, and observations in an attempt to answer the research question
- **Analyzing.** The learner analyzes findings, organizes the data, and makes predictions
- **Communicating.** If the conclusions do not require the learner to repeat the inquiry cycle, the learner will communicate and justify an explanation for the conclusion (answer to the question).

21st Century Learning. The P-21 Century Framework identifies skills students need to be successful in the workplace and life in general which makes it a great fit for our target population. This approach fosters learning and innovation skills prepare student for increasingly complex lives and workplaces. Indy STEAM Academy's instruction model will provide learning activities that foster creativity and innovation, critical thinking and problem solving, communication, and collaboration as they learn in their STEM Instructional Block.



Hold Academy Accountable (Also see Performance Management pp. 47-50)

This innovative model will allow the Indiana Charter School Board (ICSB) to hold Indy STEAM Academy accountable for the same high accountability standards that it holds all authorized schools using the goals established for academic achievement and levels of proficiency in reading, math, and science which are set at 75% and above. In addition to proficiency measures, students will demonstrate 2-3 percentile gains for annual measurable growth targets each year. During Year One, the academy will use NWEA MAP Growth K-5 and IREAD K-3 to measure student levels of proficiency and growth.

CURRICULUM AND INSTRUCTIONAL DESIGN

1. Framework

The framework below identifies key components of the curriculum and instructional design for the academy to meet the needs of the targeted population and ensure that all students meet or exceed proficiency of the Indiana College and Career Ready Academic Standards.

Framework for the STEAM Instructional Design Model

COMPONENT ONE: ENGAGES STUDENTS FROM DIVERSE ACADEMIC BACKGROUNDS

Engaging the minds and imaginations of students from diverse academic backgrounds such as students from low-income families, underserved minority students, and underrepresented students in STEM career fields. Demographic make-up of our targeted student population is: 85% African American, 5% Hispanic, 10% Caucasian, 80% Free and Reduced Lunch, 10% Special Needs, and 5% English Language Learners. The Free and Reduced Lunch percentage is based on the high poverty index of the targeted community as identified in the community profile.

COMPONENT TWO: INTEGRATES STEAM

Learning experiences integrate knowledge and skills from science, technology, engineering, arts, and math with a strong foundation in literacy (STEAM Block, Reading and Math Blocks). Project based learning takes place during the STEAM Block where students conduct experiments and create prototypes or models that solve real world problems. Engineering Modules provide opportunities for student to apply science and math content. STEAM Engineering Design Challenge experiences might take the form of one-class-period, one-week unit, three-week unit or quarter-long project depending upon the module and design components. *The integration and practical application of content will help students from our targeted population develop a deeper understanding of concepts across content areas.*

COMPONENT THREE: PROVIDES CONNECTIONS WITH NON-STEM DISCIPLINES

Learning experiences help students connect STEM knowledge and skills with academic standards from other disciplines including art, music, physical education, social studies, and health (Cross Curricular). *Connections with non-stem disciplines reinforce concepts taught in core content areas and help our students retain information.*

COMPONENT FOUR: PROVIDES ACADEMIC CONTENT BASED ON THE STANDARDS

Learning experiences are connected across content areas and are anchored to the Indiana Standards and focused on the big ideas and foundational skills critical to future learning in the targeted disciplines. (Standards Based Curriculum). *The focus on standards will enhance the ability of our students to demonstrate proficiency and close the achievement gap.*

COMPONENT FIVE: PROVIDES COGNITIVE TASKS AND PRACTICAL APPLICATION OF SKILLS

Learning experiences challenge students to develop higher-order thinking skills through processes such as science inquiry, problem solving, and creative thinking (Science Inquiry Approach and Project Based Learning). These cognitive tasks will help our students develop a deeper understanding of content and enhance practical application of skills learned. Learning experiences require students to demonstrate knowledge and skills fundamental to the engineering design process (e.g., brainstorming, researching, creating, testing, improving, etc.). *These experiences will provide practical application of content and help students make connections with new knowledge and develop problem solving skills and solutions for real world issues.*



COMPONENT SIX: PROVIDES A VARIETY OF LEARNING OPPORTUNITIES AND EXPERIENCES

Learning experiences provide opportunities for students to learn through whole group instruction, guided practice, flexible groups, paired work, learning teams, workstations, and independent practice. Learning experiences provide multi-tiered system of supports using the RTI process and “Success Time” to enhance student achievement during the school day. Learning experiences provide opportunities to intervene during after school tutoring and summer school. Enrichment is provided during “Success Time,” after school extra-curricular activities and/or clubs, visits to science museums during Fall, Winter, and Spring Breaks, STEM competitions throughout the school year, and summer camp outreach experiences. *Our students are able to participate in learning activities and experiences that they would not normally have exposure to at home or in their immediate communities.*

COMPONENT SEVEN: PROVIDES A COLLABORATIVE CLIMATE AND CULTURE

Learning experiences often require students to work and learn in collaboration with others using effective interpersonal skills (21st Century Learning Skills, Positive Behavior Interventions and Supports, Citizenship and Character Education). *Students will develop social emotional skills and positive mindsets that enhance their learning.*

COMPONENT EIGHT: IMPLEMENTS ASSESSMENTS TO MONITOR STUDENT LEARNING

Learning experiences require students to demonstrate knowledge and skills, in part, through performance-based tasks including formative, diagnostic, and summative assessments. (Assessments to Monitor Student Learning) *Teachers, students, and parents will be able to track and frequently monitor progress using data folders and ABC Plan goals to support academic achievement and growth as measured by our state standardized assessments.*

COMPONENT NINE: PROVIDES CONNECTIONS TO STEM CAREERS

Learning experiences place students in STEM industries that help them to better understand and personally consider STEM careers (Extended Learning, Career Fairs, Industry visits, Job Shadowing and Jr. Internships). *Students will have an opportunity to gain experiences outside of the classroom which may not be provided by their families.*

COMPONENT TEN: INTEGRATION OF TECHNOLOGY

Learning experiences provide opportunities for students to use multiple technologies (Examples: computer hardware and software, calculators, probes, scales, microscopes, rulers, and hand lenses to name just a few). *Students will learn how to use the internet and a variety of software programs to support their learning. The use of technology, especially computers/l-pads at school provides opportunities that some students may not have access to at home.*

a) Learning Environment

Classrooms are student-centered where the teacher serves as a “facilitator” of learning. During reading and math instruction, the teacher provides whole group, flexible small groups, paired, and independent work instruction. During the science, technology, and engineering block of instruction, students work in learning teams and collaborative groups that rotate each quarter. This model builds students’ self-confidence and encourages them to take ownership for their learning by completing design challenges from start to finish. This model develops skills such as critical thinking, creativity, collaboration, communication, team building, and respect for diverse or alternative viewpoints needed to be effective in a STEM workplace.

b) Class Size and Structure

The minimum class size will be 18 students and the maximum class size will be 25 students per classroom. The projected enrollment is 300 students grades K-5 for Year 1. There will be three teachers each for grades K-1, two teachers each for grade 2-3 and one teacher each at grades 4-5. Fifty new students will be added each year as the academy grows organically and students transition to the next grade level. There will be paraprofessionals assigned to each grade level team to assist classroom teachers with instruction and ensure that all students demonstrate proficiency on NWEA benchmark assessments and IREAD/ILEARN state standardized assessments.

Contingency Plan A: If in the event there are only 10-12 students for a given class, it will be the decision of the Head of School to combine students by grade spans (for example combine grades 4/5) to make a full class or use Title II funds (within guidelines) for Class Size Reduction purposes to accommodate the smaller class size. The number of teachers may be reduced, if there are not enough students to make a full class. To avoid losing a teacher,



that teacher may serve as the Long-term Substitute teacher until a class is full. The Head of School will also use the wait list to create full classes. All classes will be balanced by September 15th (count day) of a given school year.

Contingency Plan B: If in the event there are more than 25 students assigned to a class, but not enough students to make a new full class, it will be the decision of the Head of School to use Title II funds for Class Size Reduction to create smaller class sizes than the proposed minimum. The wait list may be used to make a full class.

c) Curriculum Overview

Balanced Literacy. Teachers will provide 90 minutes of reading/language arts instruction each day. During this block of time, teachers will provide direct, explicit, and modeled instruction with whole groups, guided practice instruction with small groups during guided reading time, and collaborative learning during shared reading instruction and independent reading practice. Components of the balanced literacy block: word study, read aloud, shared reading, guided reading, independent reading, and writing. Other learning opportunities during the literacy block include learning centers and computer assisted reading instruction. The academy will use Houghton Mifflin Journey's series as its core language arts program. Our balanced literacy curriculum builds a strong foundation for reading by focusing on the essential elements of reading: phonemic awareness, phonics, vocabulary, text comprehension, fluency, spelling, writing and grammar with the integration of critical thinking, listening, speaking, reading and writing skills that prepare students to progress from learning to read to reading to learn for a lifetime.

Balanced Mathematics. Teachers will provide 90 minutes of math instruction each day. During this block of time, teachers will provide direct/ modeled instruction with whole groups, guided practice with small groups, collaborative learning with shared math activities and independent practice worktime. Additional learning opportunities include working in math learning centers and using computer assisted instruction. The academy will use the Pearson enVision math as its core instructional program. Our curriculum will provide a strong foundation in elements of math knowledge such as: number sense and numeration, operations and computations, patterns and functions, data and probability, measurement, geometry, and algebra. Our instruction will help students develop a deeper understanding of math concepts through practical application using real life situations and activities that are integrated with project design challenges and development of authentic engineering models.

Science, Technology, and Engineering. Teachers will provide 90 minutes of science and engineering instruction with the integration of technology to support instruction and student learning. Teachers will provide whole and small group instruction where students are organized in collaborative learning teams while they work on grade level content modules to develop a deeper understanding of concepts through hands-on, practical application of knowledge to solve real world problems and challenges by creating authentic models. A sample integration of science and engineering concepts is provided in **Attachment 4: Curriculum Scope and Sequence**.

Science Curriculum. (FOSS, Indiana Science Initiative/ I-STEM Resource Network) will focus on physical, earth, space, life, environmental science concepts. Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations, communicating their findings, and sharing their models.

Engineering Curriculum. (Project Lead the Way and Engineering is Elementary) will focus on chemical, mechanical, electrical, and biomedical engineering concepts organized in learning modules by grade levels. Teachers provide design challenges where students work in learning teams to create solutions to real world problems and issues. Students use the engineering design process to create design models. Students take ownership for their learning by completing projects from start to finish. The academy will use **Project Lead the Way and Engineering is Elementary** to implement this curriculum. Engineering modules provided by these programs are aligned with the physical, life earth and space, and computer science concepts and Indiana Academic Standards.

Project Lead the Way (PLTW). Teachers will implement PLTW during the 90 minutes STEM Instructional Block. Indy STEAM Academy will partner with Project Lead the Way to provide the **Launch (Grades K-5) and Gateway (Grades 6-8) programs**. Project Lead the Way captures the curiosity of students and engages them in hands-on activities that build knowledge and skills in the areas of computer science, engineering and biomedical science. These programs help students develop skills such as problem solving, critical and creative thinking, communication,



collaboration, and perseverance to be successful in high school, college, and careers. Project Lead the Way has leading Modules that guide instruction at each grade level that are aligned with the academic standards.

Engineering is Elementary (EiE). Teachers will implement Engineering is Elementary (EiE) during the 90 minutes STEM Instructional Block. Engineering is Elementary is a nationally recognized engineering curriculum developed by the Boston Museum of Science. This curriculum will be used in conjunction with the PLTW to ensure that there are enough engineering activities at each grade levels from which to choose to support the design challenges each quarter. The EiE curriculum is also aligned with the Indiana Science Standards and will be implemented along with the I-STEM Resource/Indiana Science Initiative curriculum. The Engineering Design Process is embedded in the curriculum modular units (**Attachment 4**).

Technology Curriculum will focus the use and integration of technology to support instructional delivery enhance student learning. Students will have additional computer lab time (60 minutes) to learn keyboarding, email, internet use, educational websites, digital library, and coding skills. Students will use technology tools to collaborate with others, connect new information to prior knowledge, link learning to the world beyond the classroom setting, and to use their creativity for animation, video, narration, music, images, and text to support their projects and assignments. Students will have laptops or I-Pads that are assigned for use at school. Classroom teachers will have interactive whiteboards and laptops to support instructional planning and delivery, administering assessments, monitoring student progress, maintaining data to make informed instructional decisions, collaborating with colleagues, and communicating with parents.

Fine Arts Curriculum. Teachers will provide 60 minutes of Fine Arts instruction which includes Visual Arts, Music, and Library Instruction on a rotating basis throughout the week. Indy STEAM Academy will integrate the arts to support science, technology, and engineering design. The arts will stimulate and develop the imagination, foster creativity and innovation skills, and refine critical thinking, collaboration, and communication learning skills. Teachers focus on developing the “whole mind” to nurture the creative talents of students. The fine arts curriculum is aligned with the academic standards and will focus on Music and Visual Arts during the school day and Drama and Dance after school during extra-curricular activities.

Social Studies Curriculum. Teachers will provide 60 minutes of Social Studies and Citizenship/Character Education instruction three days per week. Indy STEAM Academy will integrate skills that include reading, writing, listening, and speaking during Social Studies instruction. This curriculum develops an understanding of history, the culture and traditions of real people in real paces and how people work together to build communities, solve problems of the world, to develop an awareness and appreciation for diversity, develop social skills, and build character to become a productive citizen in society.

Health and Wellness Curriculum. Indy STEAM Academy will provide 60 minutes of Health and Wellness instruction two days per week. The overarching goal of school health education is to ensure that students become health literate and possess the skills and knowledge to lead healthy active lives. The Health and Wellness curriculum focuses on health promotion and disease prevention, identifying factors that influence health behaviors, identifying services and resource that promote healthy behavior, and practicing strategies that promote good health and reduce health risks. The academy will use the Harcourt Health and Fitness series to support instruction.

Physical Education Curriculum. Indy STEAM Academy will provide 60 minutes of physical education. The goal of physical education is to develop physically literate students who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. The academy will use resources such as the Shape America, Youth Physical Activity Toolkit, Let’s Move initiative to support instruction. Our curriculum develops physical and nutritional wellness habits that students can incorporate into their everyday lives. This curriculum emphasizes individual and life activities as well as cooperative skills through team sports, games and group activities.

d) Integration of Technology

Indy STEAM Academy will provide the cutting-edge technologies and software to tailor instruction: **Chromebooks and I-Pads:** Students will be assigned a technology tool for use during the school day. Teachers will use these resources across all content areas and students can complete and submit their assignments to the teacher. Students



will use computers/l-pads to conduct research on the Internet to find information. **Smartboards:** Teachers will use Smartboards to integrate multiple information streams into a coherent lesson that is individualized for students. Interactive whiteboards provide an extraordinary opportunity to create classroom environments so the needs of students with different learning styles can be met. Teachers can provide formative assessments using Smartboards to assess student knowledge before the lesson and check for understanding during and after a lesson using interactive student response systems. Students can select their responses and receive immediate feedback from their teachers. **Computer Assisted Instruction:** Teachers will provide independent practice with reading and mathematics using programs such as Scholastic Reader where students read at their independent reading levels to build vocabulary, comprehension, and fluency skills. Teachers will use “Dreambox” for independent practice with math computations, problem solving and reasoning skills. Students will use computers to create engineering design plans and models. **3D Printers:** Teachers will be able to bring “science to life” by generating 3D models of images that normally would not be visible to the human eye. **Digital Microscopes:** Teachers will use digital microscopes to project organisms that normally would not be visible to the human eye.

e) Plan to Ensure that the School is Staffed with Highly Qualified Teachers

Recruitment and Selection. Indy STEAM Academy is committed to ensuring that highly qualified and effective teachers are placed and retained in the classroom. The academy realizes there has been a STEM Teacher shortage over the past eight years, however, great work is being done to resolve this shortage. The initiative: “1000K by 10,” is a project of the National Center for Civic Innovation which has identified over 280 academic institutions, non-profit organizations, foundations, companies, and government agencies to retain 100,000 excellent teachers over the next 10 years. This initiative has already trained 30,000 new STEM teachers in the past 4 years and funds have been established to train “tens of thousands more teachers to improve their skills and encourage them to stay in the classroom longer. The Indiana Department of Education, I-STEM Resource Network, Project Lead the Way, Teach for America, and the University of Indianapolis are local organizations that are partnering with the “Initiative 1000K by 10” to recruit, prepare and retain highly qualified teachers for STEM. The academy has partnerships established with these organizations to recruit highly qualified teachers. We will recruit teachers with a Bachelor’s Degree in Elementary Education with an Indiana Teacher’s License then provide ongoing professional development to ensure their success with the implementation of the STEAM instructional model. The Bachelor of Science with a major in Elementary Education program at colleges and universities prepares students to provide classroom learning through multiple instructional strategies, including the science inquiry process, project-based learning, and STEM initiatives. This degree program is grounded in state and national standards to prepare perspective teachers with core content knowledge and 21st century skills. Several other measures will be taken to recruit the most qualified teachers: (1) Use our IUPUI College of Education partner to create a pipeline for recruiting undergraduate and graduate students who are prepared to teach; (2) Partner with Marian University’s Educators College to create a pipeline of highly qualified teachers to implement our instructional model through the **Teacher Clinical Residency Program**. The academy will receive two Clinical Resident Teachers each year. Clinical Resident Teachers serve one year at our Academy then graduate with a Master’s Degree. These residents will make a three-year commitment to our Academy to ensure the retention of highly qualified teachers; (3) Partner with Teach for America that will provide ta pool of highly qualified teachers; (4) Post vacancy announcements and recruit through university and college job fairs and employment placement banks. The interview team will review applications and resumes of potential candidates; conduct telephone screenings; invite qualified candidates to participate in an interview and conduct writing samples, demonstration lessons; identify finalists among candidates then conduct reference and background checks. The interview team will compile recommendations for the Board of Directors starting in February 2020 and will complete the approval process for any remaining staff no later than June 30, 2020.

Evaluation Process. Indy STEAM Academy will implement informal and formal evaluations of teachers to provide ongoing feedback to support their instruction. Daily classroom walkthroughs will be used to provide informal feedback to support teachers with instructional delivery and classroom management. Coaches will provide specific informal classroom observations to support teachers with implementing instructional strategies and core content. Teachers will have an opportunity to reflect on their teaching practices and discuss effective instruction and



classroom management. The Head of School will provide formal classroom observations with evaluation feedback using the Indiana Rise Evaluation model.

Professional Development for Staff. Indy STEAM Academy will provide on-going, job-embedded professional development for all staff. Teachers will have a total of 20 professional development days during the calendar year that include 10 days of professional development before the start of the school year and 10 professional development days during the school year. Teachers will receive training with the use of our basal reading and math programs and local assessment tools from our vendors, service providers, and external partners which include: I-STEM Resource Network, Project Lead the Way, Engineering is Elementary, Balanced Literacy, Balanced Math, Positive Behavior Intervention and Supports (PBIS), Response to Intervention (RTI), Character Counts, Social-Emotional Learning Standards and Components, NWEA MAP K-5 and DIBELS assessments, and technology Integration using interactive whiteboards and laptops. Indy STEAM Academy will participate in the application process to become a STEM Certified school through the Indiana Department of Education. The STEAM and Literacy Coached will provide on-going support for teachers to implementation the curriculum. Teachers with 0-3 years of experience will have a mentor and receive additional support to ensure their effectiveness. Our coaches and grade level team leaders will also assist with professional development during the school year and support grade level teams with curriculum mapping, lesson planning, administering assessments, analysis of data, and flexible grouping for Success Time.

f) Evidence-Based Supports

Indy STEAM academy will implement several supports to ensure the success of all students:

Success Time. All students will participate in “Success Time” which provides 60 minutes of flexible group Tier II intervention each day during the instructional day to address below level (remediation), on grade level (reinforcement), and above grade level (enrichment) proficiency skills of students based on academic standards for reading and mathematics to ensure that students demonstrate proficiency as measured by ILEARN, IREAD, WIDA standardized assessments and the school administered NWEA Map Growth benchmark assessments.

Resource Teachers. The Special Education Resource teacher will provide additional instruction and support for special needs students and students with exceptionalities as identified in their Individualized Educational Plans (IEPs). The Resource teacher will use a “pull-out” and/or “push-in” model of support based on the IEP. Classroom teachers will provide accommodations for learning based on the individual learning needs of students with exceptionalities. The ELL Resource Teacher will provide additional instruction and support for students who have been identified as English Language Learners to support their language acquisition using the “pull-out” and/or “push-in” model based the Las Links assessment.

Response to Intervention (RTI). RTI is a general education model to provide support for all students to ensure their academic success by differentiating instruction at three levels of intervention as described below:

a) Tier I: Classroom Instruction, Diagnostic/Formative Assessments, and Flexible Groups

The classroom teacher provides instruction based on data from diagnostic, formative, and summative assessments. In addition to whole group instruction, the teacher provides flexible small groups of instruction based on the skill levels of students. The teacher also provides independent work and learning center activities to enhance the proficiency levels of students. Students who do not demonstrate sufficient progress are moved to Tier II.

b) Tier II: Targeted Interventions provide additional instruction for small groups of students based on specific skills where students are below proficiency. The teacher monitors students’ progress and provides reinforcement until they demonstrate proficiency. Students demonstrating progress return to Tier I supports, those who do not are moved to Tier III supports.

c) Tier III: Intensive Systematic Interventions provide individualized instruction that focus on a few key skills at a time to correct the skills gap using research-based instructional strategies provided by a specialist. Students who demonstrate progress return to Tier II supports, those who do not receive a comprehensive evaluation.

Positive Behavior Intervention and Supports (PBIS). The academy will implement the Positive Behavior Intervention and Supports (PBIS) framework (see Attachment 8) to maintain a positive school climate and culture. Schoolwide expectations will be established and posted in each area of the building. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be reinforced every day. Behavior goals will be established for students in their ABC Plans and teachers will work closely with parents to ensure student success.



Academic, Behavior, and Career (ABC) Plan. The academy will develop an Academic, Behavior, and Career Plan (ABC Plan) to provide “wrap around” services and supports for all students. Adaptations will be made for students who have formal Individualized Education Plans. Individual academic, behavior, and career goals are established with parents and students at the beginning of the school year. Academic Performance goals will be established to ensure that students are proficient in reading, math, and science at each grade level. Goals will also be established for student behaviors to develop positive academic mindsets for learning, study skills, and social-emotional skills to be successful in our learning environment. Goals will be established for the transition to high school. College and career aspirations will be identified and resources to help students maintain their goals in their desired career pathways. The ABC Learning Plan will be updated at the end of each semester and reviewed with parents and students at conferences. The academy will use the Learn More Magazine provided by the Commission for Higher Education, Indiana Department of Education and Indiana Department of Workforce Development retrieved from <https://learnmoreindiana.org/students/k-5-students/>. Students will complete a planning checklist, explore career pathways, identify career interests and STEM jobs, learn about college, and parents will be encouraged to start a savings account for college using the Indiana College Choice 529 Savings Plan.

Parent and Community Engagement. The academy is committed to establishing a strong partnership with parents and community members. Parents and their children will meet with teachers at the beginning of the school year July 28, 2020 to develop Academic, Behavior, and Career plans. These plans will establish goals to ensure student success. Parents and community members will participate in the “Full STEAM Ahead” opening day activities. Parents will participate in four parent teacher conference days which are embedded in the school calendar. Families and community members will be engaged through monthly Literacy and STEAM family nights, science and career fairs, and other school extra-curricular activities in support of their children at home with learning. Parents will be encouraged to participate in the academy Parent Organization, volunteer time within their work limitations, and utilize resources provided by the Parent Center. Community partners will provide career awareness activities, industry visits, job shadowing, and mentoring for students and opportunities for students to participate in local, state and national STEM competitions. University partners will provide summer camp for students as an enrichment learning opportunity.

2. Instructional Strategies

The student learning experience is **reimagined** using the following instructional strategies:

Project Based Learning. This hands-on instructional approach is integrated with the science inquiry approach. Classrooms are student-centered. Activities are hands-on and students work in learning teams or collaborative groups that rotate each quarter. Each grade level has specific science and engineering concepts to investigate. The project is framed by meaningful problems to solve or questions to answer. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students give, receive, and use feedback to improve their design process and models. Students present their work to their classes and parents at STEAM family night activities. *This learning by doing approach is embedded in the PLTW and EIE curriculums. Research suggests that project based learning and hands-on activities engage students with learning, helps students make connections with new knowledge, increases retention of information, improves students’ attitudes towards learning, and fosters a sense of accomplishment when projects are completed which makes these instructional strategies a good “fit” for the targeted population.*

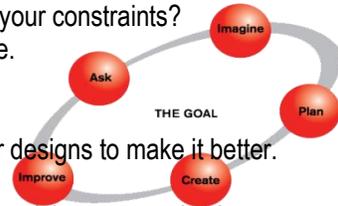
21st Century Learning. This instructional approach fosters a broad set of knowledge, skills, work habits and character traits that are critical to the success of students in the STEM workplace. Students learn the 4C’s: critical thinking and problem solving, creativity and innovation, collaboration, and communication while developing content area knowledge. This **intentional approach** can be done while reading a story and discussing the characters or during a science experiment through the problem-solving experience. *Students gain a deeper understanding of concepts, develop positive mindsets about learning, take responsibility for their learning both in and out of the classroom, and enhance their interpersonal and intrapersonal skills as they work in collaborative learning teams. This learning approach is part of the Indiana Academic Standards and STEM curriculum.*



Science Inquiry Approach. This instructional approach is integrated with the project-based learning approach. Students work in learning teams to solve research problems. Indy STEAM Academy will partner with the I-STEM Network and the Indiana Science Initiative which provide science kits for experimentation with Physical, Life, and Earth/Space science. *Students gain scientific knowledge by observing the natural and constructed world, making predictions, performing investigations and experiments, testing predictions with multiple trials, collecting data, evaluating investigations, and communicating their findings. This learning approach is embedded in the Indiana Science Standards and I-STEM Science curriculum.*

Engineering Design Process. Teachers guide students through the five-step approach for the design process to support planning and constructing their design models:

- ASK:** What is the problem? How have others approached it? What are your constraints?
- IMAGINE:** What are some solutions? Brainstorm ideas. Choose the best one.
- PLAN:** Draw a diagram. Make lists of materials you will need.
- CREATE:** Follow your plan and create something. Test it out!
- IMPROVE:** What works? What doesn't? What could work better? Modify your designs to make it better. Test it out!



The engineering design process instructional approach fosters critical thinking, creativity, communication, collaboration, and team building skills. *Students take responsibility for developing a model from start to finish. Student use technology to planning and design their models and with making presentations. This learning approach is embedded in Indiana Science and Engineering Process Standards, Project Lead the Way and Engineering is Elementary instructional modules. The curriculum outlines how to implement this process in the lesson plans for teachers to support their instructional delivery.*

Differentiating Instruction

Teachers recognize that all students do not learn the same way at the same time. Teachers will differentiate instruction by using a variety of instructional strategies and providing instruction at varying levels of difficulty during reading, math and science. Teachers will provide instruction at varying levels of difficulty using flexible small groups based on skill levels as determined by informal, quarterly benchmark, and standardized assessments. Teachers will differentiate content by providing activities for groups of students using the engineering modules and while asking higher order thinking questions as student process information during science experiments using the science inquiry process and while students are planning their engineering prototypes using the engineering design process. Our instructional model provides opportunities for teachers to address varying learning styles of students as they able make decisions about how they will create their engineering designs and present their work to others. *Our model provides a variety of ways for students to demonstrate mastery of content using tests, projects, reports, and presentations. Our model provides for a differentiated learning environment where students will have opportunities to work in a whole group, small groups, pairs, and independently throughout the school day.*

3. Core Curriculum Scope and Sequences

The Indy STEAM Academy curriculum and instructional strategies are directly aligned with the Indiana Academic Standards. Scope and sequences are provided for core subjects grade K-8 in **Attachment 4**. Our STEAM and Literacy Coaches will work with the Head of School post authorization during the pre-opening planning phase to create Curriculum Maps and Pacing Guides that deconstruct the standards and explain what teachers will teach, and what students will know and be able to do at each grade level each quarter. An assessment calendar will be included to help teachers keep track of timelines to monitor student progress. Instructional strategies will be included as additional resources along with other supplemental resources and websites to support instructional delivery.

4. Blended Learning Operators – Not Applicable

PUPIL PERFORMANCE STANDARDS

1. Pupil Performance Standards

Indy STEAM Academy in keeping with its mission and vision, will ensure that students are prepared to take advance coursework in high school, and ultimately are prepared be admitted to college to take coursework that will prepare them for careers in STEM fields. The academy will align its curriculum with the Indiana Academic Standards and



adopt the eighth-grade standards identified in **Attachment 5** as our exit promotion criteria. The Head of School and eight grade teacher team will review the ABC Plan with 8th grade parents and students. This plan will ensure the successful transition of students to middle school to high school including course selections, career pathways and colleges/universities of interest. Students will be signed up for the 21st Century Scholarship program and an academic commitment statement will be included with the ABC Plan which will follow the student to high school.

2. Promotion Policy

Indy STEAM will use the following promotion policies to ensure that every student is successful and on track be promoted from one grade level to the next. These policies will be communicated to parents and students through the Parent/Student Handbook, at student and parent orientations at the beginning of the school year, and during parent/teacher conferences. Whereas, Indy STEAM Academy is committed to the academic success of all students, we will use multifaceted approaches to support student learning through the Response to Intervention (RTI) process, Success Time, Afterschool Tutoring, and Summer School to ensure student success at every grade level. Students will demonstrate proficiency as measured by our assessments to be promoted at the end of the school year to the next grade level. The following levels of proficiency are expected:

Proficiency Levels		Grade Levels	Content Areas	Proficiency Levels	Assessments
Exceeds Standard	76-100%	K-2	Reading, Math, Science	≥70%	NWEA MAP Growth K-2 IREAD K-2
Meets Standard	66-75%	3-8	Reading, Math, Science	≥75%	IREAD 3, NWEA MAP Growth 3-8, and ILEARN 3-8, IAM 3-8
Approaching Standard	56-65%				
Below Standards	0-55%				

Benchmark assessments using NWEA MAP Growth will be administered three times per year (Fall, Winter and Spring) to monitor students' progress determine levels of proficiency. The IREAD K-2 will be administered in late Spring to determine students' levels of reading proficiency. Students in grades 3-8 will take IREAD 3 and ILEARN 3-8 state standardized assessments to determine levels of proficiency in reading, math, and science. Students grades K-2 are expected to perform at 70% or above in reading, math, and science. Students grade 3-8 are expected to perform at 75% or above in reading, math, and science. Students performing 65% or below in reading, math, or science as measured by the NWEA MAP Benchmark Assessments, IREAD K-2, 3, and ILEARN 3-8 assessments are required to participate in the following intervention services to demonstrate proficiency:

- **Success Time** - Five days per week during the school day for one hour (3:00-4:00 PM)- (All students)
- **Homework Help** - Four days per week (M-TH) for one hour (3:00-4:00 PM) (66% and above + make-ups)
- **After School Tutoring** - Three days per week for one hour (4:15-5:15 PM)- (65% and below students)
- **Summer School** - Three weeks at the end of the school year from 8:00-Noon- (65% and below students)

Students who are performing at the "Approaching Standard" range (65-56%) will not be in jeopardy of retention; however, will be required to participate in after school and summer school programs to demonstrate proficiency. Students performing at 65% or below standard will be able to retake the NEWA Spring benchmark assessments to demonstrate proficiency at the end of the Summer School program to demonstrate proficiency. Students who are performing **below standard 55% proficiency** in reading and math for **two out of four quarters of the school year** will be considered for **retention**. Students will be provided every attempt to demonstrate proficiency by participating in additional interventions services as describe above. The Head of School and with the RTI team will meet with the parent and student. The ABC Plan will be reviewed to realign goals to help the student improve. The Head of School will make the final decision on the recommendations for the retention of students. Students with Individualized Education Plans (IEP's) will not be retained, but are expected to achieve their IEP goals each school year. Students with IEP's may participate in afterschool tutoring, homework help, and summer school programs.



Attendance requirements for promotion. Attendance is an essential component for learning and student success. Students cannot learn, if they are not in attendance to receive direct instruction. Therefore, students are expected to be in attendance every day. Students who miss 3 consecutive days without an excused absence will be referred to the Head of School. Students will be required to make up all missing assignments and participate in the Homework Help program after school to get all assignments completed. Students missing 5 days of school (excused and/or unexcused) will be referred to the Head of School who will meet with the parent and student and will be required to participate in two weeks of After School Tutoring to receive additional instruction to make up assignments. Students missing a total of 10 or more days of school (excused or unexcused) will be referred to the Head of School and will be processed through the RTI Team. A meeting will be held with the parent, student and teacher, the ABC Plan will be reviewed and goals will be realigned to help the student get back on track. Students missing 15 days or more in a given school year may be recommended for retention and will be required to participate in After School Tutoring and Summer School programs to ensure their success. Retention will also be based on level of proficiency by the end of the school year. The final decision will be made by the Head of School considering all academic factors involved.

HIGH SCHOOL GRADUATION REQUIREMENTS (High School Only) - Not Applicable

SCHOOL CALENDAR AND SCHEDULE

The School Calendar and Schedule are provided in **Attachment 6**.

SCHOOL CULTURE

1. Positive Academic Environment and Social Development

The culture of Indy STEAM Academy is rooted in our core values which are based on the **Six Pillars of Character: Trust, Respect, Responsibility, Fairness, Caring, and Citizenship** to foster a positive school climate and culture. These core values are taught to students, reflected in behavior expectations, and modeled in all interactions among the members of our school community. Building strong character is fundamental to creating a positive learning environment and school culture which is the hallmark of our Academy. We believe the classrooms are social settings where staff, students, and parents create learning communities that influence students' academic and social success. Indy STEAM Academy will implement the Character Counts program along with Positive Behavior Intervention and Supports (PBIS) to promote a positive school climate and culture that reinforces student intellectual and social development. Positive Behavior Intervention and Support provides a framework for expectations and procedures to create a safe, nurturing and respectful learning environment. This framework will be explained further in the Discipline section of this application (**See Attachment 8**). The Character Counts program provides activities that instill the core values of the academy. These evidence-based strategies support the academic, social emotional, mindsets and character traits to help students reach their academic potential and be successful in school. The Character Counts program is implemented schoolwide by focusing on one trait bimonthly. Teachers will provide instruction and students will participate in classroom and/or schoolwide activities that reinforce each theme to learn how to apply these core values to their daily lives. Providing social skills instruction and reinforcing expectations and procedures each day will strengthen relationships among students and staff and will reduce or prevent problems from occurring. The Character Counts Theme of the Month will be introduced on the first day of school during our morning announcements and reinforced in our first day of school student assembly. The Parent/Student Handbook will include the PBIS Framework, Character Counts Traits Matrix and a Parent Compact which will be signed by the student, parent, and teacher at the beginning of the school year. Banners and signs will be displayed throughout the school to reinforce a positive school culture and climate. We believe in celebrating the successes of our students and staff and honoring them for displaying these character traits with our "Student of the Month" and "Teacher of the Month" activities where one student from each classroom is recognized and one teacher is selected by students to be recognized each month. The academy will implement school spirit days on Fridays to foster a sense of pride, belonging, self-confidence, self-discipline, and ownership for learning.



Positive Behavior Interventions and Supports (PBIS)

The academy will implement the Positive Behavior Intervention and Supports (PBIS) framework (see Attachment 8) to maintain a positive school climate and culture. The academy has established clear expectations for behaviors within the school environment in order to support the learning community. These behaviors fall into three categories: **Respect, Responsibility, and Safety**. These expectations contribute to a positive learning environment where students are able to grow socially and succeed academically. Schoolwide expectations will be established and posted in each area of the building. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be reinforced every day. Behavior goals will be established for students in their ABC Plans and teachers will work closely with parents to ensure student success.

Social Emotional Learning. (Also see Attachment 8 -Discipline Policy). Social Emotional Learning (SEL) is a process where teachers and staff help students develop knowledge, skills, attitudes, and behaviors that they need to make positive choices. (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003). Indy STEAM Academy will have classroom teachers, a behavior specialist, Cummins Mental Health Agency and school administrators who will help students manage their emotions, build positive relationships with others, solve interpersonal problems, and make positive and ethical decisions when confronted with difficult situations. Indy STEAM Academy will incorporate schoolwide activities and instruction for social emotional competencies that include Mind-Body Connection, Emotional Awareness & positive Sense of Self, Impulse Control, Conflict Resolution and Decision-Making, Perspective Taking & Empathy Development, Critical Analysis, Judgement & Problem-Solving, and Persistence and Resilience. Indy STEAM Academy will incorporate Social Emotional Learning Standards and competencies in our daily instruction as we reinforce Positive Behavior Intervention and Supports (PBIS), Character Education core values, Conflict Resolution strategies, and Citizenship instruction.

A Day in the Life of a Student at Indianapolis (Indy) STEAM Academy

Joy is a third grade student at Indy STEAM Academy and Mrs. Brown is her teacher. Her mother is a single working parent who expressed an interest in Joy attending a STEAM school at the recruitment fair. Joy enjoys hands-on activities like science experiments. Joy's mother shared that Joy watches the science channel and tries experiments at home, so she felt that Indy STEAM Academy would be a good fit to meet the interests of her child.

Arrival/Morning (7:30-8:00) Joy arrives at school and she is greeted at the front entrance by a classroom assistant and the academy Head of School. Joy walks to the cafeteria to have breakfast. Breakfast ends at 8:00 a.m., so she walks to the gym to meet Mrs. Brown. If Joy finishes breakfast early, she can go to the gym and sit with her grade level classmates. Joy lines up with her classmates at 8:00 a.m., then follows Mrs. Brown to the classroom.

(8:00-9:30) Joy goes to the closet to hang up her coat and book bag then she goes the charging station to retrieve her computer and puts it on the table where she and her teammates sit. Joy immediately begins the "Bell Ringer" math and language challenges for the day while Mrs. Brown takes attendance. Morning announcements are delivered over the intercom. Mrs. Brown reviews the learning goals for the day listed on the whiteboard.

Joy gets out her math folder. Joy is learning about geometrical shapes (quadrilaterals) and their attributes. Mrs. Brown shares examples and explains the attributes using the whiteboard. Joy uses the practice sheet to match the examples of shapes with their attributes. Mrs. Brown shares several other examples on the whiteboard. Joy identifies one quadrilateral that does not belong using her interactive response clickers to check for understanding. Mrs. Brown shows examples of simple machines then asks Joy to explain what quadrilaterals are used to create the machine displayed. Joy shares her explanation with the class. Joy reflects on how shapes are used to create simple machines and makes notes in her math folder. Joy turns in her practice sheet, writes the homework assignment in her planner then puts her work away to get ready for reading.

(9:30-11:00) It is time for the English/Language Arts block of instruction. Mrs. Brown presents a mini lesson on the reading and vocabulary skills for the day. Joy goes to the carpet for whole group reading instruction. She participates in word work and a shared reading activity on the carpet with Mrs. Brown. Mrs. Brown calls Joy's group



to come to the back table to work on a guided reading lesson. After small group, Joy returns to her seat and works on her reading response and reflection journal on her computer where she develops sentences that explain the characters, setting, plot, and problem/solution of the story. Joy completes her mini lesson activity sheet then shares her responses with seat partner. Joy gets out her independent reader and reads several pages from her book, completes her vocabulary and comprehension check then logs her reading on her reading log. Joy uses her Chromebook to work on a computer assisted reading activity. Joy returns her computer to the charging station then gets ready for specials. Mrs. Brown reminds students to put their work in their reading bins.

(11:00-12:00) Joy follows Mrs. Brown to the art room. Joy is learning how to use the “Smart Draw” software program as she teaches shapes, use of lines, and symmetry that are used to create a drawing of a simple machine. Joy use her computer to make sketches of shapes that she can use to craft her simple machine. Watch: Simple Machines: Science & Art Integration from the Teaching Channel Retrieved from: <https://www.teachingchannel.org/videos/teaching-simple-machines>. Joy shares her drawing with students at her table, puts her computer in the charging station and gets ready for lunch.

Lunch (12:00-12:30) Joy lines up for lunch and follows Mrs. Brown to the cafeteria. Joy gets her lunch (chicken, fingers, potato wedges, carrots with ranch dressing for dipping, apple slices, and milk). She sits with her friends and talks about her favorite book over lunch. Joy has read six books and is excited about reaching her goal to participate in the incentive reading program at the end of the quarter. Joy empties her food tray, lines up with her classmates then follows the classroom assistant to the playground for recess. Joy likes jump rope and takes turn jumping with her friends.

(12:30-12:45) Joy hears the bell to line up, so she puts her jump rope in the container and lines up with her class. Joy meets Mrs. Brown on the playground and follows her to the restroom. After the restroom, Joy follows Mrs. Brown back to the classroom.

Afternoon (12:45-1:30) Today is Wednesday, and the class is working on their Social Studies unit about the Foundations of Government and how it provides goods and services to the community like fire and police protection, trash and snow removal, and public transportation. Joy is watching the presentation on the Smart Board. Joy’s learning team is assigned to discuss Public Transportation and responds to the questions: What does this service do? How does the service help the community? What equipment/machine(s) does this service need? Does this service require a uniform? What interesting facts can you find about this service? Joy shares the responses from her group with the class. Joy finds it interesting how the bus driver uses the wheelchair lift (incline plane) to help handicapped people on and off the bus. Joy thinks about a simple machine she can create to help someone get their job done easier for her engineering design challenge.

(1:30-3:00) It is STEM Block Time! Joy gets out her Chromebook. Joy is learning about six types of simple machines (wedge, wheel and axle, lever, inclined plane, screw, and pulley) and how they help people make their work easier. Joy participates in the class discussion about the mechanical advantages of each simple machine. Joy helps her learning team identify objects in the classroom that are simple machine and shares the group’s examples with the class. Joy puts her scavenger hunt paper in her homework folder. Joy completes the independent practice activity the turns-in her work to Mrs. Brown. The engineering portion of the class is where students bring their designs to life! Joy sits on the carpet in the front of the classroom and listens to the story from their Engineering is Elementary Lesson 1 Unit about simple machines. Joy participates in the class discussion about the types of simple machines their teams may create. Joy participates in the discussion about the pulley Mrs. Brown created. Joy is excited that this will be a “Pulley” Design Challenge. She works with her STEAM learning team to begin the brainstorming and planning process for the design challenge. Joy discusses the plans they have made and exchanges ideas about the design concept and the shapes learned in their art class that they could use to create their simple machine as a group. Joy keeps notes on her Chromebook. Joy returns her computer to the charging station and gets ready for Success Time.

(3:00-4:00) Joy goes to Mrs. Smith’s class for intervention. There are five other students in her group. Joy is working on understanding story structure. Joy has a graphic organizer called a story map where she is working on identifying characters, plot, setting, theme and problem/solution. Joy participates in the class discussion where the



teacher explains how to use a story map. The teacher provides an example then Joy participates in shared reading activity with the teacher. Joy takes turns reading with the teacher and other students in the group. Joy participates in the discussion as they identify story elements. Joy returns to her seat to complete the story map. Mrs. Smith walks around to check for understanding. Joy turns in her work, gathers her belongings to return to Mrs. Brown's classroom. Joy checks her planner as Mrs. Brown reviews the homework assignment. Joy makes sure that she has her homework assignment written in her planner. Joy puts her favorite independent reading book, reading journal, math book, and planner in her book bag then lines up for dismissal.

Dismissal (4:00) Joy follows Mrs. Brown to the car pick-up area. Joy participates in the drama club after school on Tuesdays and Thursdays and robotics on Wednesdays since her mom works late on these days. This was an exciting and engaging day in the life of Joy as a student at Indy STEAM Academy.

A Day in the Life of a Teacher at Indianapolis STEAM Academy

Mrs. Brown is a third grade self-contained teacher at Indy STEAM Academy. She has a Master's degree from IUPUI, and a strong background in science, which is why she was selected to serve as a grade level Lead Teacher and mentors help colleague, Mrs. Jones. Mrs. Brown also serves as a member of the academy's leadership team. Mrs. Brown has 25 students in her class and has a teacher assistant whom she shares with Mrs. Jones.

Arrival/Morning (7:15) Mrs. Brown arrives at school, checks her mailbox then goes to her classroom.

(7:15-7:55) Mrs. Brown has 40 minutes to prepare before her students arrive.

(7:55) Mrs. Brown picks up her class in the gym then returns with them to the classroom.

(8:00-9:30) Mrs. Brown completes daily classroom routines and procedures like attendance and the collection of homework and other items while students are working on their "bell ringer" Daily Oral Math and Language activities. Mrs. Brown starts the day by reviewing the schedule and learning objectives and standards for the day using "I Can" Statement: "I can identify the attributes of geometrical shapes..." Mrs. Brown implements the math instruction block which is the time in which students develop a strong foundation in core math concepts identified in the Indiana Academic Standards. Mrs. Brown teaches a lesson about geometrical shapes. Mrs. Brown uses the Smartboard to show examples of a square, rectangle, rhombus, parallelogram, trapezoid and kite. Mrs. Brown discusses the attributes of each shape with the class. Mrs. Brown has students use their interactive response system (clickers) to identify shapes that are not quadrilaterals to check for understanding. Mrs. Brown provides a practice worksheet where students match geometric shapes with their attributes. Mrs. Brown shows examples of simple machines that have quadrilaterals. Mrs. Brown ask students to describe the shapes they see in each machine. Mrs. Brown reviews the answers to the practice sheet and summarizes the lesson. Mrs. Brown has students turn-in their practice sheets and reminds them to write their homework in their planners.

(9:30-11:00) Mrs. Brown implements the Balanced Literacy block which is the time in which students develop a strong foundation in reading and writing. The reading lesson begins with a whole group modeled lesson to help students build their comprehension skills using a story elements anchor chart. Mrs. Brown provides a shared reading activity using the basal reading book. Mrs. Brown differentiates instruction by conducting several rotations of small group guided reading instruction. While Mrs. Brown is working with one small group rotation (6-8 students) the remaining students are working on independent seatwork, learning centers activities, paired instruction, computer assisted instruction or working with the teacher assistant. After guided reading, students return to their seats to type two sentences about the characters, setting, plot, and theme of the story then complete their reading logs and independent practice assignment. Mrs. Brown has students share what they learned during the reading lesson using an "Exit Ticket." Mrs. Brown has students put their reading materials away to get ready for specials. Mrs. Brown takes her class to Art then goes to the planning room for the grade level team meeting.

(11:00-12:00) Mrs. Brown has one hour for planning during specials each day. Mrs. Brown is the Lead Teacher for the third grade team. The academy Head of School meets with the team twice per month. Mrs. Brown meets with her grade level team on Tuesdays, Wednesdays, and Thursdays to collaborate on standards and objectives that have been mapped-out for the quarter. They share ideas for lesson activities for next week's learning objectives. The Literacy and STEAM Coaches also meet with Mrs. Brown and the grade level team on Tuesdays and



Wednesdays. Mrs. Brown leads the team in a discussion about the upcoming NWEA MAP benchmark assessment. Mrs. Brown and coaches review the proficiency levels of students on the data wall and set goals for the upcoming assessment. The team identifies how students will be grouped during Success Time. Mrs. Brown returns to the art room to pick up her students then returns to the classroom to get ready for lunch.

Lunch (12:00-12:45) Mrs. Brown takes her class to the cafeteria for lunch then goes to the staff cafeteria where she is able to relax with her colleagues. Mrs. Brown takes a restroom break then meets her class on the playground (Outside Good Weather Days/or at the Gym on inclement weather “In Days”).

Afternoon (12:45-1:30) Today is Wednesday, and Mrs. Brown is working on a Social Studies Unit: Foundations of the Government. Mrs. Brown discusses how the government provides goods and services. Mrs. Brown builds background knowledge by asking students about goods and services that are provided in their communities. Mrs. Brown uses the Smartboard to show examples of different goods and services such as fire and police protection, trash and snow removal, and public transportation. Mrs. Brown discusses these services and asks students to respond to questions: What does this service do? How does the service help the community? What equipment/machine(s) does this service need? Does this service require a uniform? What interesting facts can you find about this service? Mrs. Brown has students to think about a real-world problem in our city today and how a simple machine could enhance the service to make our lives easier.

(1:30-3:00) Mrs. Brown is working on a physical science standards-based lesson about simple machines, which is connected to the engineering design unit “Marvelous Machines: Making Work Easier” from the Engineering is Elementary curriculum. Mrs. Brown has students recite the learning objective: “I can describe six types of simple machines and explain how they make work easier.” Mrs. Brown uses a KWL chart to see what students know and want to know about simple machines. Mrs. Brown uses the interactive whiteboard to show a video from Engineering is Elementary (EiE) Lesson 1 Unit - Simple Machines and Their Uses – Vocabulary (wedge, wheel and axle, lever, inclined plane, screw, pulley). After explaining the definitions of each machine, Mrs. Brown puts these words on the word wall for future reference. Mrs. Brown discusses the kinds of engineers (mechanical, industrial, civil) who use simple machines to make their work easier. Mrs. Brown distributes a handout that has pictures of these simple machines. Mrs. Brown has students discuss the “Mechanical Advantages” (uses less force to move an object a longer distance) for each. Mrs. Brown gives students a “Scavenger Hunt” sheet then has them work in their learning teams to identify simple machines in the classroom. Mrs. Brown has each team share their responses. Mrs. Brown checks for understanding by having students complete a sheet where students match the names of the simple machine with their definitions and identify the types of simple machines for the given pictures. Mrs. Brown collects this independent practice sheet then brings the lesson to a close. Mrs. Brown refers back to the KWL chart to have students identify what they learned during the lesson by asking questions and recording their responses on the chart: Who can name a simple machine that we learned about today? How do simple machines make work easier? What are the mechanical advantages of these machines? What kinds of engineers did we learn about today? Why do engineers use simple machines? What simple machines did you find in our classroom? Mrs. Brown provides an extension to the lesson: “Tonight at home, think about everyday examples of the six simple machines we learned about today, see how many you can find at your home! Record your examples on the Scavenger Hunt Worksheet and bring it back to school tomorrow.” Mrs. Brown reminds students to put their worksheet in their homework folder.

Practical Application of the Lesson: Students love when it’s engineering design challenge time. Mrs. Brown announces that the **Simple Machine Design is the “Pulley Challenge!”** Mrs. Brown takes students to the engineering lab where she has set up an example of a pulley and demonstrates how it helps to move heavy objects for longer distances. Mrs. Brown has students discuss how the pulley functions and its mechanical advantages. Mrs. Brown has a variety of objects from which students will choose to lift from the floor using their pulley systems. Mrs. Brown presents the project requirements and discusses limitations. Students must be able to lift objects at least 4 inches off of the floor using their pulley systems. A variety of materials and supplies are available for students to choose to create their pulleys. Mrs. Brown reviews the five-step engineering design process then has students to get into their learning teams to brainstorm ideas and plan their designs. Mrs. Brown has each learning team share their design ideas with the class. It is time to stop. Mrs. Brown reminds students to save their ideas on their computers and return their computers to the charging station and get ready for Success Time.



(3:00-4:00) “Success Time” is Tier II skills intervention and/or enrichment for reading and math standards. Mrs. Brown is helping students who are having difficulty with addition with regrouping. Mrs. Brown uses the interactive whiteboard to demonstrate and students practice at the whiteboard as well. Mrs. Brown shows students how to check their answers. Mrs. Brown has students work in pairs to create one addition with regrouping word problem then has them demonstrate how to solve the word problem to check their understanding. Students return to their homeroom classes. Mrs. Brown has students clean up and get ready for dismissal. She reminds them to check to make sure their homework assignments are written in their planners. Mrs. Brown has students line up to be dismissed.

Dismissal (4:00) Mrs. Brown walks her class to the gym (car pickup area). Mrs. Brown provides the office with a list of names of students who have not been picked up by 4:15 PM. Mrs. Brown may leave at 4:15 PM, but returns to her classroom, reviews her lesson plans and gets ready for the next day. Mrs. Brown also helps with the Lego club every Wednesday afterschool. Overall, it was an exciting day in the life of Mrs. Brown at Indy STEAM Academy.

SUPPLEMENTAL PROGRAMMING

1. Summer School Program. Indy STEAM Academy will offer a summer school program. The summer school program will be three weeks (15 days) after the end of the school year (June 14 -July 2, 2020) for 4 hours per day (8:00 AM – Noon). Some of our students may start below level. It is anticipated that approximately 30% (100) of our students will require additional support to demonstrate proficiency in reading and math. Students demonstrating 65% or below proficiency will be required to participate based on the NEWA MAP Growth K-5, IREAD K-3, and ILEARN assessment results. Students may be recommended by their classroom teachers or the RTI team to participate in the summer school program. Parents may also request that their children participate in the summer school program. Parent requests will be reviewed by the RTI team and approved contingent upon funding. Summer school will be funded using the Title I allocation and resources from the Indiana Public School Summer Program fund.

2. Extra-Curricular and Co-Curricular Programs. After school extra-curricular clubs such as Robotics, Lego, Coding, Graphic Design, Math Minds, Science Minds, Visual Arts, and Book clubs will be available to students four days per week (Monday through Thursday). Other extra-curricular activities such as violin, piano, ballet, drama, gymnastics, soccer, tennis, golf, basketball, volleyball, and baseball may be offered on a rotating semester or seasonal basis, except for instrumentals and drama which may be offered for the entire school year, so every student can find an activity of interest. Activities will be funded by the academy basic grant funds and through the support of our community partners and foundations.

3. Student Mental, Emotional, and Social Development and Health. Cummins Behavioral Health Systems. We will partner with **Cummins Behavioral Health Systems** to provide wraparound mental health services for identified students and their families. Cummins will be on site all day at least one to two days per week depending upon need. Services are by referral, and trained professionals work directly with students and their parents.

Big Brothers Big Sisters of Central Indiana. We will partner with **Big Brothers Big Sisters of Central Indiana** to provide mentoring for students and support for families to foster positive home/school communication and of students. This mentoring relationship will help students with academics, social skills development and will foster positive home/school communication. The academy will identify other organizations to support schoolwide activities that address issues such as depression, suicide prevention, child abuse, substance abuse, gangs, violence, and bullying. We will hold monthly assemblies to address these topics and will provide schoolwide activities every Friday during our citizenship time.

ABC Plans. The academy will develop an Academic, Behavior, and Career Plan (ABC Plan) to provide “wrap around” services and supports for all students. Adaptations will be made for students who have formal Individualized Education Plans. Individual academic, behavior, and career goals are established with parents and students at the beginning on the school year. Goals will also be established for student behaviors to develop positive academic mindsets for learning, study skills, and social skills to be successful in our learning environment. The academy will



use our RTI process to provide additional community resources to help families with the social and emotional needs of students.

Schoolwide Activities and Initiatives. The academy will also implement other programs to support the social and emotional well-being of students such as D.A.R.E., Just Say Yes, “No Bully”, and Random Acts of Kindness, and the Let’s Move programs to support the social, emotional, and physical well-being of students. The academy plans to write a grant to help fund a Social Worker for the school. The academy will implement the Positive Behavior Intervention and Supports (PBIS) framework (see **Attachment 8**) to maintain a positive school climate and culture. Schoolwide expectations will be established and posted in each area of the building. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be reinforced every day. Behavior goals will be established for students in their ABC Plans and teachers will work closely with parents to ensure student success.

4. Other Student Focused Activities and Programs

After School Tutoring. The academy will provide after school tutoring three days per week (Tuesday, Wednesday, and Thursday) for one hour (4:15-5:15 PM) starting August 17, 2020 through May 27, 2021. This program will be funded using the Title I allocation. Our community partner, IUPUI will provide undergraduate and graduate students to serve as tutors along with teachers who have agreed to work (stipends) with this program. Students demonstrating 65% or below proficiency will be selected to participate in this program. This program will be funded by remedial and Title I funds.

Homework Help Club. The Homework Help Club will be available four days per week (Monday through Thursday) for one hour (4:15-5:15 PM) for students who would like help with their homework assignments. Students demonstrating proficiency 65% or higher may also seek support with their homework assignments. Students who miss 3 or more consecutive days of school will be required to make up work with the support of the homework help club. This program will be funded using remedial dollars and with the help of IUPUI graduate student volunteers.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

1. Plans to Serve Students with Special Needs

Indy STEAM Academy is committed to meeting the needs of all learners, including students who enter below grade level, students with special needs and disabilities, students with limited English proficiency, and students who are at risk of failure, and academically advanced or gifted. The Response to Intervention team will work with teachers and parents to provide effective research-based instructional practices and strategies to meet the academic, and social emotional needs of all students. Indy STEAM Academy will follow all provisions of federal and state law relating to students with disabilities, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. In addition, Indy STEAM Academy will comply with all Special Education rules outlined in Article 7 of the Indiana Administrative Code (IAC). All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE), receive an evaluation, IEP, and an appropriate education in the least restrictive environment; be involved in decisions regarding the IEP, along with their parent/guardian(s); and have access to appropriate procedures to resolve any disputes related to the academy’s provision of FAPE. We shall maintain student education records in line with the federal Family Educational Rights Privacy Act of 1974 (FERPA) as they relate to students with disabilities. This includes but is not limited to having procedures for protecting the privacy of student education records. Indy STEAM Academy has a targeted enrollment of 200 students Year One. **We anticipate that there will be approximately 15% English Language Learners, 10% Specials Needs and students with exceptionalities Section 504 plans, 30% at risk of academic failure, and 5% intellectually gifted students.**

2. Students with Mild, Moderate, and Severe Disabilities

Identification and Plan Development. In accordance with the Individuals with Disabilities Education Act (IDEA) Child Find Provision and Article 7, Indy STEAM Academy will train staff to actively locate, identify and evaluate all students who may need special education and related services. A Multidisciplinary Team, consisting of



Parent(s)/Guardian(s), General Education Teachers, Special Education Teachers, Relevant Clinicians, Student, etc., will work together to determine eligibility for special education services and avoid educational misplacement. The academy will provide formal training for all staff involved in the IEP process to review guidelines for the determination of student eligibility for special education services. They will also receive training on the implementation of IEPs and 504 plans, including modifications and accommodations within the classroom. Students who do not require specialized educational services in the form of an IEP, but who need accommodations and modifications for equal access to the classroom will receive 504 plans.

The Multi-Tiered System of Supports (MTSS) system will serve as an initial screening process, and typically students will receive interventions through this system before recommendation for Special Education services. Throughout the period of intervention, our educational and behavioral intervention strategies and the student's response will be closely monitored on a weekly basis by the RTI/PBIS committee. If progress is observed, we will determine whether to continue with our chosen interventions. If, after three-weeks, measurable progress is not evident, intervention strategies will be modified, while continuing to track the student's progress. If, after the ten-week process, the student is not progressing, we may recommend to the student's parent/guardian(s) that the data collected indicates there may be reason to have a more extensive diagnostic evaluation by relevant clinicians. If RTI is unsuccessful, or if there is a request for a Full Individual Evaluation (FIE), Indy STEAM Academy will schedule a Domain Meeting under IDEA. The Head of School will arrange a meeting with the academic team to determine which domains are areas of suspected disability or needs and identify the assessments the team will complete. After written parental/guardian consent is secured, the student will be evaluated by properly trained and licensed professionals. If a student is deemed eligible for special education services at a subsequent Eligibility Meeting, the team (including parent/guardian(s)) will develop an Individualized Education Plan (IEP). If the student is not eligible for special education services, the team will consider a 504 plan and develop one if appropriate. If neither a 504 plan nor an IEP is appropriate, but the student is still struggling, we will meet with parent/guardian(s) to determine a behavioral and/or academic support plan.

Continuum of Services. In accordance with Article 7, Indy STEAM Academy will provide a continuum of support and services from those in the least restrictive environment to increasingly restrictive options in order to meet students' specific needs. Students with disabilities will be provided the services specified in their IEP.

- **Related Services:** Related services are developmental, corrective, and other support services required to help a student with a disability benefit from instruction within the general education curriculum. Related services may include, but are not limited to: counseling, occupational therapy, physical therapy, school health services, speech/language therapy, hearing/vision services, and other support services (paraprofessional support, sign language/oral interpreters).
- **Support Services:** Other support services provided to children include, but are not limited to: assistive technology devices, behavior intervention plans, and curriculum modifications.
- **Special Education Services:** Students receive specially designed supplemental instruction based on their needs as identified in the IEP. The special education teacher works to adjust the learning environment and adopt instructional techniques and methods to meet students' individual needs.
- **Transportation Services:** In the event the IEP team determines a student needs transportation services, Indy STEAM Academy will work with IPS or private contractors to provide transportation for the student.
- **Collaborative Consultant Teacher (CCT)/Co-Teacher:** In CCT classrooms students with disabilities and general education students are educated together, by a general education teacher and a special education teacher. The CCT collaborates with the general education teacher and provides instructional support to the student while the special education teacher serving the class adapts and modifies instruction for students with disabilities.
- **Adjustments to Curricula and Instructional Programs:** Indy STEAM Academy teachers will be trained to make adjustments to curricular and instructional programs and practices to meet the need of our special student populations. Because the adjustments are common practices across our schools, students with special needs do not feel "different" from peers in general education, contributing to an overall culture of inclusivity and optimism.



Least Restrictive Environment. Indy STEAM Academy will comply with all state and federal laws to ensure students with disabilities are served in the Least Restrictive Environment (LRE) where they are afforded access to general curriculum and integration with their nondisabled peers, with appropriate modifications and accommodations as delineated in their IEPs. To that end, individual classroom enrollment may not be comprised of more than 30 percent of students with disabilities. Indy STEAM Academy will utilize the general education classroom, co-teaching, push-in/pull-out support, alternate assessments, and in rare cases, self-contained Special Education classrooms as a part of a students' LRE. All decisions regarding a student's placement are based on the student's abilities and needs. Before making a decision to change a child's LRE, Indy STEAM Academy will confirm that the child has received all the services outlined in the IEP. If a student continues to struggle in their current LRE even with the services outlined in their IEP, the IEP team may convene to determine if the current placement is still appropriate under IDEA. A student's IEP cannot be revised without holding another IEP meeting. Any meetings regarding LRE will include the parent, special education teacher, general education teacher, school administrator, and related service providers and IPS personnel as appropriate.

Accommodations

- All daily curricula and weekly and unit assessments receive the accommodations and modifications detailed in the students' IEP. General education and special education teachers work together to ensure this is accomplished.
- Based on a student's current level of performance (as determined by diagnostics and current student performance data) students are provided online and written curricula at their instructional level. This includes access to independent, guided and shared reading texts that are appropriate both in content and level to a student's age, developmental level and current instructional level.
- All students receiving special education services also receive small-group, differentiated instruction as part of their daily schedule. During this time, students receive targeted, skill-based instruction customized to their individual needs as determined by the NWEA Learning Continuum.
- Students are given immediate feedback on daily formative assessments and provided with opportunities for remediation on the spot and one-on-one by the general education and/or special education teacher.

Monitoring and Evaluation. Indy STEAM Academy's Head of School and Special Education team will oversee the implementation of the IEP services. A copy of the IEP, along with procedural safeguards, will be given to all teachers and the parents of students identified as special needs. We will carefully monitor the progress of students in the RTI process or possessing IEPs through bi-weekly debriefing meetings with the academic team and the student's Special Education and General Education teachers. The student's most current assessment data from core academic subjects will be collected and analyzed. Students with significant cognitive disabilities will take the state Alternate Assessment. All of special needs students will take the NEWA Growth K-8 benchmark assessments, IREADK-2, IREAD-3 and ILEARN 3-8 assessments with accommodations as identified in the IEP and as determined by the state assessment implementation guidelines.

The academy will monitor and evaluate the progress of students in special education with the same frequency and intensity of their peers in general education. In the event a student is progressing more quickly than expected or not progressing at a rate that will allow him/her to meet his/her annual IEP goal, the IEP team may convene periodically to adjust annual goals and/or accommodations and modifications. The following methods are ways to monitor progress for students with an IEP. These methods have been adapted from research-based best practices:

Daily: Students in special education who have daily behavior plans receive daily "progress towards goals" updates to be shared with parents/guardians in the student's daily planner.

Weekly: Parents/guardians receive weekly progress updates based on student performance on adaptive online curricula. As established in their IEP, students in special education receive accommodations and modifications on weekly assessments as appropriate. Special Education may conduct additional mini assessments of sub-goals to gather data on student performance relative to the annual goal. These data points are rolled up and shared with families through the quarterly IEP report card.

Quarterly: Parents/guardians receive quarterly IEP updates in which special education teachers share a student's performance relative to his/her annual goals; this is called the IEP Quarterly Report Card. All students receiving



special education services receive a standard school report card. Parents/guardians are asked to meet with the classroom and Special Education teacher to discuss progress toward both final grades and IEP annual goals. Annually: All parents/guardians of students receiving Special Education services will meet with the rest of the IEP team annually. At this time, parents/guardians receive an additional update with a final determination as to whether or not a student has met annual IEP goals; All parents/guardians and students receive a report card indicating final grades in all subject areas for that school year.

All students with IEPs shall be re-evaluated a minimum of once every three years. In addition, if a parent/ guardian requests that their child is reevaluated, we will respond to that request promptly. Communication with families/guardians of our special needs students will be a priority, and they will participate in an additional special services meeting during our Parent-Teacher conferences. At the close of each student's annual review or three-year re-evaluation the parent will receive a copy of the new IEP.

Qualified Staff. Indy STEAM Academy will employ full-time licensed Special Education teachers who will serve as resource teachers for students identified as special needs or with exceptionalities who have an Individualized Education Plan (IEP) or who are in the process of being identified for services. The academy will contract with a part-time licensed Speech Therapist and School Psychologist through the Indiana Charter School Resource Network, Marian University College of Education and/or IU Bloomington P16 Center for Research. The academy will also hire a part-time (contract service) certified Director of Special Education Services to assist our Academy with the management of Special Education Services. These staff will ensure that parents/guardians of children with special needs are informed of their children's progress on annual IEP goals and in the general curriculum. The Director of Special Education Services and Parent Coordinator shall provide annual training to families whose children are identified as receiving special education services, reviewing with families the IEP process and documentation, identifying the difference between modifications and accommodations, and review the due process rights of families within the process. We will make available contact information for outside support resources and have on campus mini conferences from available outside support resources.

3. English Language Learners

Identification. Indy STEAM Academy believes “**all children can learn and achieve at high levels.**” Limited English Proficient (LEP) or English Language Learners (ELL) will be identified when they enroll. Parents will complete a Home Language Survey where they identify their native language. Students whose native language is anything other than English will take English Language Proficiency Assessments to determine a student's level of English proficiency. WIDA ACCESS is the English Language Proficiency Assessment administered in Indiana. The W-APT placement test (kindergarten) and the WIDA Screener (grades 1-12) function as a screener that is used for both initial and English Language (EL) program placement of students who are identified as Limited English Proficient (LEP). The annual assessment, ACCESS and Alternate Access, is administered to determine a student's current level of English proficiency. English Learners will receive speaking and written language support tailored to their individual needs while providing access to the general curriculum and school environment as much as possible. The academy will hire a part-time English Language Learner (ELL) teacher who will work with the Head of School, classroom teachers, and parents to ensure that ELL students receive appropriate support and make strong progress toward their goals. The academy will hire a full-time ELL teacher Year Three if the number of students needing support is evident. The ELL teacher use “push-in” support for students in the classroom in addition to pulling out students in need of additional support. The Head of School and ELL Resource Teacher will oversee compliance and proper implementation of the ELL Program.

Instructional Programs. LEP students will receive English Language Development (ELD) instruction as part of their core reading program in the general education setting. At the elementary level our ELL instructional model will be a “pullout” model. Students leave their classrooms and work in small groups to practice and learn language in a meaningful and supportive environment. Students receive anywhere from 60 minutes of instruction 3 days a week depending on their language proficiency level. Students will receive additional supports with classroom instruction using the “push-in” model of support provided by the English Language Learner Resource Teacher. Our teachers



use a variety of research-based teaching strategies which support students' acquisition of English. Examples of these strategies include the following: use of the native language, language experience activities, total physical response, dialogues, songs, chants, guided-reading activities, story-telling, hands-on projects, and cooperative learning activities. We also use the following web-based programs to supplement our English Language development instruction: "Brain-Pop ESL" K-5, and "Grammar Gallery" K-12.

Monitoring and Evaluation. Regularly progress monitoring with the selected curriculum for the English Language Development (ELD) program will be part of curriculum and instruction provided. WIDA, NWEA MAP Growth K-8 benchmark assessments and ILEARN assessments will be administered to all ELL students. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of deficiency and performance levels of LEP students in reading, math, and science.

Qualified Staff. Indy STEAM Academy will employ a part-time certified English Language Learner (ELL) Resource teacher Years 1-2 base on student enrollment projections. The academy will hire a full-time ELL resource teacher Year 3, if enrollment warrants. The ELL Resource Teacher and Parent Coordinator shall provide annual training to families whose children are identified as receiving ELL services, and will review with families the curriculum, resources and supports that are available to ELL students. The Parent Coordinator will serve as a liaison for parents and will make available contact information for community outreach services and support resources.

4. At-Risk and Below Level Learners

Identification. Indy STEAM Academy believes that "failure is not an option" for students. There are five social factors associated with At-Risk students: (1) poverty; (2) ethnicity and race; (3) family composition; (4) mother's educational background; and (5) language background. These factors are considered when working to improve the academic performance of students at risk of failure. Our staff will not allow apathy and sympathy to cloud the vision to realize the potential of all students. We realize that the parent is the child's first teacher, and as students begin their school careers, it is necessary to establish partnerships with parents to provide nurturing and supportive learning environments at home and school to ensure the success of students. The academy will provide training for parents who struggle with helping their children at home. Parents may also utilize the services in our Parent Center and participate in our literacy and math family night workshops.

Instructional Programs. Students performing below level or who are at-risk of failure will receive small group guided reading and math instruction in the classroom. In addition to classroom instruction, students will be assigned to small flexible learning groups during "Success Time" (Tier II) instruction. Success Time will be 60 minutes three days per week. Students may be identified for Tier III instruction, which provides 30 minutes of individualized instruction with the Intervention Specialist. In addition to Success Time and Tier III instruction, students performing below level will participate in After School Tutoring which will be three days per week for one hour in reading and math. In addition to after school tutoring, students performing below level will participate in five (5) days of remediation during Fall and Spring Break Intersessions. Students will receive 4 hours of skills-based instruction directly related to the areas of deficiency identified on the NWEA MAP Growth and DIBELS benchmark assessments. In addition to Intersession support, students performing below level will participate in the Summer School program which is 15 days after the end of the school year. These additional learning supports are used for specific skill building to help students master skills needed to demonstrate proficiency. The academy is committed to ensuring the success of all students and to close the achievement gap among students.

Monitoring and Evaluation. NWEA MAP Growth (K-5) benchmark assessments will be administered to all students at the beginning of the school year. Prior grade assessments will also be reviewed, and the beginning of the year assessment data will be used to identify areas of deficiency and performance levels of students in reading, math, and science. An **Academic, Behavioral, and Career Pathways (ABC)** plan will be developed for all students. The **academic** component of the plan will identify target goals for specific learning objectives and skills from the standards that are deficient. Target goals will be prioritized, and intervention strategies will be identified for each academic target goal. Teachers will monitor students' progress each week in the data team meetings. Formative



assessments will be used to determine if students have demonstrated mastery of targeted skills. The Response to Intervention and Instruction Team will support teachers with research-based strategies and best practices to support instruction in the classroom. Continuous progress monitoring will be provided to determine students' levels of proficiency. The IREAD K-3 summative assessments will be administered to determine students' levels of proficiency. Students will be recognized for their improvement at quarterly awards assemblies. Parents will be kept abreast of students' progress through mid-term progress reports, report cards, and parent-teacher conferences.

5. Intellectually Gifted Learners

Identification. Indy STEAM Academy believes that “**all students should receive rigorous and challenging instruction.**” Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2). The Indiana Code defines a student with high abilities as one who:

- a) Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
- b) Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3). Identification is a critical component of effective gifted education programming. One size does not fit all. In addition to using assessments appropriate to the services provided, different strategies may be needed to ensure students with high potential are identified. Indy STEAM Academy will use the NWEA MAP assessment to determine eligibility to participate in the high ability program supports. Testing may be requested in any grade. Kindergarten students will be tested spring semester and grades 1-2 fall semester. High ability needs will participate in **Gifted** and **Talented** programs and activities that will challenge them in regular classroom settings to enable them to make continuous progress in school. Indy STEAM Academy will collaborate with the Indiana Association for the Gifted and the National Association for Gifted Children to identify additional resources and supports for high ability students.

Instructional Programs. Indy STEAM Academy will not provide a separate “pull-out” program for gifted students; however, students identified as high ability will have their needs met in the regular education classroom. We believe that the STEAM instructional model will enable high ability students to enhance their critical thinking, creativity, collaboration, and communication skills. Students will receive Tier I instructional supports at their ability level through small group guided practice and instruction in reading and math. In addition to Tier I classroom instruction, high ability students will be assigned to small flexible learning groups during “Success Time” for enrichment three days per week for 60 minutes. In addition to Success Time, high ability students will participate in After School Enrichment two days per week for one hour, participate in a variety of extra-curricular programs, participate in Fall, Winter, Spring STEAM competitions and STEM Summer Enrichment Camps.

Qualified Staff. Indy STEAM Academy will not have a separate Gifted program. However, the academy will provide basic training for all teachers on recognizing and serving high ability students and providing instruction that will meet their needs in the in the regular classroom setting.

Monitoring and Evaluation. High ability needs will take the NWEA MAP (K-5) benchmark assessments during the fall, winter and spring. The IREAD K-3 summative assessments will be administered in late spring to determine students' levels of proficiency. Prior grade assessments will also be reviewed and used to identify performance levels of students in reading and math. An **Academic, Behavioral, and Career Pathways (ABC)** plan will be developed for students. The **academic** component of the plan will identify target goals for specific learning objectives and skills for enrichment. Target goals will be prioritized, and enrichment strategies will be identified for each academic target goal. Teachers will monitor students' progress each week in the data team meetings. Formative assessments will be used to determine if students have demonstrated mastery of targeted skills. The RTI Team will support teachers with research-based strategies to support instruction in the classroom.



STUDENT RECRUITMENT AND ENROLLMENT

1. Student Recruitment and Enrollment

Indy STEAM Academy will begin recruitment activities immediately after authorization. The academy has conducted **surveys** of families in this high priority needs community to gauge their level of interest in a STEAM instructional model and charter school in their community and receive very positive feedback (**See Attachment 10**). The academy will conduct **focus group meetings** (**See Attachment 10**) in each the four surrounding school district communities to provide opportunities for parents and community members learn more about the instructional model and services and to receive feedback regarding services they would like our academy to provide. The academy will begin its formal marketing campaign and conduct **recruitment fairs** starting in November 2019, to explain the STEAM focus and provide more information about the curriculum and school calendar. Once authorized, the academy will secure a facility and begin registering students for the upcoming school year. Indy STEAM Academy does not plan to participate in Enroll Indy; however, parents will be able to enroll their children on our website and at recruitment fairs. The academy will also target parents and families in the community by attending community events, making presentations at churches and neighborhood association meetings, greeting parents at restaurants, grocery stores, malls, and other public gathering places. The academy has “Friends of Indy” STEAM Academy volunteers, who will serve as door- to-door canvassers and callers to help us spread the word about our Academy. The academy will conduct a **direct mailer** to residents of 10 surrounding neighborhoods within the Far Eastside community using addresses provide by the “**SAVI**” **database**. The academy will distribute brochures, use newspaper, television, radio, digital advertisements and social media to get the word out to the community about the opening of the academy. The academy has a website – visit us at www.indysteamacademy.org. Indy STEAM Academy has developed a **Letter of Intent to Enroll** (**see Attachment 10**). We conducted recruitment fairs in January 2018 at 4 Head Start locations and received overwhelming response from our preschool parents with **63 parents** completing **Letters of Intent to Enroll** their children in our academy. (**See Attachment 10**).

We will continue our recruitment efforts once authorized to target five strategic stakeholders:

Churches and Community Centers. We have identified area churches and pastors in the proposed school attendance area. The Avondale Meadows YMCA will serve as hub for our initial efforts and outreach to all other churches in the neighboring communities. We will send letters via email to request an opportunity to meet all local pastors or a representative to share the programs and services that the academy will provide.

Daycare, Early Childhood, Head Start, and Day Early Learning Facilities. We have identified early childhood facilities including Early Learning, Head Start, faith-based day care ministries, community day care facilities, and private owner day care facilities in our attendance area.

Families in Neighborhood Housing Projects and Condominium Complexes. We have identified housing complexes in the community and will contact property managers to reach out to tenants, hold meeting with parents in their community rooms, distribute brochures. Additional activities will be provided to garner the interest of parents and students who live in the East Village and Hubbard Gardens apartment complexes.

Local Businesses. We have identified businesses including restaurants, banks, grocery stores, and pharmacies where we greet families and community members to distribute materials about the academy.

The academy will work diligently to solidify its enrollment through follow up calls, emails, mailings, and recruitment fairs.

2. Enrollment Policy

The Enrollment Policy for Indy STEAM Academy is provided as **Attachment 7**.

STUDENT DISCIPLINE

1. Discipline Philosophy

The discipline philosophy of Indy STEAM Academy is aligned with our mission to provide a safe and nurturing learning environment where students take responsibility for their behaviors to be productive citizens at school and in their communities. Clear, fair, and consistent student discipline is essential to fostering a positive school culture and climate. We will be able to garner the cooperation of our parents and students when they know that they will be treated fairly. The culture of Indy STEAM Academy is built on the ideals that classrooms are the place where



students work hard and strive to do their best work while demonstrating their best behavior. This culture is reinforced by the core values that are instilled through the **Character Counts** –Six Pillars of Character Framework (Respect, Responsibility, Fairness, Trustworthiness, Caring and Citizenship) and the **Positive Behavior Intervention and Supports**- Behavior and Expectations Matrix (see Attachment 8) for which our behavior expectations and procedures are established, and **Social Emotional Learning Core Competencies** (Mind-Body Connections, Emotional Awareness & Positive Sense of Self, Impulse Control, Conflict Resolution & Decision-Making, Perspective Taking & Empathy Development, Critical Analysis, Judgment & Problem-Solving, and Persistence & Resilience.) Indy STEAM Academy believes that our discipline philosophy is aligned with the core values that our parents instill in their children at home which are reinforced at school: “Be Respectful, Responsible, and Safe.” Indy STEAM Academy has established clear expectations for behaviors within the school environment in order to support the learning community. Our discipline plan is a proactive approach that attempts to head off behavior problems before they occur with the goal of teaching students the desired behaviors for school, classrooms and other school settings. We will provide student support groups to the social-emotional learning core competencies and will have on-site mental health providers available to support our students. Our Academy will provide rewards for positive behavior and redirection/consequences for inappropriate behaviors. Indy STEAM Academy is committed to creating a school environment where students feel valued, cared for and respected. Such an atmosphere has been proven to decrease discipline problems and increase academic achievement.

2. Discipline Policy

The Discipline Policy for Indy STEAM Academy is provided in **Attachment 8**.

GRIEVANCE POLICY

The Grievance Policy for Indy STEAM Academy is provided in **Attachment 9**.

PARENTS AND COMMUNITY ENGAGEMENT

1. School Options in the Target Location and Performance of Surrounding Schools

The target location of Indy STEAM Academy is the Northeast side of Indianapolis in the Avondale Meadows Community. The academy will also consider alternative locations on the Northeast and Southsides of Indianapolis.

Location Study for Option #1

Indy STEAM Academy’s first choice is **4020 Meadows Drive facility** situated in the **Avondale Meadows Community “Education Campus.”** See the Facility Plan (pp. 58-59) for additional location options. The CEO/Founder met with **Enroll Indy** to review data identified in the **2018 Annual Report**. Whereas this data is based on one year of research, the following criteria was considered in the selection of the location:

1. Community demographics and needs of the targeted population (also see pp. 2-3);
2. Number of public, private, and charter school choices in the targeted community within a two-mile radius;
3. Demand based on transition grades (K, 1, & 7);
4. Enrollment Rates – ability to sustain enrollment;
5. Attrition Rate – number of “No Shows”;
6. Late Enrollment – percentage of parents who select a school after the registration period;
7. Percentage of parents who choose schools with a STEM focus;
8. The percentage of parents who choose schools in the neighborhood where they live;
9. The percentage of parents who choose school that provide before and after school care; and
10. The percentage of parents who choose schools based on word of mouth or reputation.

The targeted community is largely comprised of African Americans (89%). This community has 61% of children who live in poverty and 32% of families are single parent households. Approximately 21% of the population ages 25 years+ do not have a high school diploma and 9% have a Bachelor’s degree or higher. There is an unemployment rate of 17%. Approximately 38% of households have an income below the poverty level. Indy STEAM Academy will put education at the forefront in this community to reduce poverty by enhancing the literacy of students in this community, increasing the number of students graduating from high school, entering college, and assuming high



wage high demand STEM jobs in the Indianapolis area, state, national, and/or global workforce. Indianapolis STEAM Academy is a great fit for this community because it will support vision to maintain a tradition of high-quality educational options for parents, support the economic advancement of the community, and enhance the earning power and quality of life for students and their families.

There are six (6) Indianapolis Public Schools, six (6) charter schools, and four (4) private schools within the two-mile radius of our location. Avondale Meadows has an educational campus that is currently comprised of one elementary/middle school (Avondale Meadows) and one high school (Tindley Accelerated). The proposed location is on the educational campus and will replace the vacant Tindley all girls middle school (Tindley Collegiate). This facility has a maximum capacity of 450 students which will allow Indy STEAM Academy to “fill a gap” within this community which anticipates approximately **554 new low to mid income family apartments over the next three years**. Research suggests that the entrance grades (K,7,9) have the greatest demand for enrollment. According to the Enroll Indy Annual Report 2018, approximately 4,685 parents enrolled late and 3,513 parents transferred to another school during late enrollment which indicates that some parents are undecided. The academy will encourage parents to make an early school choice. Indy STEAM Academy will anticipate approximately 10% “late enrollees” and 25% “no shows.” Indy STEAM Academy has chosen a lower enrollment rate at each grade level (with the exception of Kindergarten and First Grade where there is the greatest demand) by selecting two classes (50 students) at grades 2-3, and with the recommendation of Enroll Indy to select only one class (25 students) at grades 4-5, since these students will require an inter-district transfer. Our Contingency Plans (see Budget Narrative) will have a waiting list to accommodate the potential “No Shows.” Approximately 63% of parents choose a school with a STEM program focus. Indy STEAM Academy will anticipate that at least 50% of parents will choose our academy based on our instructional model. Approximately 45% of parents choose schools near where they live, so Indy STEAM Academy has researched schools within a 2-mile radius of the targeted location. Approximately 80% of parents in this community have cars and will be able to transport their children to school (Community Profile www.savi.org) and some students will be able to walk. Indy STEAM Academy will provide priority enrollment for parents in the Avondale Meadows Community including Hubbard Gardens and the East Village, which are two communities that are currently **underserved by charter schools** in this area. Approximately 59% of parents choose a school based on reputation and word of mouth. Indy STEAM Academy has had very good success with face-to-face engagement with parents to recruit students. Indy STEAM has 79 parents who have expressed an interest in having their children enroll at our academy. Approximately 32% of parents choose schools that provide before and after school care. Our academy has extended school hours and parents have found this to be an appealing alternative to having to pay for before or after school care. The chart below also identifies enrollment patterns of schools in the targeted area. Indy STEAM Academy believes that it will be able to sustain its enrollment and reach the maximum capacity over the five-year period. Indy STEAM Academy will be able to accommodate 450 students. Avondale Meadows Elementary, KIPP Indy Unite, and Tindley Renaissance are nearing their maximum capacity at the elementary grades. The middle schools continue to grow and Indy STEAM will transition students from the elementary grades to the middle school grade levels to accommodate our middle school enrollment target of one class (25 students at each grade level 6-8).

Schools Targeted Area (2-mile radius)	Grade Span	Total Apps Rec'd	Enroll Late	Enroll /No Show Attrition Rate	Enrollment Trends			Enrollment Retention Rate 2016 to 2018
					2016	2017	2018	
IPS:	Some schools below are not in the report							
Butler Eliza Blaker 55	PK-6	-	-	-	172	166	292	100%
Center for Inquiry 70	K-7	463	5	22%	217	312	371	100%
Floro Torrence 83	PK-6	-	-	-	299	263	261	87%
Joyce Kilmer 69	5-6	-	-	-	205	166	119	58%
Louis B. Russel 48	PK-6	-	-	-	383	353	311	81%
Rousseau McClellan 91	PK-8	295	0	30%	501	532	539	100%



Charters:								
Ace Prep	K-5	52	14	31%	36	80	89	100%
Avondale Meadows*	K-5	136	29	26%	452	463	437	94%
Avondale Meadows*	6-8	33	10	26%	-	91	185	100%
Kindezi	K-4	-	-	No data	167	221	276	100%
KIPP Indy Unite Elem*	K-5	123	21	13%	305	398	509	100%
KIPP College Prep*	6-8	53	36	26%	304	292	296	97%
Tindley Renaissance	K-5	43	44	29%	544	510	399	73%
Tindley Collegiate	6-8	8	21	41%	269	216	276	78%
Private:	Schools below are not identified in the report							
Christ the King	K-8	-	-	-	340	318	314	92%
Independence	5-12	-	-	-	40	33	29	72%
Oaks Fall Creek	PK-5	-	-	-	346	378	401	100%
Saint Joan of Arc	PK-8	-	-	-	390	404	377	93%

*=Same building-one location. Enrollment Source: <http://compass.doe.in.gov/dashboard/overview.aspx> 2017-18

Performance of Surrounding Schools

Indianapolis Public Schools							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	Suspension Rate	School Grade St/Fed	Performance data % Passing
Butler Blaker School 99 (Grades PK-6)	292	W: 40.1% B: 39.7% H: 10.6%	45.5%	15.1%	28	B/C	Math: 40.8% Rdg: 46.8% Sci: 27.1%
Center for Inquiry School 70 (Grades K-6)	371	W: 52.8% B: 30.5% H: 9.4%	42.8%	15.1%	17	B/C	Math: 42.9% Rdg: 56.9% Sci: 39.1%
Floro Torrence Elementary 83 (Grades PK-6)	261	W: 3.4% B: 63.5% H: 30.0%	68.6%	16.7%	0	D/D	Math: 33.9% Rdg: 37.5% Sci: 16.2%
Joyce Kilmer School 69 (Grades K-6)	119	W: 0.8% B: 86.6% H: 11.8%	70.5%	16.9%	3	D/D	Math: 6.1% Rdg: 21.6% Sci: 0.0%
Louis B. Russel School 48 (Grades K-6)	311	W: 3.9% B: 82.6% H: 8.4%	77.1%	25.2%	50	F/F	Math: 8.6% Rdg: 23.3% Sci: 0%
Rousseau McClellan School 91 (Grades PK-6)	539	W: 48.4% B: 29.5% H: 13.4%	42.6%	21.6%	1	D/D	Math: 51.7% Rdg: 62.6% Sci: 55.6%
Charter Schools							
Schools	Enrollment	Race/ Ethnicity	FRL population	SPED	# Students Suspended/ Expelled	School Grade S/Fed	Performance data % Passing
Ace Prep K-5	89	W: 11.2% B: 68.5% H: 2.6%	80.6%	10.0%	No data	No grade	Math: No data Rdg: No data Sci: No data



Avondale Meadows Elem (Grades K-5)	437	W: 1.1% B: 94.3% H: 2.5%	77.1%	19.9%	83	D/D	Math: 36.0% Rdg: 51.7% Sci: 15.0%
Avondale Meadows Middle (Grades 6-8)	185	W: 0.5% B: 92.2% H: 0.5%	74.0%	20.9%	No data	B/C	Math: 15.2% Rdg: 50.6% Sci: 17.2%
Kindezi (Grades K-4)	276	W: 1.8% B: 83.0% H: 11.6%	76.1%	13.1%	45	No grade/F	Math: 16.7% Rdg: 6.7% Sci: no data
KIPP Indy Unite (Grades K-5)	509	W: 1.8% B: 89.2% H: 3.9%	97.2%	11.8%	23	No grade/F	Math: 25.3% Rdg: 26.7% Sci: No data
KIPP College Prep (Grades 6-8)	296	W: 1.7% B: 86.0% H: 2.6%	90.2%	20.5%	218	A/A	Math: 30.7% Rdg: 38.8% Sci: 37.5%
Tindley Renaissance (Grade K-5)	510	W: 0.8% B: 89.5% H: 5.0%	80.7%	10.0%	219	C/C	Math: 46.7% Rdg: 55.7% Sci: 16.7%
Tindley Collegiate (Grades 6-8)	276	W: 1.8% B: 84.9% H: 7.5%	76.5%	11.1%	135	A/B	Math: 54.8% Rdg: 74.7% Sci: 0.0%

Source: <http://compass.doe.in.gov/dashboard/overview.aspx> and 2017-18 Annual Performance Reports

The chart above identifies the performance of public and charter schools in the targeted area. There is a need to provide more high performing educational options for parents in this targeted area. There are two high performing (B) schools and four low performing/failing (D/F) IPS schools. One charter school has no data and there are two high performing (A), two average performing (B/C), and three low/failing charter schools in this targeted area. Most importantly are the proficiency levels of students in all schools within the targeted area which clearly indicates a need to improve student learning across content areas. Indy STEAM Academy will provide more instructional time to teach content and provide opportunities for the practical application of skills to better prepare students to take more advanced coursework in high school and college to meet the demands of the STEM workforce. The academy has established proficiency goals to ensure the academic success of students across content areas.

Evidence of Sufficient Demand

Indy STEAM Academy has met with several community leaders of the Northeast side of Indianapolis to discuss how we can garner the support of parents and community stakeholders. The academy conducted surveys of families to gauge their level of interest in our charter school model back in January 2018 and received great interest in the STEAM instructional model. Of the 32 respondents surveyed, 15 parents indicated that they were “Very Interested,” 15 parents were “Interested,” and 2 parents responded “maybe.” The academy did not have any parents who indicated “Not Sure” or “Not Interested” (see Attachment 10). Our academy will conduct another round of surveys on the Northeast side to garner parent interest in our academy. The academy conducted recruitment fairs at 4 Head Start centers and received a tremendous response to our STEAM instructional model where 63 parents completed Letters of Intent to Enroll (see Attachment 10). The academy participated in the Early Learning recruitment fair November 2018 and 9 parents express an interest in our academy. We have a total of 76 parents of which 46 live in the boundaries of this targeted community. Parents have expressed an interest in having older siblings attend with younger siblings which is one of the reasons why we are expanding our grade levels to K-5 Year One. Indy STEAM academy believes based on our surveys and letters of intent that we will be able to meet our enrollment targets.



2. Engage Parents in the School, Family School Partnerships, and Volunteer Activities

Indy STEAM Academy plans to continue to engage parents in the life and development of the academy from the time the academy is authorized by conducting **focus groups panel discussions** (see Attachment 10) with parents and community stakeholders to gather feedback about the programs and services they would like to see included at our Academy that we have not already considered. We will contact all parents who have completed Letters of Intent to Enroll to complete their registration in Enroll Indy and will begin the **STEAM Founding Parent Advisory Council** to give parents an opportunity to participate in the planning pre-opening phase of our academy. This council will meet monthly until the opening of school. The Parent Advisory Council will serve as “Parent Ambassadors” for the academy by getting the word out to other parents, participating in recruitment fairs to help attract other parents, creating interest through social media, and providing a column “Parents Speak” in our monthly newsletter. Once school starts, the STEAM Parent Advisory Council (SPAC) will recruit two parent representatives from each classroom to serve as the parent executive body. All parents will be able to participate in the STEAM Parent/Teacher organization. We will continue to solicit community partnerships to support the implementation of our instructional model and extra-curricular programs and services. We will establish the **STEAM Community Advisory Council (SCAC)**, which will include our existing partner representatives, community leaders, pastors, preschool and daycare program directors, and other community stakeholders. We will implement our “**Boots on the Ground**” door-to-door-canvassing, “cold-calling”, telephone canvassing, media and social media marketing campaign. We have “**Friends of Indy STEAM Academy**”, who will assist us with our recruitment campaign. We will contact **Marion County Community Health Department** located in the community to help parents with immunizations and physical examinations for their children. We will host fundraisers and collect donations to help support our extra-curricular activities and excursions. We will implement a school **supply-bookbag drive** where we collect donated school supplies for students. We will contact School Zone, the local school uniform shops to assist parents with obtaining school uniforms. Parents will discuss with their children then sign the school Parent Compact, which is our agreement to work together in a cooperative and collaborative manner. Families will participate in activities provided by the academy including: **Welcome Back to School Picnic, Open House, quarterly parent/teacher conferences, quarterly awards and recognition programs, monthly Family Literacy (Reading and Math) Nights, STEAM Design Challenge Nights (Science), Career Fairs, holiday programs, college tours, and fieldtrips.**

3. Community Resources and Partnerships

Community Resources Available to Students and Parents

Parents have access to the Avondale Meadows YMCA as a community resource for everything from healthcare, WIC, Homeless support and activities for students and families beyond the school day and school hours. We will partner with **Cummins Behavioral Health Systems** that will provide wraparound mental health services for identified students and their families. Cummins will be on site all day, two days per week to support the emotional well-being of students. **Big Brothers Big Sisters of Central Indiana** will provide volunteer mentors for students and provide support for their families. This program will work one-to-one with students on social skills development and mentoring. **University STEAM Ambassadors** (undergraduate students from IUPUI) will serve as mentors for students to foster their interest in college life, and STEM programs of study. Community partners will assist with Summer Camp activities and local, state, and national STEM competitions. **Industry STEAM Ambassadors** will work with classroom teachers to support them with their instruction during the engineering instructional block. STEAM ambassadors will assist with science and career fairs and provide industry visits, job shadowing, and Jr. Internship experiences.

Community Partnerships

Indiana University Purdue University Indianapolis Urban Center for the Advancement of STEM (UCASE) will provide professional development for classroom teachers with the implementation of the math and science curriculum and provide volunteer undergraduate and graduate math/science students who will provide homework help and assist classes with service-learning projects. The University will provide support with science projects, fieldtrips, and with developing activities to effectively use technology including coding. The University will share the Mobile Resources Trailer as an extension of field-based science instruction and the use of the Geology Center for Discovering the Earth Sciences. These services and resources will enhance the implementation of the STEAM model and support the integration of science, technology, engineering, and mathematics.



Marian University’s Klipsch Educators College will partner with Indy STEAM Academy to create a pipeline of highly qualified teachers to support our instructional model through the **Teacher Clinical Residency Program**. The academy will receive two Clinical Resident Teachers (CRTs) each year. CRTs will work with the support of a Clinical Supervisor and Master Teacher provided by Marian University and will receive additional supports by our staff coaches. CRTs will complete their residency, graduate with a Master’s degree, and commit at least three years of service at our academy with “effective” or higher performance evaluations at the end of their residency program. This partnership will help our academy recruit and retain highly qualified licensed teachers as our staff grows.

Teach for America

Indy STEAM Academy will partner with Teach for America to create a pipeline of highly qualified teachers to support the implementation of our instructional model. Teach for America will provide recruitment fairs where the academy can meet and interview perspective teachers. This program will allow the academy to recruit up to two Novice Teachers who have a Bachelor’s Degree, are licensed to teach, and prepared to take on the responsibilities of a new and beginning classroom teacher.

I-STEM Resource Network will provide leadership with planning STEAM education and improving student performance through professional development for teachers. The I-STEM Resource Network will provide support with the integration of mathematics and engineering with science as a comprehensive curriculum. The ISTEM Resource network and Indiana Science Initiative will provide science experiment kits for further exploration and investigation of science. These resources and services will help Indy STEAM Academy provide a strong foundation in science through the integration of science, engineering, mathematics and technology in students’ early years to develop a deep understanding of content that prepares them for rigorous course work in high school and college.

Project Lead the Way will provide professional development for teachers with the implementation of the Indiana science standards and the Project Lead the Way Launch (K-5) and Gateway (6-8) programs. Project Lead the Way captures the curiosity of students and engages them in hands-on activities that build knowledge and skills in the areas of computer science, engineering and biomedical science. These programs help students develop skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Evidence of Demand, Community Engagement and Community Partnerships

Evidence of demand, evidence of community engagement, and evidence of support from community partners are provided in **Attachment 10**.

PERFORMANCE MANAGEMENT

1. Performance Goals

Indy STEAM Academy is committed to maintaining high academic standards that are rigorous, yet attainable. The Board of Directors will embrace all academic, non-academic, financial, and organizational goals as required by the Indiana Charter School Board’s Accountability Plan. The following academic and non-academic goals are established to ensure student and staff success, and effective implementation of the STEAM model to be sustained and/or replicated in the future. Note: RIT means Readiness to Learn.

Academic Performance Goals for Reading

Performance Goal 1: Students will demonstrate proficiency in reading by the end of each grade level as measured by IREAD K-2, IREAD-3, ILEARN, IAM, and NWEA Benchmark Assessments.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥76%	75-66%	65-56%	55%≥
2	2021-22	≥76%	75-66%	65-56%	55%≥
3	2022-23	≥80%	79-71%	70-61%	60%≥
4	2023-24	≥80%	79-71%	70-61%	60%≥
5	2024-25	≥85%	84-75%	74-66%	65%≥



Growth Measures Goal 1: Students will achieve their RIT goals to demonstrate growth in reading by the end of each school year as measured by IREAD K-2, IREAD-3, ILEARN, IAM, and NWEA Benchmark Assessments.

Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥5%	4-3%	2%	1%≥
2	2021-22	≥5%	4-3%	2%	1%≥
3	2022-23	≥6%	5-4%	3%	2%≥
4	2023-24	≥6%	5-4%	3%	2%≥
5	2024-25	≥7%	6-5%	4%	3%≥

Academic Performance Goals for Math

Performance Goal 1: Students will demonstrate proficiency in math by the end of each grade level as measured by ILEARN, IAM, and NWEA Benchmark Assessments.

Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥76%	75-66%	65-56%	55%≥
2	2021-22	≥76%	75-66%	65-56%	55%≥
3	2022-23	≥80%	79-71%	70-61%	60%≥
4	2023-24	≥80%	79-71%	70-61%	60%≥
5	2024-25	≥85%	84-75%	74-66%	65%≥

Growth Measures Goal 1: Students will achieve their RIT goals to demonstrate growth in math by the end of each school year as measured by ILEARN, IAM, and NWEA Benchmark Assessments.

Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥5%	4-3%	2%	1%≥
2	2021-22	≥5%	4-3%	2%	1%≥
3	2022-23	≥6%	5-4%	3%	2%≥
4	2023-24	≥6%	5-4%	3%	2%≥
5	2024-25	≥7%	6-5%	4%	3%≥

Academic Performance Goals for Science

Performance Goal 1: Students will demonstrate proficiency in science by the end of each grade level as measured by ILEARN (Grades 4 & 6), IAM, and NWEA Benchmark Assessments.

Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥76%	75-66%	65-56%	55%≥
2	2021-22	≥76%	75-66%	65-56%	55%≥
3	2022-23	≥80%	79-71%	70-61%	60%≥
4	2023-24	≥80%	79-71%	70-61%	60%≥
5	2024-25	≥85%	84-75%	74-66%	65%≥



Growth Measures Goal 1: Students will achieve their RIT goals to demonstrate growth in science by the end of grades 4 & 6 as measured by ILEARN, IAM, and NWEA Benchmark Assessments.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2020-21	≥5%	4-3%	2%	1%≥
2	2021-22	≥5%	4-3%	2%	1%≥
3	2022-23	≥6%	5-4%	3%	2%≥
4	2023-24	≥6%	5-4%	3%	2%≥
5	2024-25	≥7%	6-5%	4%	3%≥

Non-Academic Performance Goal 1: Attendance Rate

Performance Goal 1: The CEO/Head of School will foster an environment where students are engaged each with learning as measure by daily, quarterly, and annual attendance rates.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2019-20	≥95%	94-93%	92-90%	89%≥
2	2020-21	≥95%	94-93%	92-90%	89%≥
3	2021-22	≥96%	95-94%	93-92%	91%≥
4	2022-23	≥96%	95-94%	93-92%	91%≥
5	2023-24	≥97%	96-95%	93-94%	92%≥

Non-Academic Performance Goal 2: Community Partnerships

Performance Goal 1: The CEO/Head of school will recruit additional community partnerships to support the implementation of the STEAM instructional model as measured by community partnership agreements or letters of support.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2019-20	4 partnerships	3 partnerships	2 partnerships	1 partnership
2	2020-21	5 partnerships	4 partnerships	3 partnerships	2 partnerships
3	2021-22	6 partnerships	5 partnerships	4 partnerships	3 partnerships
4	2022-23	7 partnerships	6 partnerships	5 partnerships	4 partnerships
5	2023-24	8 partnerships	7 partnerships	6 partnerships	5 partnerships

Non-Academic Performance Goal 3: Culture and Climate

Performance Goal 1: The CEO/Head of school will establish a positive, safe, and nurturing learning environment as measured by school culture and climate surveys average ratings.					
Charter Year		Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
1	2019-20	8	7-6	5-3	2-1
2	2020-21	8	7-6	5-3	2-1
3	2021-22	9	7-8	6-5	4-3
4	2022-23	9	7-8	6-5	4-3
5	2023-24	10	8-9	6-7	5



2. State Mandatory Assessments and School Formative Assessments

Indy STEAM Academy will implement the following required state standardized assessments along with adopted local assessments. Year 1 will serve as a baseline year for students grades K-5. ILEARN grades 3-5 will be administered to determine student growth. Quarterly benchmark assessments will be administered to monitor student progress towards demonstrating proficiency in reading and math.

NWEA MAP (K-2) Growth and (3-8) Growth Benchmark Assessments will be administered to all students three times per year (Fall, Winter, Spring) to monitor students' academic progress. Assessment data will be used to identify areas of deficiency and performance levels of students in reading, math, and science. Data from these assessments will be used to group students during small groups, Success Time, after school tutoring, and summer school

IREAD K-2

The Indiana Reading Evaluation and Determination (IREAD-K-2) is optional and will be administered once per year in the spring to measure foundational reading standards to determine if students are reading on grade level. This assessment will be used to determine if students need additional supports to develop a strong foundation in reading.

IREAD-3

The Indiana Reading Evaluation and Determination (IREAD-3) state mandated assessments is administered to students in the spring of grade 3 to measure foundational reading standards. This assessment determines if students are reading on grade level. Students who do not demonstrate proficiency on the first administration of this assessment will participate in summer school for intervention and will retake this assessment during summer school to demonstrate proficiency to be prepared for grade 4.

ILEARN

The ILEARN state mandated summative assessment is administered to students each year at grades 3-8 in reading and math, grades 4 and 6 in science, and grade 5 in social studies. The purpose of these assessments is to measure student growth and proficiency based on the Indiana Academic Standards. Indy STEAM Academy will administer ILEARN Grades 3-5 in Year 1 which will serve as our baseline data year.

WIDA

WIDA is a state mandated English Language Proficiency assessment that is administered annually to determine students' oral language, reading and writing skills in English. WIDA ACCESS is the English Language Proficiency assessment is administered to determine the correct level of English proficiency.

I AM

I AM is a state mandated alternative assessment to measure student achievement and growth based on the Indiana Academic Standards. I AM is administered to students with significant cognitive disabilities in grades 3-8.

3. Collection and Analysis of Data

All data will be saved in PowerSchool Student Management System. NWEA MAP Growth K-5 and 3-8 assessments will be administered three times per year (Fall, Winter, Spring) using student computers. IREAD K-2/3 will be administered in late Spring. Results will be available immediately. Coaches will assist teachers with exporting and storing their data. Teachers will also maintain data notebooks as an immediate resource to support their planning for instruction. Teachers will receive assistance from the Head of School, coaches, and their grade level team lead teachers with the analysis of data. The Grade Level Team Teacher Leaders, Coaches, and Head of School will meet bi-weekly to analyze data to support teachers with making informed decisions about instruction and student progress towards proficiency. Coaches and Grade Level Team Teacher Leaders will meet with classroom teachers during their planning periods to analyze data, make decisions about flexible groups for small group reading and math instruction in the classroom, flexible groups for Success Intervention Time, after school instruction, and identify students who will benefit from after school tutoring and summer school. Teachers will review the results reports NWEA MAP Growth K-5 assessments that are disaggregated by subject, class, and student. Teachers will also review data by subgroups: ethnicity, gender, special needs, English Language Learners, and free/reduced lunch.



4. Data Warehouse and Student Information Systems

PowerSchool will host our student information management system, data warehouse, and enrollment registration system. The Technology Specialist will be responsible for the warehousing of data. The Head of School, Coaches and Lead Teachers will be responsible for assisting teachers with the analysis of data. The Head of School and Coaches will be responsible for leading and coordinating professional development to improve student achievement.

5. Training and Support for Analysis of Data

Teachers will receive training with analyzing and interpreting performance data to improve student learning from NWEA Assessment representatives. Teachers will also receive training with the use of the PowerSchool student information management and data warehousing systems. The Head of School will use professional learning books such as *Leading With Data* by Goldring and Berends, and the *Data Coach's Guide to Improving Learning for All Students* by Love, by Stiles, Mundry, DiRanna, and *Getting More Excited about Using Data* by Holcomb.

6. Corrective Actions

If the academy falls short with achieving its academic expectations or goals as established by the Indiana Charter School Board and the Indiana Department of Education, the Head of School along with the school leadership team will develop and implement a School Improvement Plan as described by Section 11 Indiana Administrative Code Article 6.2, Rule3. The Board of Directors will realign the Strategic Plan Goals to ensure academic success. The Head of School will revisit current performance targets to ensure that the achievement goals are attainable considering the baseline data and the achievement levels of students upon entrance to the academy. **Failure is not an option at Indy STEAM Academy.** Receiving an overall rating of “F” or failing to meet annual proficiency and growth targets would trigger such corrective actions. The Head of School will meet with the School Leadership Team and the Academic Achievement and Accountability sub-committee of the Board of Directors to identify the root causes of failure then create an action plan to support improvement. We have established several “**STOP GAPS**” to intervene and support below level learners when the school opens. Assessments will be provided at the beginning of the school year to determine students' levels of proficiency in reading and math. Students will be strategically grouped for Tier I/II interventions and supports for reading and math instruction. Students will receive an additional support (Success Time) during the school day (3:00-4:00 PM) to address deficiencies. Students will receive additional support in the afterschool tutoring and summer school programs. The Head of School and Leadership Team will monitor student progress weekly. The Head of School will meet with the School Leadership Team once per week, grade level teams bi-weekly and hold staff meetings bi-weekly. Teachers will participate in ongoing monthly professional development to enhance classroom practices and instructional delivery. Teachers will have the support of our coaches who will assist with curriculum mapping and pacing instruction, demonstrate lessons, help teachers with their instructional delivery, and provide reflection opportunities to modify and adjust instruction. Each classroom teacher will keep track of the performance of their class as well as individual students to ensure their success. If after several interventions, students are not making expected progress, the RTI Team will provide additional supports.

SECTION III: IMPLEMENTATION PLAN

LEGAL STATUS AND GOVERNING DOCUMENTS

1. The legal entity is **Education Children Matters, Inc.**, doing business as **Indianapolis (Indy) STEAM Academy**.
 - a) **501 (c)(3) Determination Letter** is provided in **Attachment 11**.
 - b) **Articles of Incorporation** are provided in **Attachment 11**.
 - c) **Bylaws** for the Board of Director are provided in **Attachment 11**.
 - d) **Code of Ethics Policy** is provided in **Attachment 11**.
 - e) **Conflict of Interest Policy** is provided in **Attachment 11**.
2. Pursuant to IC 20-24-3-3, the **Dissolution Clause** is provided in Article IX of the Bylaws in **Attachment 11**.
3. The **Statement of Assurances** form is provided in **Attachment 12 (Exhibit E)**.



HUMAN CAPITAL

School Staffing Structure

1. Organizational Charts

Organization charts for the School Level Leadership Year One and at Full Capacity and Governing Board with roles and responsibilities are provided in **Attachment 13**.

School Leadership & Staff Hiring, Management and Evaluation

1. Timeline for Recruiting and Hiring Teachers

Indy Steam Academy will implement the following strategies and timeline for recruiting and hiring teachers in accordance with IC 20-24-6. Upon authorization, the academy will immediately begin recruiting highly qualified teachers and staff. The academy has established a partnership with IUPUI Center for the Advancement of STEM Education and will work with the College of Education to recruit teachers in the elementary education, science and math programs. The Head of School met with the director of Teach for America and has a partnership agreement to access a pool of new and beginning teachers as well as experienced teachers with science, engineering, and mathematics backgrounds. The Head of School met with the Dean of Marian University Klipsch Educator College to establish a partnership to access the Teacher Clinical Resident Program which provide a pool of teachers working on Master's Degrees in Education. We will also partner with The New Teacher Project to recruit teachers. The Head of School has several networks established over the years of working in a variety of school districts in the Midwest to recruit teachers to our academy. Perspective teachers will be highly qualified meaning have a Bachelor's Degree in Elementary Education or related field and be licensed to teach or eligible to receive a license to teach in Indiana. The Head of School will implement the following recruitment timeline:

Timeline for Recruiting and Hiring Teachers	
September 2019	Recruit, Interview pre-opening staff (Business Manager, Office Manager, Coaches, Parent & Community Engagement Specialist, Technology Specialist). Conduct interviews.
December 2019	Make recommendations to hire Pre-opening Staff (If CSP Grant funds are available)
January 2020	Conduct Indy STEAM Teacher Recruitment Fair (Round #1). Advertise in local newspapers, social media, academy's website, and university placement centers. Participate in the College Career Center Consortium of Indiana recruitment fairs, send job postings to local churches; Teacher's Job Bank, Placement Centers, and job search websites. Post job announcements in local public venues and participate in local job fairs; Collect applications submitted on the academy's website. Begin screening and interview process for Round #1 candidates
February 2020	Participate in the local and surrounding college fairs in Indiana, Kentucky, Ohio, and Illinois; Email potential candidates; and Visit local colleges and universities to recruit Spring graduates
March 2020	Continue recruitment efforts as described. Make recommendations for hire of Round #1 candidates. Begin screening and interview process for Round #2 candidates.
April 2020	Continue recruitment efforts as described. Make recommendations for hire of Round #2 candidates. Begin screening and interview process for Round #3 candidates.
May 2020	Make recommendations for hire of Round #3 candidates. May 30 is the deadline for Rounds 1, 2, 3, candidates to accept offers. May 30 is the deadline to receive all credentials and paperwork from candidates.
June 2020	Check all personnel files to ensure that all credentials and contracts are on file. Send Welcome Packets to staff with information about onboarding/professional development.

The Interview Process:

The process for hiring includes the online application process. Applications for these positions should be submitted within 30 days of the posting date. Applications will be reviewed by the Interview Committee. Potential candidates



will participate in an informal telephone screening process. Candidates recommended to move forward in the selection process will be invited to interview. The formal interview process will be comprised of three steps: (1) Writing Assessment where candidates respond to school related scenarios; (2) Question and Answer session where candidates provide oral responses to questions essential to their role and responsibilities, and interpersonal skill sets which are rated using a rubric; (3) Demonstration of Skills and Presentation relative to their role and responsibilities and the use of technology to support their roles which are rated using an interview rubrics. A complete background and references check will be conducted for candidates designated to move forward in the selection process. Candidates will be notified of their status in the application process within 5-10 business days following the formal interview. Candidates recommended for hire to the Board of Directors for review and potential approval. New hires will participate in an onboarding process in July 2020.

1. Staffing Plan

The following staff will be hired to ensure that every student has access to excellent teaching:

Head of School. Manage the day-to-day operations of the school, evaluate instructional staff, supervise students, provide professional development for staff with the implementation of the STEAM instructional model, facilitate leadership team and staff meetings, frequently monitor the progress of students using data from benchmark and standardized assessments. Establish performance goals, maintain a positive climate and culture using schoolwide PBIS and Character Education and Social-Emotional activities and supports. Head the Community and Parent Advisory Councils to build engagement. Work collaboratively with the Board of Directors and provide information needed to make informed decisions. Report to the Board of Directors.

Assistant Principal. Assist with the day-to-day operations of school and supervision of students. Assist with the evaluation of teacher assistants, and support professional development efforts. Participate on the school leadership team, assist with the Community and Parent Advisory Councils, lead efforts including afterschool tutoring, extra-curricular activities, intersession remedial program, summer school programs, and report to the Head of School.

Director of Special Education. The Director of Special Education will work part-time to assist with all special education compliance requirements and state reporting. The Director will lead the Special Education team with scheduling multifactorial evaluations, case conferences, annual reviews, and reevaluations. The Director will participate in the RTI team meetings and assist with supports needed at Tier III. Reports to the Head of School.

Speech Therapist and School Psychologist. These support staff will work part-time and support students who are identified as needing supports based on the IEP. These support staff will work collaboratively with the Director of Special Education with arranging times and services needed including evaluations conducted by the School Psychologist and Speech Therapist. Both support staff report to the Head of School.

STEAM/Literacy Coaches. Lead staff with the implementation of the STEAM instructional model, coach classroom teachers, provide demonstration lessons and opportunities for reflection with the implementation of Project-Based Learning, 21st Century Learning Skills, Science Inquiry and Engineering Design Processes; align the curriculum with the Indiana Academic Standards and create curriculum maps; assist teachers lesson planning and the analysis of data to make instructional decisions about teaching and learning; collaborate with teachers during their grade level team planning periods; coordinate Success Time Tier II Interventions, Assist with the coordination of supplemental programs, and serve on the school leadership team, and report to the Head of School.

Special Education and English Language Learner Resource Teachers. Provide “push-in” and “pull-out” instruction and support for students identified as special needs according to their Individualized Education Plans or identified as English Language Learners based on the Home Language Survey. These Resource Teachers will lead and coordinate their respective programs and services, work closely with the Director of Special Education, specialist staff, and regular education classroom teachers, ensure all records are up-to-date, complete state reports, facilitate MTSS meetings, lead the RTI team, serve on the school leadership team, and report to the Head of School.

Lead Teachers. will lead grade level teams with implementing curriculum maps, lesson planning, analysis of data, develop flexible groups for instruction, assist with planning Success Time instruction, mentor new and beginning teachers, serve on the school leadership team. Grade Level Lead Teachers in addition to their leadership roles will provide the same instructional and non-instructional responsibilities and a classroom core teacher. Lead Teachers report to the Head of School.



Novice and Clinical Resident Teachers. Provide daily instruction for students at their assigned grade levels and create safe, nurturing, and respectful learning environment using effective classroom management strategies. Develop lesson plans to provide Tier I and II interventions and supports to ensure the academic success of their students. Participate in parent/teacher conferences, family nights and other evening school activities. Work collaboratively in their grade level team meetings, receive support from the grade level team teacher leader and mentor, receive support from the Literacy and STEAM coaches with the implementation of the STEAM instructional model and Balanced Literacy framework, participate in monthly staff meetings, and all ongoing professional development training. Use feedback from informal and formal classroom observations to create professional development plans and improve classroom practices. Core teachers report to the Head of School.

Teacher Assistants. Assist classroom teachers with daily instruction and create a safe, nurturing and respectful learning environment. Teacher assistants will follow the assigned schedules and will participate in all grade level team planning meeting, staff meetings, and schoolwide professional development. The teacher assistant will focus on supporting instruction and behavior in the classroom and assist with the supervision of students during lunch and recess. Teacher Assistants will report directly to the Assistant Principal or Head of School.

Behavior Specialist. Assist with students who need “time out” or temporary removal from the classroom. Students needing time to “regroup” or “calm down” will be supported with conflict resolution strategies and social emotional learning strategies. The behavior specialist with the support of the Assistant Principal will determine when students are ready to return to class and will keep track of students referred or removed using the SWISS/PBIS tracking system. The behavior specialist will report directly to the Assistant Principal and will collaborate with the Parent Specialist and Cummins Behavioral specialists who are also onsite to assist with referring students who need Mental Health/therapeutic support.

2. Evaluation of Head of School

One of the Board’s primary responsibilities is the annual evaluation of the CEO/Head of School. The evaluation includes key performance indicators that contribute to the academy’s success and the overall effectiveness of the leadership. The evaluation of the CEO/Head of School will include key elements such as climate and culture, student achievement, policies and procedures, and fiscal responsibility. The Board of Directors will work with Board on Track to identify an evaluation tool for the Head of School evaluation. The evaluation will be based on both qualitative and quantitative data obtained from a variety of supportive documentation (e.g., observations, reports, surveys). The Board of Director’s Governance and Development Committee will meet with the Head of School prior to the beginning of the school year to establish academic and non-academic goals. The Head of School will create an action plan to address how these goals will be accomplished. The Board of Directors will review the progress of the Head of School quarterly and at the end of the calendar school year to provide performance feedback. The evaluation results will be communicated in a timely manner and will provide areas of strength and opportunities for growth to develop leadership capacity. If the Head of School is performing at a less than proficient in any category, the board will recommend additional professional development and supports to improve performance if necessary.

Evaluation of Teachers

To comply with Public Law 90, the Indy STEAM Academy will use the Indiana Rise Teacher Effectiveness Rubric 2.0 to evaluate our teachers. The CEO/Head of School will have the primary responsibility for evaluating teachers, aligning observations, data analysis, and feedback to support teacher growth and development. The Indiana Teacher Effectiveness Rubric consists of three primary domains and nineteen competencies that focus on Planning, Instruction and Leadership. The fourth domain focuses on Core Professionalism which reflects the non-negotiable aspects of a teacher’s job such as Attendance, On-Time Arrival, Policies & Procedures, and Respect. Each teacher will receive a rating at the end of each semester (December and June) in one of four performance levels: Highly Effective, Effective, Improvement Necessary and Ineffective. If a teacher is deemed Ineffective after the first semester, the teacher will develop a remediation plan with the support of coaches, mentors and Head of School that provides opportunities for additional professional development and support. If at the end of the year, the teacher is deemed ineffective again, the teacher will be released. Every teacher will develop a professional development plan that identifies at least two academic goals and one non-academic goal and identify professional development



learning opportunities to achieve their goals. The Head of School will implement a multitiered system of evaluation that includes:

Informal Building/Classroom Walkthroughs – daily at least 5-10 minutes per classroom.

Informal Classroom Observations once per month for the entire lesson, unannounced, written feedback provided

Formal Classroom Observations – four times per year – once per quarter 90 minutes or entire class period.

Teachers will participate in pre- and post- observation conferences to discuss the observation and rubric feedback.

3. Unsatisfactory Leadership or Teacher Performance – Succession Plans and Turnover

Unsatisfactory Performance: Indy STEAM Academy is an “at-will” employer. Every decision is guided by our ambitious mission and goals for student achievement. If a teacher, staff member, or school leader is not working effectively toward meeting our mission, they will be coached, receive additional professional development, and will be assigned to a mentor if they do not already have one to become more effective. If remediation, coaching, and professional development are not effective, that employee will be recommended for dismissal. However, it is the goal of the Indy STEAM Academy to recruit and retain the most highly qualified teachers and staff to reduce and prevent the possibilities of ineffective performance.

Succession Plan: If the position of Head of School becomes vacant or if there is a need to replace the Head of School; the Board of Directors will seek assistance from a local or national search firm to hire a new Head of School. The Board of Directors will assume the responsibility for the final selection of the Head of School. The Board of Directors reserves the right to retain the CEO/Founder in addition to the selection of a new Head of School.

4. Compensation System

Indy STEAM Academy will provide a compensation structure that is comparable to Indianapolis Public Schools and other charter schools in our target area. We also reviewed the Indiana average teacher salary and used the Employee Compensation Report Gateway System (<https://gateway.ifonline.org/public/dataQuality.aspx>) to gauge the salaries for our staff. Teacher Clinical Resident salaries \$35,000 are based on a service agreement. The base salary for novice or new and beginning teachers with a Bachelor’s Degree is \$42,000 and \$45,000 with a Master’s Degree. The base salary for a grade level Lead Teacher/Mentor is \$48,000, Special Education and ELL Resource teacher salary is \$45,000. The base salary for coaches is \$55,000. Teacher assistant salaries are above the average starting at \$25,000. The Office Manager Parent Coordinator, Technology Specialist average salary range is \$35,000 to 40,000. The Business Manager, Speech Therapist, Psychologist and Special Education salary is \$50,000. The Assistant Principal salary is \$70,000 and Head of School salary is \$95,000. Stipends for professional development along with extra-curricular activity contracts are based on an hourly rate. Tutoring and summer school pay is \$30.00 per hour. The academy will provide a yearly 2% increase on the base salary each year. The academy has not established a performance incentive structure, but will consider incentives for outstanding performance in the future.

Benefits

To meet our desired goal to retain at least 85% of our teaching force every year, Indy STEAM Academy has created a competitive benefits package equivalent to 28% of the actual annual base salary. All full-time Indy STEAM staff will be able to enroll in a 401K plan where the academy will contribute a portion of the annual salary for retirement. The academy will match 50% of the employee’s contribution or pay up to 2% their gross salary for a 401K contribution. Additionally, Indy STEAM Academy will be able to offer Health, Dental and Vision Insurance, Workers Compensation, and Unemployment Insurance. To ensure personal health and wellness of our staff, Indy STEAM Academy staff will be allotted 2 personal leave days and 3 sick leave days Paid Time Off (PTO) days in addition to holidays and routine school breaks. The academy will contract with a provider to manage payroll and benefits.

Professional Development

1. Professional Development Plan for School Leaders and Teachers

All school leaders and teachers will develop goals and objectives in a professional development plan to carry-out their roles and responsibilities. The plan will identify key supports and training needed to be effective in their respective roles. The school leadership team will visit other STEAM Charter Schools and participate in STEAM/STEM professional organizations to establish networks and partnerships. School leaders and teachers will participate in local, state and national conferences to enhance the knowledge and instructional practices.



2. Ongoing Professional Development for School Leaders, Teachers, & Teacher Assistants (Also Q5 below)

School leaders and teachers will participate in 10 days of professional development during the school year.

August 28, 2020	Culture and Climate, PBIS/Character Ed, Social Emotional Learning Standards & Supports
September 8, 2020	Analysis of Data for results from the Fall benchmark assessments
October 2, 2020	Evidence-based Reading Strategies
November 6, 2020	Evidence-based Math Strategies
January 29, 2021	Analysis of Data from the results of Winter benchmark assessments
February 26, 2021	Technology Tools and Resources
March 26, 2021	Science and Engineering Modules
April 5, 2021	Analysis of Data for results from the Spring benchmark assessments
May 28, 2021	School Visits to other STEAM Schools
June 11, 2021	Review School Survey results and plan for next school year

3. Professional Development Schedule (Before the start of the school year)

Indy STEAM Academy will provide 10 days, 8 hours per day for a total of 80 hours of professional development.

July 2020 Staff Professional Development Plan	
Week One: July 9-10, 2020: Staff Onboarding, Orientation, TEAM Building, and Classroom Preparation	Teachers and Teacher Assistants will receive orientation with the School Leadership Team and Business Manager. This orientation is an opportunity to become acclimated with the building, review Staff and Student/Parent Handbooks, School Safety Plan. Staff will participate in teambuilding activities off site. Day 2 Teachers will receive textbooks, supplies and materials needed to begin the school year.
July 13, 2020: I-STEM Resource Network /Indiana Science Initiative/STEM Certification	Teachers will review K-5 science standards and learn how to implement the Inquiry process and science curriculum. This workshop will focus on Earth, Space, Physical and Life Sciences. Teachers will learn how to use the science experiment kits to support their instruction. We will discuss the process for STEM Certification.
July 14, 2020: Project Lead the Way Launch	This core training supports teachers with hands-on training where teachers take on the role of the student to engage in in-depth exploration of the PLTW curriculum. This training will help teachers build confidence with the implementation of project-based learning strategies to support instruction.
July 15, 2020: Engineering is Elementary	This core training builds the teacher's understanding of engineering concepts, skills, and pedagogy. This hands-on training will help teachers build confidence with the implementation of project-based, inquiry-based learning strategies and the Engineering Design Process to support instruction.
July 16-17, 2020: RTI, PBIS, Character Ed, Social Emotional Learning, Culturally Responsive Classrooms	This two-day training will review the RTI three-tiered approach to instruction and grouping students for instruction. Teachers will learn the tenants of Character Counts and identify Indiana Social Emotional Learning Standards activities to implement in their classrooms. Teachers begin book study for Culturally Responsive Classrooms.
Week Two: July 20, 2020: Balanced Literacy – Reading/Language Arts (AM)	This training will review the K-5 reading standards. Teachers will learn the Balanced Literacy approach for instruction. Teachers will be trained to use the basal program. Balanced Math Framework (PM)
July 21, 2020: PowerSchool Student Information System	This training will review the K-5 math standards and the Balanced Math approach for instruction.
July 21, 2020: PowerSchool Student Information System	Teachers will be trained with the use of the PowerSchool student information system to maintain attendance, grades, view schedules, manage assessment data and report progress of students to parents.
July 22, 2020: NWEA Assessment Training and Analysis of Data	Teachers will be trained with the administration and implementation of the NWEA MAP Growth K-5 benchmark assessment. Teachers will learn how to review assessment reports and analyze data.
July 23, 2020: Smartboard, Coding, and Instructional Software Programs	Teachers will learn how to use the Smartboards and other technology to support classroom instruction. Teacher will learn how to use computer assisted instructional software programs to support math and reading instruction.



July 24, 2020: First Day of School Protocols Review of School Safety Plan and Classroom Preparation

Teachers will review protocols and procedures for the first day of school. Teachers will review the school safety plan and drills needed to keep students safe at school. Teachers will finalize classroom preparation. Teachers turn-in beginning of the year checklist. End with a team building activity and pre-opening day celebration.

4. Professional Development Hours and Alignment with Assessments (Also described above in Q2)

The academy will provide 10 days of professional development **before the start of the school year**. Training will be 7 hours per day for a total of 70 hours. The academy will provide 10 days of ongoing professional development, 7 hours each day for a total of 70 hours **during the school year**. This is a total of 140 hours of training embedded in the school calendar (Attachment 6) to support teachers with the implementation of the instructional model.

Evaluation of Professional Development

The academy will evaluate the effectiveness of professional development offerings by completing an evaluation form that gauges the instructional staff's perceptions and reactions to the professional development experience.

Evaluation questions focus on (1) **Participant Reactions** to the professional development learning experience; (2) **Participant Learning** – knowledge and skills that participants gained from the professional development experience; (3) **Organization Support and Change** – planning and organization of professional development experience; (4) **Participant Use of New Knowledge and Skills** – how teachers will use new knowledge and apply to classroom practices; and (5) **Student Learning Outcomes** – how the professional development activity will benefit/affect student learning. The overall effectiveness of professional development for the academy will be determined through the implementation of the STEAM instructional model and student achievement results.

Start-Up Operations

1. **Start-Up Plan.** A detailed start-up plan of tasks by month and persons responsible from authorization to the first day of school is provided in **Attachment 14**.
2. **Transportation.** Based on our enrollment projections and the location of students living in the surrounding area within a two-mile radius, students will be able to walk to school or be driven by their parents. Approximately 80% of parents have cars and will be able to transport their children to school (Community Profile www.savi.org). Indy STEAM Academy will not provide transportation for the general population; however, the academy will provide transportation for fieldtrips, special events, and activities away from school. The academy will provide transportation for homeless students to comply with the federal McKinney-Vento Homeless Act, 42 USC 11431, and for students with disabilities whose IEPs require transportation in compliance with the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u) through a private contracted bus service.

Safety and Security Plan

Indy STEAM Academy will apply for a Homeland Security grant to support some of the cost for a school threat analysis and School Resource Officer. The academy will request hand-held metal detectors, security system and surveillance cameras to monitor activity inside and the outer perimeter of the building. The School Safety and Security plan will be developed with local community first responders once we have solidified a permanent location.

Facility Policies: All staff will sign-in at the beginning of the school day and sign-out upon leaving at the end of the school day. All staff are required to wear identification badges which will electronically open locked entrance doors. All parents and visitors will enter through the office and sign-in/out with the office manager. Visitors will use the visitor sign-in/out badge system. Students arriving late will be signed-in and will receive a pass for admittance to their classrooms. Students may not leave the building without being signed-out by a parent or authorized person. Parents desiring to have their children leave before the end of the school day must call the office manager and sign-out their children. Parents or family members authorized to pick up their children must show a photo-ID.

3. Technology Specifications and Requirements (for Blended Learning & Virtual Operators only) Not Applicable

4. Insurance Coverage (See Attachment 15)

Indy STEAM Academy has partnered with Miller Insurance Group to provide appropriate coverage to safeguard the school from potential risks. The insurance coverage will indemnify Indiana Charter School Board, any related entities, Board of Directors, employees, officials and agents. The insurance coverage will provide liability insurance coverage and name Indiana Charter School Board as an Additional Insured agency.



Facility Plan

Indy STEAM Academy has sought diligently to find a facility that will meet the needs of students and staff, and support the implementation of our instructional model. The Facility and Finance committees will consider facility options with the help of professionals to determine the most viable option.

Attorney: Stevenson Legal Group (Howard Stevenson) will assist the academy with all legal needs and issues.

Real Estate Broker of Record: NAI Meridian (Andrew Follman) will assist in locating a facility.

Architect: Schmidt Associates (Anna Marie Burrell) will assist with all permits, building codes, ADA requirements, occupancy certificate, and inspections.

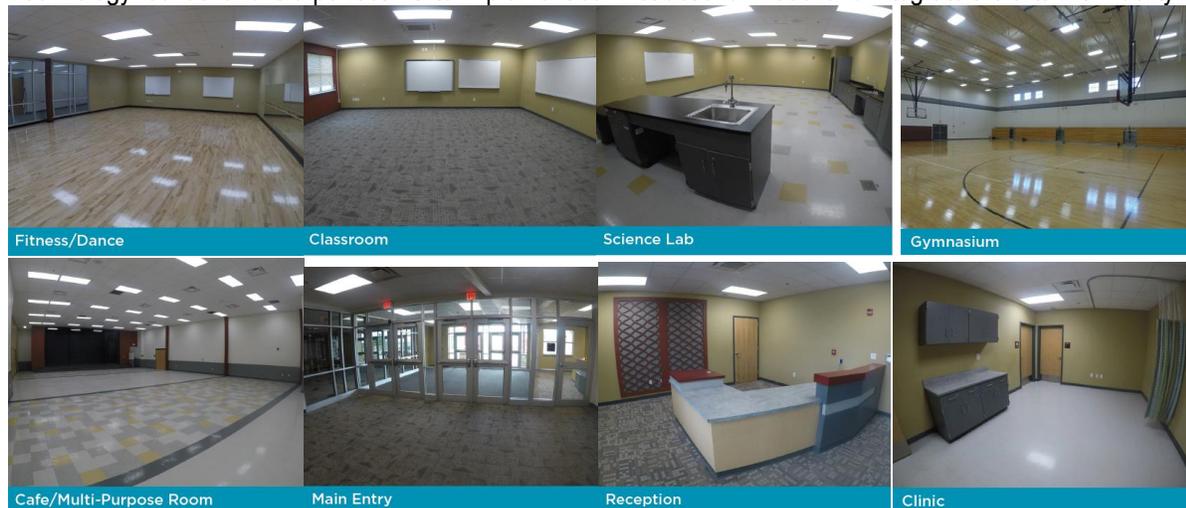
Facility Financing: Charter Schools Capital (Equipment, Furniture and Facility Financing) (Michelle Goodin) Charter Schools Capital has provided a Prequalification Letter in the amount of \$325,000 to cover EFF costs (**See Attachment 10**). According to the Indiana Department of Education School Facilities Guidelines, "**adequate classroom space**" means an instructional area containing thirty (30) square feet of space per student to be accommodated. The targeted enrollment for Year One is 300 students. **The following spaces are needed:**

Classroom Spaces			Other Classroom Spaces	Office Spaces	Other Spaces	Outdoor Spaces
Year 1	K-5	12	Art	Principal	Cafeteria	Playground
Year 2	K-6	14	Music	Asst. Principal	Staff Workroom	Parking
Year 3	K-7	16	Gymnasium	Parent Specialist	Staff Lounge	
Year 4	K-8	18	Science/Engineering Lab	Main Office Office Manager	Copy Room	
Year 5	K-8	18	Computer Lab	Behavior Specialist	Server Room	
			Library	Mental Health Services	Janitor Closet	
			Coaches	Speech Therapist	Parent Center	
			In-School Suspension	Psychologist Special Ed. Director	Student Restrooms	
			Special Ed. & ELL	Nurse Office/Clinic	Staff Restrooms	

Northeast Side Locations

Option #1: 4020 Meadows Drive (Former Tindley Collegiate Girls School) 49,674 sq/ft, 450 students.

The first floor has 11 classrooms, and other rooms including SPED, ELL, media/computer lab, art, music/dance, gym, locker rooms, restrooms, science lab, multipurpose room, kitchen, offices, workroom, and reception area. On the second floor, there are 5 classrooms, science and engineering labs, and restroom. This property is a "Smart Technology" school and is a perfect "fit" to implement our instructional model and integrate the arts with fidelity.



Option #2: St. Andrew Catholic School – Former Indiana College Prep (Closed) 4050 E. 38th Street 46218



Front Classroom Café/Gym Main Entrance Reception/Office

This facility has classrooms on first floor in two wings (sides) of the building and on the lower level for upper grades. This facility has a gym/cafeteria, library, 2 computer labs, but would need a science lab with a water source. There is a playground and parking area. This facility needs window replacements on one wing and lighting improvements on the lower level. This facility needs a security system, electronic swipe for entrance, and internet access upgrades.

Facility Options: Southside Indianapolis – Alternate locations

Option #3: Harrison Community College (closed) – 8150 Brookville Road (36,195 sq/ft) 46239



This facility provides small classroom spaces in the second building. The first building is currently being leased. Additional space on the property would be needed to create the cafeteria/gym and playground areas.

Option #4: Brightwood Community College (closed) – 4200 S. East Street (Southern Plaza Shopping Center)



46227. This facility has average size classrooms and many office spaces that will need to be combined to make additional classrooms. This facility does not have a cafeteria or gymnasium and classroom spaces would have to be used to create this multipurpose area. Additional space within this shopping area would have to be leased to create a gym or play area.

Location Study for Southside Alternative Locations

Schools Targeted Area (2-mile radius)	Grade Span	Total Apps Rec'd	Enroll Late	Enroll /No Show Attrition Rate	Enrollment Trends			Retention Rate	Free/ Reduced Lunch
					2016	2017	2018		
IPS:	Some schools are not listed in Enroll Indy Report								
Abraham Lincoln Elem	K-5	-	-	-	980	1036	993	96%	80%
Clinton Young Elem	K-5	-	-	-	797	872	821	94%	86%
Emma Donnan Elem	K-6	-	-	-	239	260	298	100%	100%
Emma Donnan Middle	7-8	-	-	-	392	351	293	74%	100%
Raymond Brandes 65	PK-6	-	-	-	251	236	231	92%	74%
Southport Elem	PK-5	-	-	-	672	751	693	92%	84%
Southport Middle	7-8	-	-	-	1151	1131	1104	95%	85%
William Burkhart 65	PK-5	-	-	-	661	733	725	98%	82%
Charters:	Some schools are not listed in Enroll Indy Report								
Christel House South	K-12	-	-	-	718	659	662	92%	88%
Irvington Com Elem	K-5	74	18	19%	449	449	437	97%	67%
Irvington Com Middle	6-8	53	8	36%	239	232	239	100%	67%
Private:	Not Identified								

This community has a population of 12,224 people of which 10.4% are African American, 15.2% are Hispanic, and 71.2% are Caucasian. There are 75.4% households with families, 22% have children under the age of 18, 49% live below the poverty level and 22% are single parent families. Approximately 20% of this population do not have a high school diploma and 12% have a college degree. Our academy will increase the number of students graduating high school, attending college, and improve the ability of students to acquire high wage, high demand jobs.



Budget and Finance

1. Accounting, Purchasing, Payroll, and Audit Systems, Processes and Internal Controls

The Board of Directors, Finance Subcommittee, led by the Treasurer of the Board, Business Manager, and Head of School will be responsible for the oversight of the management of the finances for the academy. The Head of School along with the Board Treasurer will create the preliminary budget until a Business Manager is hired. The Board of Directors will be responsible for adopting the preliminary and final. The Business Manager will handle day-to-day financial operations such as bookkeeping, accounts payable, purchasing, payroll preparation, and management of receipts. The Board of Directors has the ultimate fiduciary duties of oversight for proper financial reporting.

Financial Controls

Purchasing. The Board of Director Treasurer, Head of School and Business Manager will be involved in carrying out financial transactions. All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness in the name of the Indy STEAM Academy will be signed by the officers and agents of the academy, and from time to time be determined by resolution of the Board of Directors. In the absence of the resolutions, checks and orders will be signed by the Treasurer and countersigned by the Board President or Vice President of the academy. Any transactions in excess of \$10,000 will require an affirmative vote of the majority of Board of Directors (See Bylaws). However, it is the intent of the Head of School to ensure the approval of purchases in excess of \$5,000 to maintain fiscal stability and long-term viability. **Accounting.** The Business Manager will use *QuickBooks* accounting software program to maintain the academy's financial records. The Board Treasurer, CEO/Head of School, and Business Manager will have access to the accounting software program to ensure transparent tracking or revenues and expenditures, and the overall management of the academy's finances. The Business Manager will generate checks, monitor cash, create journal entries, manage payroll, reconcile bank statements, and generate financial reports. All financial statements will be maintained using generally accepted accounting principles established by the Governmental Accounting Standards Board (GASB). **Payroll.** The Business Manager will submit payroll to TriNet to manage distribution of checks, benefits, and other risk management issues. **Financial Reports.** The Business Manager is also responsible for generating regular monthly financial reports for review by the CEO/Head of School and Board Treasurer. After review, this report will be provided to the Finance Committee and then to the entire Board during their monthly meetings. The Board Treasurer is responsible for implementing the academy's approved financial policies and established compliance procedures that have been accepted by the Board of Directors. Exceptions, changes or amendments to these policies shall be conducted by the Finance Subcommittee and the Policies subcommittee and approved by the Board of Directors. **Annual Budget Preparation.** The Business Manager, Board Treasurer, and CEO/Head of School will prepare an annual operating budget of revenues and expenses, cash flow projections, and a capital budget. In preparation for the annual operating and capital budgets and cash flow projections, the Business Manager and CEO/Head of School will prepare preliminary budgets and cash flow projections based on overall enrollment projections, individual class size projections, salary structures, facility costs, and long-term financial goals. The Business Manager will prepare current year-to-date financial data with prior year budget-to-actual comparisons, as well as the basis for current year projections. Once prepared, the CEO/Head of School and the Board Treasurer will review the budgets and projections submitted for completeness and reasonableness. The Finance Subcommittee will make necessary changes prior to presenting them to the Board for final approval and adoption. The adopted budget totals will be entered in the general ledger by the Business Manager for the new fiscal year, in order to prepare subsequent budget-to-actual reports. **Audit.** Indy STEAM Academy will use contracted services to hire an approved auditor who will provide annual reviews and audit reports of the academy's finances and the management thereof according to the policies and requirements of the Indiana State Board of Accounts.

2. Five Year Budget Worksheet (See Attachment 16)

3. Budget Narrative (See Attachment 17)

4. Pre-Existing Non-Profit Organization Financials (See Attachment 18 - Not Applicable)

SUBMISSION OF FULL APPLICATION

The full application for charter authorization is provided in **Attachment 19**. References page is provided below.



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Indy STEAM Academy

Attachment #1

Applicant Group

Resumes

Tanya Mack, Board President

Kamia Jackson, Board Vice-President

Pamela Grant-Taylor, Board Secretary

Keith Wilson, Board Treasurer

Davita Johnson, Board Director

Brandon Warren, Board Director

Yvonne Bullock, CEO/Founder/Head of School



TANYA P. MACK 2405 OAKTREE PLACE
CINCINNATI, OH 45238
PHONE (513) 290-3377
E-MAIL pet8076@hotmail.com

SUMMARY OF QUALIFICATIONS

Management career with hands-on industry experience directing and overseeing technical and logistics execution. 18+ years of experience in applied technology, critical problem analysis/resolution, documentation and reporting, and employee training and development. Effectively able to communicate technical information to non-technical audiences, improvising content and style to meet diverse audience needs. Experience in public speaking including classroom instruction to adult learners.

EDUCATIONAL BACKGROUND

M.A., Management, Antioch University McGregor, Yellow Springs, Ohio (July 2005)
B.S., Chemical Engineering, Tuskegee University, Tuskegee, Alabama (Degree Conferred 1999)

ACADEMIC EXPERIENCE

Brown Mackie College Oct 2007-Apr 2015

Adjunct Instructor, Business & Technology, Cincinnati, Ohio & Ft. Mitchell, Kentucky

Developed instructional plans and delivered classroom instruction. Maintained and submitted accurate and timely reports.

- Taught 11+ courses in Business Management (Introduction to Business, Business Law, Small Business Management, Human Resource Management, Accounting, Economics, Marketing, Operations Management)
- Instructed class size of up to 30+ students (experience with in-class & online instruction)
- Recognized as Instructor of the Quarter in 2010

PROFESSIONAL EXPERIENCE

Procter & Gamble 2004 - present

Inbound Transportation Operations Leader, NAPD, Cincinnati, Ohio (2006 –present)

Lead work processes that support the flow of raw materials between strategic suppliers and manufacturing sites. Manage material planning and forecasting for raw materials. Own inbound transportation logistics and freight payments process.

- Lead inbound transportation operations for >1400 raw materials and spend \$165MM (5 direct reports).
- Owned inventory capability for >2,500 perfume materials at \$84MM.
- Owned central planning forecast process for 30+ critical raw materials with total spend >\$1billion.
- Managed Target Order Management Team (2nd largest P&G Customer Team)



Board Director Resume: Tanya Mack

Page 2 of 2

Engineer, Beauty Care Product Development, Cincinnati, Ohio (2004-2006)

Designed and executed consumer market research studies. Identified consumer needs and translated into technical solutions.

- Designed and executed consumer research for category Stream I initiative, meeting time-critical deadlines to provide decision-making data and results to lock project commitment.
- Community Team Adopt-A-Family Committee Chair (2006), which served as an annual holiday project helping 2 Cincinnati families in need.

Cognis Corporation

2003 - 2004

Quality Compliance Auditor, Cincinnati, Ohio

Lead auditor for ISO 9001:2000 internal audits of Cognis N.A. and GMP audits of external tollers and contract labs.

- Established GMP audit process for the NA manufacturing plants and third-party vendors.
- Activities Chairperson for RIM Clean-Out Day 2004.

Owens-Illinois, Inc.

1999 - 2003

Quality Assurance Manager, Cincinnati, Ohio (2001-2003)

Managed daily workflow of Quality Control lab and supported operations through finished goods inspection and approval.

- Managed quality department of 10 quality technicians.
- Established capability tool to track customer complaints by shift, which reduced complaints by 40%.
- Improved root cause analysis process, which generated savings of \$20,000/year in customer returns from key customer.

Package Development Engineer, Perrysburg, Ohio (1999-2001)

Led consumer product packaging projects from concept to manufacturing start-up.

- Led \$4MM+ project and manufacturing launch of new bottle design integrating start-up of new/advanced technology.
- Promoted from Engineer I to Engineer II.

PROFESSIONAL AFFILIATIONS

-
- Next Level Mentor Program, Volunteer Mentor
 - Lincoln Heights HealthCare Connection, Member of Advisory Council
 - Read for Literacy, Adult Reading Tutor
 - Girls CAN!, Team Coach



KAMIA JACKSON

1111 West Limestone Way • Fortville, IN 46040
(317) 809-1752 • kamiajackson@outlook.com

Summary of Qualifications

- Higher education leader with experience in academic affairs, student affairs and classroom instruction.
- Management and leadership of faculty and administrative staff.
- Skilled in academic advising, mentoring and retention, and developing strategies to address and meet needs of adult and at-risk student populations.

Professional Experience

Capital Group, Carmel, IN 2017-present

Client Services Representative

- Educate investors and financial advisors on American Funds services and mutual fund products.
- Interpret and apply policy and procedures established by company and governing state and federal agencies.
- Research and resolve customer inquiries regarding their accounts.

University of Phoenix, Indianapolis, IN 2010-2017

Director of Academic Affairs, 2016-2017

- Managed team of faculty positions including Associate Faculty, Lead Faculty Area Chairs, and Campus Faculty Assessment Liaisons.
- Conducted faculty performance reviews, quality checked course syllabi and online classrooms, and provided coaching to ensure academic rigor and instructional quality in campus courses as well as adherence to academic policies and procedures.
- Evaluated course needs and assigned faculty to approved courses, led general faculty and campus chair meetings, and planned professional development workshops and trainings.
- Supervised campus staff of Resource Specialists and Student Service Coordinators and collaborated with offsite advisors with purpose of providing support services and academic assistance to local and online students.
- Handled all student grievances, classroom issues and grade disputes. Reviewed responses from student end of course surveys and followed up with students and faculty regarding concerns or commendations.
- Prepared campus self-evaluation in preparation for annual campus reviews and upcoming Higher Learning Commission visit.

Faculty Liaison, 2010-2015

- Served as liaison between Academic Affairs and more than 400 faculty members at seven campuses to provide timely and accurate information on academic policy and procedures. Provided excellent customer service and advocate for faculty during all phases of employment.
- Collaborated with Directors of Academic Affairs and Campus College Chairs to schedule faculty for classes, plan and monitor faculty evaluations, and manage Lead Faculty Area Chair contracts.
- Responded to faculty needs by researching and problem-solving to effectively communicate resolution to satisfaction of faculty member.
- Identified opportunities for improvement to existing departmental procedures and created new procedures.
- Identified and helped implement methods and opportunities for professional development workshops, trainings, and social activities to foster faculty engagement.
- Worked collaboratively with student Resource Specialists and Student Services; served on Academic Skills Assistance Program committee with goal to ensure quality support services for campus students.

Associate Faculty, 2014-2017

- Taught *Critical Thinking and Creative Problem-Solving* focusing on helping students develop the skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well-supported



Board Director Resume: Kamia Jackson
Page 2 of 3

points of view on key academic, social, and professional issues.

Martin University, Indianapolis, IN

1994-2009

Student Services, 2005-2009

- Served as Associate Director, then Director of Student Services. Managed workflow and oversaw all responsibilities of division of Student Affairs and synchronized activities with recruitment to ensure seamless processes and one-stop enrollment. Supervised team of advisors and testing coordinator.
- Enrolled first semester undergraduate applicants and served as academic advisor and mentor to continuing students. Met with accepted applicants, new and transfers, to advise in selecting courses and establishing degree plans. Pre-evaluated transcripts and collaborated with department deans to align transferred courses into degree plan.
- Served on retention committee in consultation with Noel-Levitz with result of developing retention strategies that included administering and evaluating data from College Student Inventory (CSI), establishing early alert metrics through attendance monitoring and instructor feedback, withdrawal counseling, development of communication matrices, and use of National Survey of Student Engagement (NSSE).
- Oversaw administration of Compass placement test to applicants to determine ability to benefit and English, math and reading course placements. Provided counseling and plan of action to applicants that were not able to meet minimum score requirements.
- Provided ongoing evaluation of processes, policies and procedures to refine or implement as needed. Created and managed enrollment and retention reports to provide accurate data for daily dashboard updates.

Adjunct Faculty, 2005-2009

- Taught Student Success in Higher Education, the first year experience course. Instructed students in academic and life skills such as study habits, setting SMART goals, time-management, career search strategies, and learning styles. Special emphasis placed on critical thinking in reading, researching, and problem-solving as it applied cross-curriculum and in everyday decision making.

Director of Prior Learning Assessment, 2007-2009

- Led the academic program which served to award university credit to students based on college-level learning from their work and life experiences utilizing Council for Adult and Experiential Learning (CAEL) guidelines and principles. Evaluated course and program effectiveness based on formative and summative assessments.
- Identified potential candidates for the program through interview and/or faculty recommendation. Met with students individually from start of program through portfolio completion to establish goals and stay on task.
- Instructed course and served as course coordinator for other instructors. Developed course syllabus and weekly assignments in alignment with the CAEL recommended student learning outcomes and expected University program outcomes. Trained faculty and staff evaluators on portfolio assessment.

Bookstore Manager, 1994-2004

- Planned, implemented, organized and controlled all operations related to university bookstore. Performed direct sales to students, employees, and campus visitors. Coordinated marketing, merchandising and promotional activities. Interviewed, hired, trained and evaluated employees.

Education

Indiana Wesleyan University, Marion, IN

Master of Business Administration

Martin University, Indianapolis, IN, United States

Bachelor of Business and Human Resource Management

Skills

- Outstanding management, leadership, interpersonal relationship-building, team-building and customer service



Board Director Resume: Kamia Jackson
Page 3 of 3

- Excellent written and oral communication, research, analytical and critical thinking, and problem-solving.
- Proficient in Microsoft Office and interoffice student/faculty systems such as Oracle Financials, Faculty Center, Osiris, IS3 and online classrooms platforms; familiarity with Blackboard.



PAMELA GAIL GRANT-TAYLOR

3733 Bonn Boulevard • Indianapolis, Indiana 46228 • (317) 412-8178 • pgrant.esq2006@gmail.com

EDUCATION

Indiana University Robert H. McKinney School of Law
Doctor of Jurisprudence, May 2006
Bar Admissions – State of Indiana; Southern District of Indiana; Northern District of Indiana;
US Bankruptcy Court – Southern District of Indiana

Indiana University Purdue University at Indianapolis
Master of Science, Secondary Education Curriculum and Instruction, December 2002
Secondary Teacher Certification – Chemistry and Mathematics, June 1999

Purdue University, West Lafayette, IN
Bachelor of Science, Chemical Engineering, May 1992

EXPERIENCE

Marion County Public Defender Agency, Indianapolis, Indiana August 2018 – Present
Deputy Public Defender
Provide competent criminal defense services in all stages of criminal proceedings for indigent citizens of Marion County
Protect the constitutional rights of indigent criminal defendants

Marion County Public Defender Agency, Indianapolis, Indiana March 2017 – Present
Part-Time Public Defender
Represent patients facing involuntary, temporary or regular mental health commitments in Marion County Probate Court

Hamilton County Superior and Circuit Court, Noblesville, Indiana June 2016 – July 2018
Part-Time Public Defender
Negotiated bail and/or pre-trial release conditions with the Hamilton County Prosecutor's Office
Advised arrestees and criminal defendants regarding bail and/or pre-trial release conditions
Represented arrestees and criminal defendants at initial criminal hearings

Brown Mackie College, Indianapolis, Indiana November 2011 – November 2016
Adjunct Instructor, Paralegal Studies/Legal Studies/Criminal Justice Programs
Provided hands-on and relevant, real-world instruction for paralegal students
Maintained accurate records of student attendance and achievement
Participated in all required professional development activities

Private Practice, Indianapolis, Indiana
Law Office of Pamela Grant Taylor, Indianapolis, Indiana July 2013 - Present
Associate Attorney – Mullins Law, LLC, Plainfield, Indiana April 2011 – June 2013
Independent Contract Attorney/Solo Practitioner October 2008 - Present
Represent clients in all aspects of domestic relations, paternity and criminal law matters
Registered Domestic Relations Mediator with Indiana CLE, serving modest means clients in Marion County
Provide debt relief and bankruptcy services under the United States Bankruptcy Code

Elite Consulting Services, Brownsburg, Indiana March 2009 – April 2010
General Counsel
Represented company in hearings, settlement conferences, and litigation in state and/or federal court
Negotiated settlements with insurance adjusters and/or legal counsel
Drafted contracts, complaints, motions and other legal documents

Indiana Department of Child Services (DCS), Columbus, Indiana May 2008 – October 2008
Staff Attorney
Litigated Children in Need of Services (CHINS) and Termination of Parental Rights cases, representing DCS
Represented and assisted DCS in court matters and/or administrative matters
Provided legal advice and legal services in matters relating to child welfare and the safety of children

REFERENCES AVAILABLE UPON REQUEST



KEITH WILSON

BUSINESS OPERATIONS / COLLECTIONS:

Vice President (VP), Director

Accomplished executive-level professional with several years of experience leading business operations related to financial underwriting, collections, and customer service. Demonstrated ability to effectively delegate within a fast-paced call center environment. Lead and motivate others toward individual performance that contributes to bottom-line revenue growth. Highly organized with the ability to prioritize and align activities with company objectives.

AREAS OF EXPERTISE

Analytical Thinking Problem Solving ☑ Business Plan Development ☑ Multi-tasking
Project Management ☑ Call Center Operations / Management ☑ Quality / Change Management
Software Systems Implementation ☑ Streamlined Operations ☑ Performance Improvements
ACD (Automatic Call Distribution) ☑ VRU (Voice Response Unit) ☑ Team Development / Motivation

PROFESSIONAL EXPERIENCE

DEFENSE FINANCE ACCOUNTING SERVICE (DFAS) 12/2017-PRESENT

Customer Service Representative

Responds to phone calls and emails from customers who have a debt, including out of service members, civilians, and military retirees/annuitants to explain options for debt resolution, debt management rule and regulations. Research and resolve debt cases related to a wide variety of situations including travel settlements, bankruptcies, payment plans, deceased member accounts, incarcerated member accounts, credit bureau reporting, customer locator functions, general account inquiries, lost payment research, debt protests, tax certificate and W-2 issues. Coordinate with other Department of Defense (DoD) and Defense Finance and Accounting Service (DFAS)

Organizations and entities regarding customer debt situations.

Prepare and review payment plans involving reviewing financial information submitted by a customer (e.g. payment plan worksheets, bank statements and promissory notes).

Processes paperwork to create refunds and debt write-offs in an automated financial system.

EASTERN STAR CHURCH 11/2016-12/2017

Stewardship Manager

Manages the operation, functionality and growth of stewardship ministry. Assists with developing and managing stewardship policies, expectations and measurable outcomes. Leads volunteers and staff who serve within the ministry to include the development of stewardship activities at each campus structured to meet the specific campus demographics. Identifies tools and resources that will communicate the principles of biblical stewardship to church members experiencing various stewardship-related life circumstances. Seeks out new areas of stewardship needs and develop resources to help meet those needs. Plans, manages, promotes and coordinates and evaluates church-wide stewardship efforts. Partners and collaborates with ESC managers and leaders to



Board Director Resume: Keith Wilson

Page 2 of 5

effectively reach all ministries within the church and encourage biblical stewardship. Monitors the effectiveness of stewardship programs. Maintains a network of outside contacts in the community who can offer further biblically based support to church members beyond the scope of the ministry's capabilities. Oversees the growth of the ministry as required, including hiring/recruiting new staff or volunteers. Serves as a confidential resource and coach for church members who need support in area of stewardship. Serves as a model and representative of biblical stewardship

Major Contributions:

Established quarterly financial devotionals. Partnered with Indiana Wesleyan University to create curriculum for church. Developed team financial curriculum and partnered with AXA Financial to create our teen investment curriculum. Increased the number of classes offered to our members from 1 to 6. Increased the number of volunteers to 42 so that we could carry out the mission of the department.

DEFENSE FINANCE ACCOUNTING SERVICE (DFAS) 1/2016-11/2016

Customer Service Representative

Responds to phone calls and emails from customers who have a debt, including out of service members, civilians, and military retirees/annuitants to explain options for debt resolution, debt management rule and regulations. Research and resolve debt cases related to a wide variety of situations including travel settlements, bankruptcies, payment plans, deceased member accounts, incarcerated member accounts, credit bureau reporting, customer locator functions, general account inquiries, lost payment research, debt protests, tax certificate and W-2 issues. Coordinate with other Department of Defense (DoD) and Defense Finance and Accounting Service (DFAS)

Organizations and entities regarding customer debt situations.

Prepare and review payment plans involving reviewing financial information submitted by a customer (e.g. payment plan worksheets, bank statements and promissory notes).

Processes paperwork to create refunds and debt write-offs in an automated financial system.

PNC BANK 2/2015-1/2016

PNC Financial Services Group, Inc. is an American financial services corporation, with assets of approximately \$345.2 billion.

Licensed Financial Specialist

As a Licensed Financial Specialist, I make it easy for customers to achieve their financial goals with confidence. I leverage all PNC Lines of Business, including PNC Investments to help customer achieve their long and short-term financial goals. I guide customers to the channel(s) best suited for them, deepen the overall relationships, and grow revenue by increasing share of wallet.

ITT TECHNICAL 7/2014-12/2015

ITT Technical Institute, is a for-profit technical institute with over 130 campuses in 38 states of the United States. ITT Technical Institute offers students the chance to pursue a degree in one of many fields of study.



Board Director Resume: Keith Wilson
Page 3 of 5

Adjunct Instructor-Accounting and Finance

Develops daily lesson plans to include instructional aids. Teaches material from approved curriculum in accordance with assigned schedule to ensure student satisfaction. Assists students in achieving completion of objectives. Provides regular, accurate and timely feedback to students relative to their performance. Motivates students to actively participate in all aspect of the educational process, including but not limited to, class discussions, demonstrations, outside assignments, research, enrichment activities, etc. Maintains and reports student grades and attendance in accordance with policies and school procedures. Advises students on matters related to academics, behavior, attendance, etc. Participates in school retention initiatives by maintaining productive contact with students and by getting in touch with and offering assistance to absent students. Assists in student concern resolution. Completes professional development and in-service activities in accordance with college standards and/or as assigned

MERCHANT BANKING AND BROKERAGE CO 7/2014-2/2015

Indiana Merchants Banking & Brokerage services the entrepreneurial business community of Indiana and the Midwest with investment banking, asset management, retirement and financial planning as well as retirement plan management.

Financial Advisor

(Series 7, Series 66, Indiana Life and Health, Variable Life & Annuity)

Provide the following services to the customer

Retirement income consulting, Portfolio management, IRAs, 401ks and other qualified plans, Retirement plan rollovers, Insurance strategies, Gifting, Charitable Gifting, Exit planning for business owners

EDWARD JONES11/2013-7/2014

A full-service brokerage firm and a private partnership that seeks to make long-term investment decisions that are in the best interests of the clients.

Financial Advisor-Trainee

Studying and passing Licensing exams (Series 66, Series 7 and Life and Health, Variable Life & Annuity)

INDIANA DEPARTMENT OF REVENUE 12/2007-11/2013

A state agency that administers the tax laws for the State of Indiana.

Collection Manager

Assigned full authority to oversee management and direction for operations of collection activities for the inbound and outbound phone units. Spearheaded activities requiring interaction with other areas. Looked for ways to streamline processes. Provided monthly coaching to two supervisors who oversee teams of 12 collection analyst. Oversee the collection correspondence to the department and respond to the taxpayer's request in a timely manner. Manages the budget for the department and make all decision on staffing for my department. Improved overall morale within the department by implementing team and individual awards. Hired a diverse team of employee's so that my team so that my team would have a diverse insight and thought. Provided mentoring and development on



Board Director Resume: Keith Wilson
Page 4 of 5

best practices. Team collects individual taxes, business taxes and NSF checks. Negotiate payment plans with the taxpayer. Maximum terms are 24 months. The analysts were trained to handle any objection so that they could ask for the payment today. My team increased revenue by 10.9 million for the 2008-2009 year. The Inbound team also increased call handled percentage by 5% for the 2008-2009 year.

FORUM CREDIT UNION 4/2004-7/2007

A state chartered financial services and credit union organization with approximately 325 employees and \$1B in managed assets.

Assistant Vice President of Collections

Assigned full authority to oversee management and direction for operations of collection activities. Developed departmental business plans and governed compliance with FDCPA regulations and guidelines. Spearheaded activities requiring interaction with corporate attorneys and outside collection agencies. Directed efforts of 11 employees. Provided mentoring and development on best practices. Team collected on various accounts which included the following: Subprime Auto Loans, Payday Lending loans, NSF checks, mortgages and Prime auto loans. Team negotiated with the customer to determine the best payment solution that would keep the account current.

Major Contributions:

Maintained a payment delinquency rate between 1% and 1.25% over a 3 year period by developing strategies with the VP of Finance and building strong vendor relationships.

Sustained automobile repossession turnaround time to less than 60 days by partnering with a key repossession vendor that handled all associated activities.

Expedited receipt of payments and avoided delinquency collection procedures by allowing members to use a pay-by-phone credit card process.

Streamlined departmental workflow and management reporting capabilities as a result of researching and implementing advanced collections software.

Enabled FORUM to be properly listed as a lien holder on titles as a result of proposing new vehicle title procedures to senior management.

Instituted a courtesy call on Subprime accounts at 5 days past due.

HSBC (HOUSEHOLD INTERNATIONAL) 1986-2004 One of the world's largest banking groups, and in the Top 5 of the world's largest companies. Specializes in mortgages, underwriting, bank card processing consumer lending and full banking services world-wide.

Underwriting Unit Manager

Developed and managed effective workflows toward achieving the highest quality of service possible. Collaborated with Branch Manager, District Managers, and Division General Managers on all underwriting appeals. Created monthly performance reports.



Major Contributions:

Oversaw daily departmental operations while interacting and collaborating with all levels of internal management.

Led 90% of departmental staff to individual performance bonuses by developing and implementing action plans for underperformers.

Ensured a high-level of service quality across the department as a result of randomly monitoring 25 telephone calls monthly.

Developed and managed a unified staff through the timely communication of changes in relevant underwriting guidelines.

Customer Service Unit Manager

Developed, planned, and supervised key workflow areas. Managed the streamlining of activities and procedures aligned with company policies. Monitored progress of events and measured quality of service.

Major Contributions:

Contributed to achieving company objectives by recruiting, hiring and developing departmental personnel, including the delivery of regular performance reviews and disciplinary actions.

Assured that branch locations were receiving the proper service levels by observing and evaluating service delivery procedures.

Measured the overall departmental performance on a per employee basis by developing and generating monthly management reports.

EDUCATION

Master of Business Administration in Financial Planning & Management

Regent University - Virginia Beach, Virginia

Bachelor of Science in Finance

St. John's University - Queens, New York

Masters of Science in Ministry (4/2018)

Indiana Wesleyan Seminary- Marion, Indiana

COMPUTER PROFICIENCIES

Excel, Word, Outlook, and Call Center Technologies



DAVITA JOHNSON

5215 Radnor Road • Indianapolis, Indiana 46226 • 317-402-7994
davitajohnson0428@sbcglobal.net

Qualification Profile

Six years of managerial experience as a Director, Project Engineer, Soils Technician and Mentor, coordinating projects teams throughout the process to a successful completion.

Core Competencies

- Read and analyze blueprints
- Efficient/time management skills
- Efficient communicator
- Team Building
- Self-Directed
- Leader

Key Skills

- *Highly experienced in using various project management tools for scheduling, delegating responsibilities and collecting information.*
- *Skilled in budget management, cost estimation and goal setting.*
- *Technical knowledge of construction administration.*

Employment

Shrewsberry & Associates Indianapolis, IN 2017 – Present

Project Manager/OTR

- *Assist in the development and coordination stage of construction projects for client*
- *Provide Pre-Construction services for project owners/client*
- *Provide project oversight during the construction phase on the behalf of the owner/client*
- *Coordinate work with clients and client-related departments.*

Eastern Star Church Indianapolis, IN 2016 - 2017

Director of Facilities

- *Manage the daily operation and maintenance of five buildings including 20 apartment units*
- *Coordinate projects with staff and contractors ensuring successful project completion*
- *Support to the Ministries*
- *Budget and schedule preparation of proposed future projects*

Shiel Sexton Co. Indianapolis, IN 2012 - 2016

Project Engineer

- *Assign responsibilities and coordinate with project staff directly and indirectly*
- *Delivered status reports to senior management regularly (monthly)*
- *Planned and managed projects: Dow AgroSciences, Anthem (downtown Indy), Stanley Innovation Center*
- *Assisted in preparation of proposals for possible projects.*



Education/Certifications

- • Bachelor's of Science in Construction, Engineering, Management, & Technology
- • Masters of Science in Management
- • OSHA 30 hour Certified

Community Involvement

- *A.C.E. Mentoring; mentor high school students in Architectural, Engineering and Construction design*
- Komen Tissue Bank; lead Donor Escort at breast tissue collection events
- Indianapolis 500 Festival; parade marshal and Mini Marathon "Ask Me" volunteer
- *Indiana Subcontractors Association – Committee Member*





*BRINGING TODAY'S WORLD TO TOMORROW'S
FUTURE*

BRANDON A. WARREN

6838 Wandering Way
Indianapolis, IN 46241
317-983-0321
warrenb@myips.org



BRANDON ANTONIO WARREN

Brandon Warren Page 2 of 4

OBJECTIVE

Seeking a position as a teacher that will allow and afford me to use my abilities to provide learners and educators with a motivational, affirmative, and literature rich learning experience to foster academic gains in learners, and effectiveness in educators

PROFILE

- Highly motivated, enthusiastic, and dedicated educator who wants all to children to achieve
- Believe that students are not only learners but teachers too
- Committed to creating a classroom environment that affirms all regardless of cultural background
- Determined to meet learners where they are on their educational journey through differentiated instruction
- Believe in the incorporation of art, drama, music, and other sign systems that may aid in learners' success
- Strive to make learning meaningful and relatable to learners

EDUCATION & CREDENTIALS

M.S. in Education Leadership,	Indiana University, Indianapolis <i>GPA: 3.8</i>	Degree Earned <i>August 2016</i>
B.S. in Elementary Education, <i>Minor in Music</i>	Indiana University, Indianapolis <i>GPA: 3.714</i> <i>I am licensed K-6 in Elementary Education and as a Reading Specialist</i>	Degree Earned <i>May 2009</i>

TEACHING

Teacher		<i>July 2015- Present</i>
<i>Phalen Leadership Academy</i>	<i>Agnes Aleobua, Principal</i>	<i>3rd /5th Grade</i>

- Responsible for teaching and differentiating Reading, Math, Science, Social Studies, and Language Arts to meet the needs of learners in my classroom
- Designed a Language Arts program that success was measured through 100% pass rate of all third graders/ two years of growth of fifth measured on STAR Assessment
- Designed Mathematics curriculum that allows students to experience curriculum hands-on
- Mentored third grade and fifth grade team on instructional practices in areas of Reading and Math
- Made weekly lesson plans and found resources for team
- Communicate and work with parents for success of all students
- Designed weekly assessments to measure mastery of weekly objectives
- Volunteer to help with various school functions and activities
- Initiate after school tutoring to remediate, preteach, and reteach material in all content areas
- Work with students struggling with behavior and abandonment issues
- Initiated RTI team as co-leader with assistant principal



Teacher

August 2009-June 2015

MSD Wayne Township

Chapel Glen Elementary School *Marc Coapstick, Principal* 3rd/4th/5th Grade

- Responsible for teaching and differentiating Reading, Math, Science, Social Studies, and Language Arts to meet the needs of learners in my classroom
- Designed Mathematics curriculum that allows students to experience curriculum hands-on
- Collaborate weekly with team members to plan curriculum that makes learners think and connect to their lives
- Communicate and work with parents for success of all students
- Provide professional development for teachers in the areas of Reading and Writing
- Volunteer to help with various school functions and activities
- Initiate after school tutoring to remediate, preteach, and reteach material in all content areas
- Work with students struggling with behavior and abandonment issues
- Wrote grants for literature that would expand students genre and cultural awareness
- Supervise and sponsor students raising money for Haiti

STUDENT TEACHING

Student Teacher

Fall 2008

MSD Wayne Township

Chapelwood Elementary School Mentor *Melissa Clark* 3rd Grade

- Team teaching for eight weeks in a third grade classroom
- Responsible for teaching Reading, Math, Science, Writing, and Grammar
- Taught students the Scientific Method to prepare them for Curious Scientific Investigators experience at Indianapolis Children's Museum
- Collaborated weekly to write a newsletter to inform parents of what is going on in the classroom and how they may enrich learning while students are at home
- Designed mathematics curriculum that allowed students to experience concepts hands-on
- Implemented Writing Workshop to foster students growth in 6+1 Writing Traits, and affirm their abilities as writers
- Started Community Circle to cultivate students interpersonal skills, values, and manners

Reading Specialist

Spring 2009

MSD Lawrence Township

Crestview Elementary School Mentor *Regina Young* Reading/Writing

- Worked eight weeks in first, second, third, and fourth grade classrooms assisting with Reading Workshop
- Worked eight weeks in a fourth grade classroom initiating and facilitating Writing Workshop to increase students' knowledge of 6+1 Writing Traits, and affirm abilities as writers
- Responsible for teaching strategies to enhance readers comprehension and decoding abilities
- Introduced students to real world issues through literature
- Designed and implemented assessments that responded to students interest and questions regarding literary works



Classroom Intern

Fall 2007

- **Kindergarten, Reading Math, Westlake Elementary School, Indianapolis, Indiana**
- **1st Grade, Reading, Westlake Elementary School, Indianapolis, Indiana**
- **2nd Grade, Math, Westlake Elementary School, Indianapolis, Indiana**
- **2nd Grade, Reading, Math, Science, Northwayne Elementary School, Indianapolis, Indiana**

Spring 2008

- **5th Grade, Reading, Math, Science, Music Northwayne Elementary School, Indianapolis, Indiana**

Related Experiences

Summer 2007/Spring 2008

- **Preschool, Reading, Math, Life Skills, Christamore House**

Summer 2006

- **K-1 Jump-Start Summer Camp, Reading, Math, Christamore House**

HONORS

*Outstanding Multicultural Education Student
Barbara L. Wilcox Scholarship Recipient
Christamore Guild Scholarship Recipient
Transformational Leader in Education*

*National Dean's List
School of Education Dean's List (consecutively)
Alpha Delta Kappa Scholarship Recipient*

AFFILIATIONS

*Member, Kappa Delta Pi
Member, International Reading Association
Member, Young Leaders of Urban Education
Member, Project TEAM*

*Member, National Science Teachers Association
Member, Elementary Urban Educators
Member, Indiana Partnership for Young Writers*

PROFESSIONAL DEVELOPMENT

*Project WILD
Indianapolis Public Schools Infusion Conference
Kappa Delta Pi Bi-Annual Convocation
Indiana Partnership for Young Writers Summer
Workshop 2009, 2010, 2011, 2012, 2013, 2014.*

*I-TEACH Conference
Indiana Reading Association Conference
Indiana Partnership for Young Writers
Fall Workshop 2009, 2010, 2011, 2012.*



YVONNE BULLOCK, Ph.D.

EDUCATIONAL PROFILE

Experienced educator with expertise in curriculum, instruction, assessments, grant writing, and program evaluation. Experience with operating budgets, and able to address all aspects of school leadership.

ADMINISTRATIVE COMPETENCIES

- Visionary/Strategic Planner
- Collaborative/Transformative Leader
- Common Core Standards
- Intervention and Turn-Around Models
- Systemic School Improvement Planning
- Assessment, Analysis of Data, and Evaluation
- Curriculum Development/Alignment
- Budget Development and Management Skills
- Oral/Written Communication Skills
- Presenter/Facilitator/Trainer Skills
- Response to Intervention/PBIS Development
- Grant Writing and Development Expertise
- Federal/State Program Implementation
- NCLB/AYP/Race to the Top Guidelines
- Scientific Research Based Best Practices
- Liaison for Community and Business Partnerships
- Human Resources Skills Including Interviewing, Hiring, Supervision, and Evaluation of Staff
- Computer Literate, Use of Data Warehouse, and Integration of Technology to Enhance Instruction

ADMINISTRATIVE ACCOMPLISHMENTS

Improved reading and math achievement scores.

Results: District overall performance improved on (ISAT) standardized assessments in reading from 41% to 60% and math from 63% to 75%. PSAE scores improved in reading from 8% to 27% and in math from 10% to 20%. ACT composite scores improved from 15.3% to 20.6%. The elementary/middle school improved reading performance and had the highest math scores compared to the past six years. Primary students performed on grade level as measured by DIBELS and SRI results.

Facilitated turnaround and transformation of two high schools and one middle school that were slated for State takeover because they failed to make Adequate Yearly Progress for 6 consecutive years.

Results: The high schools improved in twelve months from “F” to “C” status. Student achievement improved from 50.4% to 60.5% passing English and from 30% to 47.6% passing math. The middle school improved in nine months from “F” to “A” status. Student achievement improved from 47% to 62% in reading, from 44% to 75% in math, and from 33% to 56% passing both, which prevented State takeover of schools as planned.

Written and awarded numerous grants such as SIG 1003g, 21st Century, Enhancing Education through Technology, Fine Arts, Magnet Schools and Homeless grant to support instruction, professional development and the integration of technology in the classroom.

Results: Provided reading and math coaches and intervention specialists to support classroom teachers. Provided professional development using research-based best practice strategies and interventions to enhance instructional delivery, student engagement, and classroom management. Provided I-Pads, desktop computers, laptops, interactive whiteboards, and student response systems to support instruction in the classroom. Enhanced the instructional leadership of principals through the use of classroom walkthroughs to build the capacity of teachers and transform instructional practices.

EDUCATION

Ph.D., Educational Administration and Leadership, Ohio University, Athens, OH. 1991

M.Ed., Curriculum & Instruction, Supervision & Evaluation, University of Cincinnati, Cincinnati, OH. 1984

BS.Ed. Elementary Education, University of Cincinnati, Cincinnati, OH. 1981



CERTIFICATION

Superintendent	Professional	August 2, 2017 – September 6, 2020, Indiana
Superintendent	Professional	July 1, 2012 – June 30, 2017, Ohio
Superintendent	Professional	July 1, 2016 – June 30, 2021, Illinois
Elementary Administration and Supervision	Standard	Sept. 6, 2010 – Sept. 6, 2020, Indiana

PRESENTATIONS

- Making AYP in the Midst of Restructuring for the Illinois NCLB Conference, 2007
- Closing the Achievement Gap to Leave No Child Behind for the Superintendent’s Conference on Demographics, 2007
- Enhancing Education for the 21st Century for the Memorial Hospital Brain-works Symposium, 2011
- The Condition of Education and Enhancing Student Achievement for the Drifters Conference, 2012

COMMUNITY/PROFESSIONAL ACTIVITIES

Alpha Kappa Alpha Sorority, Inc.	Association for Supervision & Curriculum Development
American Association of School Administrators	Eastern Star Church Senior Saints & Women’s Ministries
National Alliance of Black School Educators	National Council on Educating Black Children
Nation Council of Negro Women, Indianapolis	Phi Delta Kappa, National Educator’s Association
Ohio University, Athens, OH, Alumni Association	Children’s Policy and Law Initiative of Indiana

RELEVANT EDUCATIONAL EXPERIENCES

SUPERINTENDENT (3 years)

Mounds Community Schools, Mounds Illinois

- Facilitated the development and implementation of the district strategic plan
- Managed district operating budget and developed 5-year budget projection and tax levy projections
- Written and awarded numerous competitive grants totaling over \$10,000,000 to support reading and math instruction, professional development, technology hardware and software programs and facility improvements
- Facilitated the development of Restructuring, School Improvement, and Response to Intervention Plans
- Implemented Dual Credit, Gear-up and Upward bound programs to enhance college readiness
- Implemented a Grow Your Own Teacher program where four classroom assistants become teachers

EXECUTIVE DIRECTOR OF CURRICULUM AND INSTRUCTION (1.5 years)

South Bend Community School Corporation, South Bend, IN (21,000 Students, 3,997 Staff, \$237,012,076 Budget)

- Facilitated curriculum and instruction for 18 Elementary Schools, 10 Middle Schools and 6 High Schools
- Aligned curriculum with Common Core standards and implemented district-wide formative assessments
- Oversight of Title I and managed Title II grants and facilitated the development of School Improvement Plans
- Facilitated the turnaround and transformation process for two high schools and one middle school
- Facilitated the New and Beginning Teacher Mentoring program for non-tenured teachers

DIRECTOR FOR TEACHER AND LEADER DEVELOPMENT (1 year)

Phalen Leadership Academy, Indianapolis, IN

- Developed Teacher Fellows Program for new and beginning teachers
- Provided classroom observations of teachers, coaching, and reflective practice
- Developed Professional Learning Plans to enhance effectiveness
- Provided best practice strategies for reading and math and classroom management



DIRECTOR FOR TEACHER AND LEADER DEVELOPMENT (1 year)

Phalen Leadership Academies, Indianapolis, IN (750 Students, 75 Staff)

- Developed Teacher Fellows Program and online resources to support professional development of new and beginning teachers.
- Provided classroom observations of fellows and new and beginning teachers using the Indiana RISE Teacher Evaluation.
- Provide professional development and training for new and beginning teachers and any resources needed to be an effective teacher.

DIRECTOR FOR TEACHING AND LEARNING (2 years)

Hazel Crest School District 152.5, Hazel Crest, IL (1,200 Students, 275 Staff, \$24,701,956 Budget)

- Facilitated ENI Target Teach curriculum mapping and formative benchmark assessments alignment with State standards in reading and math
- Facilitated the analysis of standardized test results and local quarterly benchmark assessments
- Facilitated professional learning communities and grade level team planning
- Coordinated professional development for teachers and administrators
- Coordinated After School and Summer School Programs

ASSISTANT TO THE DIRECTOR FOR SCHOOL IMPROVEMENT SYSTEMS (2 years)

Fort Wayne Community School District, Fort Wayne, IN (35,000 Students, 2,459 Staff, \$349,678,045 Budget)

- Analyzed test data for 53 schools and provided data by subgroups to make instructional decisions
- Facilitated AYP Support Teams for schools in improvement status and schools that failed to make AYP year one
- Coordinated district standardized testing program and formative assessments
- Assisted with the development of the district strategic plan

PRINCIPAL (8 years)

Indianapolis Public Schools City District, Indianapolis, IN; Cincinnati Public Schools District, Cincinnati, OH.

- Provided leadership for K-5 ELL Alternative and K-8 College Preparatory Magnet school.
- Facilitated parent workshops and Parents First Program to enhance involvement in the school
- Developed partnership with Ball State University to provide job-embedded professional development
- Written and awarded Reading First and After School programs
- Developed tutoring and mentoring program that involved over 100 community volunteers

ASSISTANT PRINCIPAL (6 Years)

Cincinnati Public Schools City District, Cincinnati, OH.

- Assisted with the supervision of students and evaluation of staff.
- Facilitated workshops, curriculum committees, textbook adoptions and selection of instructional materials
- Assisted with the analysis of data to make instructional decisions and coordinated state testing program
- Facilitated after school and summer school programs, parent workshops and programs to enhance involvement in the school

TEACHER (8 years)

Cincinnati Public Schools City District, Cincinnati, OH.

- Taught Grade 2 self-contained and Grade 4-6 College Preparatory math and science
- Served as a Lead Teacher and provided hands-on math and science workshops for teachers
- Established a volunteer teacher summer school programs





Indy STEAM Academy

Attachment #2

Statement of Economic Interest &
Conflict of Interest Forms
(Exhibit C)



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Tanya Mack, Board President

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: Indianapolis (Indy) STEAM Academy
2. Your full name: Tanya P. Mack
3. Your spouse's full name: Deon Mack

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"): P&G
6. List the name(s) of your spouse's employer(s) and the nature of the business: City of Cincinnati
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: Oaktree Property Investment, LLC / Laundry Services
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: Elite Custom Cleaners, Inc. / Dry Cleaning & Laundry 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: Yvonne Bullock, CEO, Founder/Head of School and Ex-Officio of the Board / In-Law

Page 1 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Tanya Mack, Board President

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):



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Tanya Mack, Board President

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.

Name and Title Tanya Mack	Date
Signature 	8/23/18



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Kamia Jackson, Board Vice-President

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: Indianapolis (Indy) STEAM Academy
2. Your full name: Kamia Jackson
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"): Capital Group/American Funds
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:
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:

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.

Page 1 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Kamia Jackson, Board Vice-President

- 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.

Page 2 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Kamia Jackson, Board Vice-President

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.	
<u>Name and Title</u> Kamia Jackson, Vice-President	<u>Date</u> 8/24/18
<u>Signature</u> Kam Lh	



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Pamela Grant-Taylor Board Secretary

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: Indianapolis (Indy) STEAM Academy
2. Your full name: Pamela Gail Grant-Taylor
3. Your spouse's full name: Augustus Dewitt Taylor, Jr.

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"): Marion County Public Defender Agency, provides criminal defense services for the indigent population of Marion County, Indiana
6. List the name(s) of your spouse's employer(s) and the nature of the business: Fastenal, truck driver - delivers industrial supplies
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: I am winding down my law practice, Law Office of Pamela Grant Taylor. It should be less than full time by December 31, 2018.
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:

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:

Page 1 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Pamela Grant-Taylor Board Secretary

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):



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Pamela Grant-Taylor Board Secretary

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.	
<u>Name and Title</u> <i>Pamela Grant-Taylor, Director</i>	<u>Date</u> <i>8/22/2018</i>
<u>Signature</u> <i>Pamela Grant-Taylor</i>	



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Keith Wilson, Board Treasurer

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: Indianapolis (Indy) STEAM Academy
2. Your full name: Keith Wilson
3. Your spouse's full name: Gwendoly S. Wilson

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"): Defense Finance Accounting Service
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:
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:

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.

Page 1 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Keith Wilson, Board Treasurer

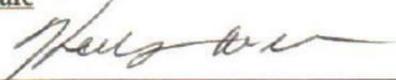
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
 No.
 Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If 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.

Page 2 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Keith Wilson, Board Treasurer

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.	
<u>Name and Title</u> Keith Wilson <u>Signature</u> 	<u>Date</u> 8/1/18



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Brandon Warren, Board Director

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: Indianapolis (Indy) STEAM Academy
2. Your full name: Brandon Antonio Warren
3. Your spouse's full name:

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"): Indianapolis Public Schools
6. List the name(s) of your spouse's employer(s) and the nature of the business:
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:

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.

Page 1 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Brandon Warren, Board Director

- 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.

Page 2 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Brandon Warren, Board Director

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.

<u>Name and Title</u>	<u>Date</u>
Brandon A. Warren, board member	8-18-18
Signature Brandon A. Warren	



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Davita Johnson, Board Director

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: Indianapolis (Indy) STEAM Academy
2. Your full name: Davita Johnson
3. Your spouse's full name:

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"): Shrewsberry & Associates
6. List the name(s) of your spouse's employer(s) and the nature of the business:
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: Imara LLC; Investments
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:

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.

Page 1 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Davita Johnson, Board Director

- 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.



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Davita Johnson, Board Director

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.	
Name and Title <i>DAVITA JOHNSON CONSTRUCTION ENGINEER</i>	Date <i>8/23/2018</i>
Signature 	



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Yvonne Bullock, CEO/Founder/Ex-Officio of the Board/Head of School

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: Indianapolis (Indy) STEAM Academy
2. Your full name: Yvonne Bullock
3. Your spouse's full name: William G. Bullock III

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"): Ivy Tech Community College, Part-time Adjunct Faculty, teach corequisite English and University of Phoenix, Faculty - Teach Reading 537 Curriculum Constructs and Assessments, and serve as Faculty Supervisor for Student Teachers.
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:
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: Vet Boys and Vet Girls, LLC
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: Spouse is President of Vet Boys and Girls, LLC

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.

Page 1 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Yvonne Bullock, CEO/Founder/Ex-Officio of the Board/Head of School

- Yes. Please identify the board member and indicate the nature of the relationship: Tanya Mack, In-Law through marriage.
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.

Page 2 of 3



Statement of Economic Interest and Conflict of Interest (Exhibit C)

Yvonne Bullock, CEO/Founder/Head of School

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.

<u>Name and Title</u>	<u>Date</u>
<u>Signature</u> Yvonne Bullock CEO/Founder/Head of School <i>Yvonne Bullock</i> <small>EX-officio of the Board</small>	8-21-18





Indy STEAM Academy

Attachment #3

Governance and Operational Structure:
Decision-Making Authority
(Exhibit D)



Exhibit D

Governance and Operational Structure			
Function	Governing Board	ESP	School
Performance Goals	Oversight and established goals with Head of School.	N/A	Primary authority. Works with governing board to establish goals.
Curriculum	Oversight. Board approves recommended curriculum.	N/A	Primary authority
Professional Development	Oversight	N/A	Primary authority
Data Management and Interim Student Assessments	Oversight	N/A	Primary authority
Grade Level Promotion Criteria	Oversight and establishes promotion policies.	N/A	Primary authority
Culture	Oversight and establishes goals with Head of School.	N/A	Primary authority
Budgeting, Finance, and Accounting	Oversight and approves budget revenues & expenditures.	N/A	Primary authority
Student Recruitment	Oversight and establishes enrollment policies.	N/A	Primary authority
School Staff Recruitment and Hiring	Primary authority - Hires Head of School. Oversight-approves staff recommendations for hire.	N/A	Primary authority. Recommends staff for hire.
HR Services (payroll, benefits, etc.)	Oversight. Approves salaries and benefits.	N/A	Primary authority
Development	Primary authority. Evaluates Head of School and plans board development & self-evaluation.	N/A	
Community Relations	Oversight	N/A	Primary authority
Information Technology	Oversight	N/A	Primary authority
Facilities Management	Oversight	N/A	Primary authority
Vendor Management / Procurement	Oversight and approves bid specifications and vendors.	N/A	Primary authority
Other Operational Functions, if any	Oversight	N/A	Primary authority





Indy STEAM Academy

Attachment #4

Core Curriculum

Scope and Sequences



Core Curriculum Scope and Sequence

Indy STEAM Academy will use the following resources as we develop our curriculum:

Core Content Area	Curriculum Resources
Reading Language Arts	Houghton Mifflin Journeys & Literature Based Programs Six+ Traits for Writing
Mathematics	Pearson EnVision Math Program
Science	I-STEM Resource Network Kits and FOSS Science
Engineering	Engineering is Elementary & Engineering Everywhere Project Lead the Way (Launch & Gateway)
Technology	Technology Standards and Technology Plan
Social Studies	Houghton Mifflin/Harcourt Kids Discover

The STEAM and Literacy Coaches will develop curriculum maps and pacing guides that are aligned with the Indiana Academic Standards before the start of school which will help classroom teachers develop lesson plans and coordinate instruction with assessments to monitor student learning and enhance achievement. Coaches will use the Indiana Academic Standards, Vertical Articulations, and Textbook Scope and Sequences to ensure that there are no skill gaps with instruction from one grade level to the next. Examples of textbook or program scope and sequences are provided along with the vertical articulations for each core content area:

English/Language Arts Grades K-5 Vertical Articulation

READING

Reading is the foundation for learning in all other content areas. Students should develop a wide range of strategies to comprehend, analyze, and evaluate texts. They will use a variety of strategies to understand and analyze texts, including: identifying the main idea and supporting details, identifying the author's purpose, identifying the author's point of view, identifying the author's bias, identifying the author's tone, identifying the author's style, identifying the author's audience, identifying the author's message, identifying the author's intent, identifying the author's purpose, identifying the author's point of view, identifying the author's bias, identifying the author's tone, identifying the author's style, identifying the author's audience, identifying the author's message, identifying the author's intent.

Reading is the foundation for learning in all other content areas. Students should develop a wide range of strategies to comprehend, analyze, and evaluate texts. They will use a variety of strategies to understand and analyze texts, including: identifying the main idea and supporting details, identifying the author's purpose, identifying the author's point of view, identifying the author's bias, identifying the author's tone, identifying the author's style, identifying the author's audience, identifying the author's message, identifying the author's intent.

LEARNING OUTCOMES		K-5 GRADE OUTCOMES FOR READING FOUNDATIONAL SKILLS				
		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
FOUNDATIONAL SKILLS	Phonics and phonemic awareness	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.
	Fluency	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.
LITERACY SKILLS	Reading comprehension	Identify the main idea and supporting details.				
	Text analysis	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.

LEARNING OUTCOMES		K-5 GRADE OUTCOMES FOR READING FOUNDATIONAL SKILLS				
		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
FOUNDATIONAL SKILLS	Phonics and phonemic awareness	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.
	Fluency	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.
LITERACY SKILLS	Reading comprehension	Identify the main idea and supporting details.				
	Text analysis	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.

LEARNING OUTCOMES		K-5 GRADE OUTCOMES FOR READING FOUNDATIONAL SKILLS				
		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
FOUNDATIONAL SKILLS	Phonics and phonemic awareness	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.
	Fluency	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.
LITERACY SKILLS	Reading comprehension	Identify the main idea and supporting details.				
	Text analysis	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.

LEARNING OUTCOMES		K-5 GRADE OUTCOMES FOR READING FOUNDATIONAL SKILLS				
		GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
FOUNDATIONAL SKILLS	Phonics and phonemic awareness	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.	Identify and begin to use letter sounds (phonemes) to form simple words.
	Fluency	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.	Read aloud to others with accuracy and fluency.
LITERACY SKILLS	Reading comprehension	Identify the main idea and supporting details.				
	Text analysis	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.	Identify the author's purpose, point of view, bias, tone, style, audience, message, and intent.



Reading Language Arts Grades 6-12 Vertical Articulation

In Reading, your students are expected to do the following:

RI.1: LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently				
GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 6 by the end of grade 6; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.	RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 7 by the end of grade 7; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.	RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 8 by the end of grade 8; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.	RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 9 by the end of grade 9; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.	RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 11 by the end of grade 11; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.

RI.2: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view				
GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.

RI.3: SYNTHESIS AND CONNECTION OF IDEAS Build comprehension and appreciation of literature by using critical thinking skills and analyzing how various perspectives shape meaning				
GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.3.1 Compare and contrast the experiences of reading in print, digital, or multimedia formats in order to analyze how each medium's unique characteristics affect the way we read and understand.	RI.3.1 Compare and contrast the experiences of reading in print, digital, or multimedia formats in order to analyze how each medium's unique characteristics affect the way we read and understand.	RI.3.1 Compare and contrast the experiences of reading in print, digital, or multimedia formats in order to analyze how each medium's unique characteristics affect the way we read and understand.	RI.3.1 Compare and contrast the experiences of reading in print, digital, or multimedia formats in order to analyze how each medium's unique characteristics affect the way we read and understand.	RI.3.1 Compare and contrast the experiences of reading in print, digital, or multimedia formats in order to analyze how each medium's unique characteristics affect the way we read and understand.

RI.2: KEY IDEA AND TEXT SUPPORT

Extract and connect meaning from text to build a range of comprehension skills

GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.	RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.	RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.	RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.	RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.

RI.3: STRUCTURAL ELEMENTS AND ORGANIZATION

Build understanding of literature texts by analyzing specific elements and their relationships

GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.

RI.3: VOCABULARY DEVELOPMENT

Build and refine vocabulary by using strategies to determine and clarify word and sentence/phrase relationships

GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.

RI.3: LEARNING OUTCOME FOR READING VOCABULARY

Acquire, refine, and apply vocabulary using various strategies and contexts

GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.3.1 Acquire and use general academic and domain-specific vocabulary.	RI.3.1 Acquire and use general academic and domain-specific vocabulary.	RI.3.1 Acquire and use general academic and domain-specific vocabulary.	RI.3.1 Acquire and use general academic and domain-specific vocabulary.	RI.3.1 Acquire and use general academic and domain-specific vocabulary.

RI.1: LEARNING OUTCOME FOR READING LITERATURE Read and comprehend a variety of literature independently and proficiently				
GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 6 by the end of grade 6; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.	RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 7 by the end of grade 7; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.	RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 8 by the end of grade 8; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.	RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 9 by the end of grade 9; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.	RI.1.1 Cite a variety of literature within a range of complexity appropriate for grade 11 by the end of grade 11; students interact with texts profitably and independently in the context of classroom and self-directed learning; students are able to analyze and synthesize information from multiple sources.

RI.2: STRUCTURAL ELEMENTS AND ORGANIZATION Build comprehension and appreciation of literature, using knowledge of literary structure and point of view				
GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.2.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.

READING Fluency
 There are three key areas for reading fluency: rate, accuracy, and comprehension. As students' reading skills develop, they should be able to read with increasing speed and accuracy while maintaining high levels of comprehension.

RI.3: LEARNING OUTCOME FOR READING VOCABULARY

Acquire, refine, and apply vocabulary using various strategies and contexts

GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.3.1 Acquire and use general academic and domain-specific vocabulary.	RI.3.1 Acquire and use general academic and domain-specific vocabulary.	RI.3.1 Acquire and use general academic and domain-specific vocabulary.	RI.3.1 Acquire and use general academic and domain-specific vocabulary.	RI.3.1 Acquire and use general academic and domain-specific vocabulary.

RI.2: KEY IDEA AND TEXT SUPPORT

Extract and connect meaning from text to build a range of comprehension skills

GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.	RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.	RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.	RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.	RI.2.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferentially.

RI.3: SYNTHESIS AND CONNECTION OF IDEAS

Build understanding of literature texts by analyzing specific elements and their relationships

GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.

RI.3: VOCABULARY DEVELOPMENT

Build and refine vocabulary by using strategies to determine and clarify word and sentence/phrase relationships

GRADE 6	GRADE 7	GRADE 8	GRADE 9-10	GRADE 11-12
RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.	RI.3.1 Analyze how a text's structure contributes to its development of the theme, characters, setting, or plot.



Reading Language Arts Grades 6-8 Vertical Articulation

RV.2. VOCABULARY IN LITERATURE AND NONFICTION TEXTS			
Analyze the role and impact of the etymology and connotation of figurative, specific, connotative, and technical meanings.			
GRADE 6	6.RV.1.1 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.	6.RV.1.2 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.	6.RV.1.3 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.
GRADE 7	7.RV.1.1 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.	7.RV.1.2 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.	7.RV.1.3 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.
GRADE 8	8.RV.1.1 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.	8.RV.1.2 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.	8.RV.1.3 Determine the meaning of words and phrases as they are used in texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including figurative and connotative meanings.

RV.3. COMPREHENSION			
Analyze and assess author's rhetorical strategies and their impact on the text.			
GRADE 6	6.RV.3.1 Analyze and assess author's rhetorical strategies and their impact on the text.	6.RV.3.2 Analyze and assess author's rhetorical strategies and their impact on the text.	6.RV.3.3 Analyze and assess author's rhetorical strategies and their impact on the text.
GRADE 7	7.RV.3.1 Analyze and assess author's rhetorical strategies and their impact on the text.	7.RV.3.2 Analyze and assess author's rhetorical strategies and their impact on the text.	7.RV.3.3 Analyze and assess author's rhetorical strategies and their impact on the text.
GRADE 8	8.RV.3.1 Analyze and assess author's rhetorical strategies and their impact on the text.	8.RV.3.2 Analyze and assess author's rhetorical strategies and their impact on the text.	8.RV.3.3 Analyze and assess author's rhetorical strategies and their impact on the text.

SL.4. PRESENTATION OF KNOWLEDGE AND IDEAS			
Refine and apply speaking skills to communicate ideas effectively in a variety of situations.			
GRADE 6	6.SL.4.1 Present claims and findings, emphasizing relevant data and supporting evidence, using relevant media, including visual aids, to enhance communication.	6.SL.4.2 Analyze the main ideas and supporting evidence presented in diverse media and formats, including visual aids, to enhance communication.	6.SL.4.3 Analyze the main ideas and supporting evidence presented in diverse media and formats, including visual aids, to enhance communication.
GRADE 7	7.SL.4.1 Present claims and findings, emphasizing relevant data and supporting evidence, using relevant media, including visual aids, to enhance communication.	7.SL.4.2 Analyze the main ideas and supporting evidence presented in diverse media and formats, including visual aids, to enhance communication.	7.SL.4.3 Analyze the main ideas and supporting evidence presented in diverse media and formats, including visual aids, to enhance communication.
GRADE 8	8.SL.4.1 Present claims and findings, emphasizing relevant data and supporting evidence, using relevant media, including visual aids, to enhance communication.	8.SL.4.2 Analyze the main ideas and supporting evidence presented in diverse media and formats, including visual aids, to enhance communication.	8.SL.4.3 Analyze the main ideas and supporting evidence presented in diverse media and formats, including visual aids, to enhance communication.

W.4. THE WRITING PROCESS			
Produce coherent and well-developed expository or argumentative writing on topics relevant to students.			
GRADE 6	6.W.4.1 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.	6.W.4.2 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.	6.W.4.3 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.
GRADE 7	7.W.4.1 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.	7.W.4.2 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.	7.W.4.3 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.
GRADE 8	8.W.4.1 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.	8.W.4.2 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.	8.W.4.3 Write informative/explanatory texts in which they introduce a topic, list relevant facts, and analyze causes and effects.

WP.2. THE RESEARCH PROCESS			
Build knowledge about the research process and the hands-on study by conducting research.			
GRADE 6	6.WP.2.1 Conduct short research projects that build knowledge about a topic.	6.WP.2.2 Conduct short research projects that build knowledge about a topic.	6.WP.2.3 Conduct short research projects that build knowledge about a topic.
GRADE 7	7.WP.2.1 Conduct short research projects that build knowledge about a topic.	7.WP.2.2 Conduct short research projects that build knowledge about a topic.	7.WP.2.3 Conduct short research projects that build knowledge about a topic.
GRADE 8	8.WP.2.1 Conduct short research projects that build knowledge about a topic.	8.WP.2.2 Conduct short research projects that build knowledge about a topic.	8.WP.2.3 Conduct short research projects that build knowledge about a topic.

MEDIA LITERACY			
Analyze and evaluate the role of media and its impact on society.			
GRADE 6	6.ML.1 Analyze and evaluate the role of media and its impact on society.	6.ML.2 Analyze and evaluate the role of media and its impact on society.	6.ML.3 Analyze and evaluate the role of media and its impact on society.
GRADE 7	7.ML.1 Analyze and evaluate the role of media and its impact on society.	7.ML.2 Analyze and evaluate the role of media and its impact on society.	7.ML.3 Analyze and evaluate the role of media and its impact on society.
GRADE 8	8.ML.1 Analyze and evaluate the role of media and its impact on society.	8.ML.2 Analyze and evaluate the role of media and its impact on society.	8.ML.3 Analyze and evaluate the role of media and its impact on society.

SL.5. SPEAKING AND LISTENING			
Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.			
GRADE 6	6.SL.5.1 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	6.SL.5.2 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	6.SL.5.3 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE 7	7.SL.5.1 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	7.SL.5.2 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	7.SL.5.3 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE 8	8.SL.5.1 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	8.SL.5.2 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	8.SL.5.3 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6. DISCUSSION AND COLLABORATION			
Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.			
GRADE 6	6.SL.6.1 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	6.SL.6.2 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	6.SL.6.3 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE 7	7.SL.6.1 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	7.SL.6.2 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	7.SL.6.3 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.
GRADE 8	8.SL.6.1 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	8.SL.6.2 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.	8.SL.6.3 Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.



Reading: Houghton Mifflin Journeys Scope and Sequence

Grade 1: Unit 4									
READING & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Subtext	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
19	Anchor Text Coral Reefs Genre: Informational Text Related Selection The Fun and How Genre: Informational Text Decodable Reader Selection I Will Grow Up Genre: Informational Text	Target Skill Answers Q items Target Strategy Monitor/Annotate Supporting Skills Using Context	Phonemic Awareness/Phonics - Identify the initial sound in words. - Blend and segment words. Phonics - Vowel digraphs: oi, oy. - Consonants: ck, sh, ss. - Fluency: 90-92	Fluency - Read with accuracy and fluency. High-Frequency Words the, and, how, coral, reef, water, sea, boat	Read Aloud - Listen and understand. Speaking and Listening - Participate in discussions and presentations.	Subject Vocabulary coral, reef, water, sea, boat, water, sea, boat General Vocabulary water, sea, boat, water, sea, boat Domain-Specific Vocabulary coral, reef, water, sea, boat	Spelling - Write words correctly. Spelling Words the, and, how, coral, reef, water, sea, boat Challenge water, sea, boat	Language - Use language to describe and explain. Grammar - Use subject pronouns. Language - Use subject pronouns.	Writing Mode - Write a letter. Writing Form - Write a letter. Form Text - Write a letter. Write About Reading - Write about reading.
20	Anchor Text Lions, Tigers, and Bears Genre: Informational Text Related Selection City Parks Genre: Informational Text Decodable Reader Selection I Will Grow Up Genre: Informational Text	Target Skill Answer Q items Target Strategy Monitor/Annotate Supporting Skills Using Context	Phonemic Awareness/Phonics - Identify the initial sound in words. - Blend and segment words. Phonics - Vowel digraphs: oi, oy. - Consonants: ck, sh, ss. - Fluency: 90-92	Fluency - Read with accuracy and fluency. High-Frequency Words the, and, how, coral, reef, water, sea, boat	Read Aloud - Listen and understand. Speaking and Listening - Participate in discussions and presentations.	Subject Vocabulary lion, tiger, bear, city, park, water, sea, boat General Vocabulary water, sea, boat, water, sea, boat Domain-Specific Vocabulary lion, tiger, bear, city, park, water, sea, boat	Spelling - Write words correctly. Spelling Words the, and, how, coral, reef, water, sea, boat Challenge water, sea, boat	Language - Use language to describe and explain. Grammar - Use subject pronouns. Language - Use subject pronouns.	Writing Mode - Write a letter. Writing Form - Write a letter. Form Text - Write a letter. Write About Reading - Write about reading.
42	Grade 1		Grade 1		Grade 1		Grade 1		43

Grade 1: Unit 5									
READING & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE		WRITING	
Lesson	Subtext	Text-Based Comprehension	Phonemic Awareness/Phonics	Fluency and High-Frequency Words	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	Writing
24	Anchor Text A Trip to a Farm Genre: Informational Text Related Selection Cows, Apples, and Corn Genre: Informational Text Decodable Reader Selection I Will Grow Up Genre: Informational Text	Target Skill Answer Q items Target Strategy Monitor/Annotate Supporting Skills Using Context	Phonemic Awareness/Phonics - Identify the initial sound in words. - Blend and segment words. Phonics - Vowel digraphs: oi, oy. - Consonants: ck, sh, ss. - Fluency: 90-92	Fluency - Read with accuracy and fluency. High-Frequency Words the, and, how, coral, reef, water, sea, boat	Read Aloud - Listen and understand. Speaking and Listening - Participate in discussions and presentations.	Subject Vocabulary farm, tractor, corn, apple, cow General Vocabulary water, sea, boat, water, sea, boat Domain-Specific Vocabulary farm, tractor, corn, apple, cow	Spelling - Write words correctly. Spelling Words the, and, how, coral, reef, water, sea, boat Challenge water, sea, boat	Language - Use language to describe and explain. Grammar - Use subject pronouns. Language - Use subject pronouns.	Writing Mode - Write a letter. Writing Form - Write a letter. Form Text - Write a letter. Write About Reading - Write about reading.
25	Anchor Text The Rain Forest Genre: Informational Text Related Selection Animals of Our Country Genre: Informational Text Decodable Reader Selection I Will Grow Up Genre: Informational Text	Target Skill Answer Q items Target Strategy Monitor/Annotate Supporting Skills Using Context	Phonemic Awareness/Phonics - Identify the initial sound in words. - Blend and segment words. Phonics - Vowel digraphs: oi, oy. - Consonants: ck, sh, ss. - Fluency: 90-92	Fluency - Read with accuracy and fluency. High-Frequency Words the, and, how, coral, reef, water, sea, boat	Read Aloud - Listen and understand. Speaking and Listening - Participate in discussions and presentations.	Subject Vocabulary rain, forest, tree, animal, jungle General Vocabulary water, sea, boat, water, sea, boat Domain-Specific Vocabulary rain, forest, tree, animal, jungle	Spelling - Write words correctly. Spelling Words the, and, how, coral, reef, water, sea, boat Challenge water, sea, boat	Language - Use language to describe and explain. Grammar - Use subject pronouns. Language - Use subject pronouns.	Writing Mode - Write a letter. Writing Form - Write a letter. Form Text - Write a letter. Write About Reading - Write about reading.
46	Grade 1		Grade 1		Grade 1		Grade 1		47



Math: EnVision Math Scope and Sequence



**FOCUS
COHERENCE
RIGOR**

Content is developed with focus, coherence, and rigor. The attention to rigor reflects a balance of conceptual understanding, procedural skill and fluency, and applications. See each Topic Overview and Lesson Overview.

TOPICS	FOCUS ON
1 Solve Addition and Subtraction Problems to 10	In Topic 1, students represent and solve problems involving addition and subtraction within 10.
2 Fluently Add and Subtract Within 10 3 Addition Facts to 20: Use Strategies	In Topics 2–3, students develop fluency for addition and subtraction within 10. They explore strategies to add within 20.
4 Subtraction Facts to 20: Use Strategies	In Topic 4, students use strategies based on the properties of operations and the relationship between addition and subtraction to solve subtraction facts to 20.
5 Work with Addition and Subtraction Equations	In Topic 5, students work with addition and subtraction equations. They learn how to find a missing number in an equation and determine if an equation is true or false.
6 Represent and Interpret Data	In Topic 6, students organize and interpret data to answer questions. They learn to represent data visually using tally charts and picture graphs.
7 Extend the Counting Sequence	In Topic 7, students extend their understanding of the counting sequence to numbers through 120.
8 Understand Place Value 9 Compare Two-Digit Numbers	In Topics 8–9, students learn that two-digit numbers represent amounts of tens and ones. They use their understanding of place value to compare numbers.
10 Use Models and Strategies to Add Tens and Ones 11 Use Models and Strategies to Subtract Tens	In Topics 10–11, students use strategies based on place value and properties of operations to add within 100 and subtract multiples of 10 within 100.
12 Measure Lengths	In Topic 12, students use indirect measurement to compare two lengths. They measure length using nonstandard units.
13 Time	In Topic 13, students are introduced to the hour and minute hands on a clock. They tell time to the hour and half hour.
14 Reason with Shapes and Their Attributes 15 Equal Shares of Circles and Rectangles	In Topics 14–15, students explore attributes of two- and three-dimensional shapes. They divide shapes into two and four equal shares to build a conceptual foundation for fractions.



Science Grades K-5 Vertical Articulation (Physical Science)

	Kindergarten	First Grade	Second Grade
Physical Properties	K.PS.1 Plan and conduct an investigation about an object to describe its physical properties. Explain how these properties affect the object's motion and its position over time.	1.PS.1 Investigate motion in a field, ball, or car and compare their properties. Record observations and explain the motion in terms of position and time.	2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
	K.PS.2 Identify and explain how forces that act on objects cause them to move, stop, or change their motion.	1.PS.2 Predict and experiment with objects being suspended to compare their motion with other motion objects.	2.PS.2 Predict the results of combining solids and liquids in play. Make columns, piles, towers, and other structures of solids that could and have different properties than the original materials.
Force and Motion	K.FO.1 Use and conduct an investigation to compare the effects of different strengths of pushes or pulls on the motion of an object.	1.FO.1 Compare constant motion to different strengths of pushes or pulls on the motion of an object.	
	K.FO.2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.		
Energy		1.PS.3 Plan and conduct an investigation to provide evidence that energy transfer occurs by heating and cooling and that sound can make materials vibrate.	2.PS.3 Compare an object that moves with evidence that energy transfer occurs by heating and cooling and that sound can make materials vibrate.
		1.PS.4 Make observations to collect evidence that objects can have energy when they move.	2.PS.4 Analyze data obtained from testing different materials to determine which materials have the properties that have been tested for in an investigation.

	Third Grade	Fourth Grade	Fifth Grade
Physical Properties			3.PS.1 Describe and compare the volume and mass of a sample of pure metal.
			3.PS.2 Demonstrate that regardless of their position or the object an object is placed on, the weight of the object is affected by the mass of the object, the force of gravity, and the distance from the center of the object.
			3.PS.3 Describe if matter has two, solid or not for comparing materials melting, freezing, or dissolving in terms of a substance. Law of Conservation of Mass.
			3.PS.4 Describe the difference between weight being dependent on gravity and mass being independent of the attraction of matter in a system. Substances are identical.

	Third Grade	Fourth Grade	Fifth Grade
Force and Motion	3.FO.1 Plan and conduct an investigation to provide evidence of the effect of balanced and unbalanced forces in the movement of an object.	4.FO.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.FO.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.
	3.FO.2 Measure types of simple machines and describe how they affect the force applied to an object.	4.FO.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.FO.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.
Energy	3.E.1 Compare sound energy using a variety of materials and instruments. Investigate that a pulse travels through solids, liquids, and gases in air.	4.E.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.E.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.
	3.E.2 Investigate and compare properties of sound that include pitch, loudness, and timbre. Use a variety of materials to produce sound and investigate the relationship between sound and vibration.	4.E.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.E.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.

Science Grades 6-8 Vertical Articulation (Physical Science)

	Sixth Grade	Seventh Grade	Eighth Grade
Physical Properties	6.PS.1 Investigate motion in a field, ball, or car and compare their properties. Record observations and explain the motion in terms of position and time.	7.PS.1 Investigate motion in a field, ball, or car and compare their properties. Record observations and explain the motion in terms of position and time.	8.PS.1 Investigate motion in a field, ball, or car and compare their properties. Record observations and explain the motion in terms of position and time.
	6.PS.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	7.PS.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	8.PS.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.
	6.FO.1 Use and conduct an investigation to compare the effects of different strengths of pushes or pulls on the motion of an object.	7.FO.1 Compare constant motion to different strengths of pushes or pulls on the motion of an object.	8.FO.1 Compare constant motion to different strengths of pushes or pulls on the motion of an object.
	6.FO.2 Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.		
	6.E.1 Compare sound energy using a variety of materials and instruments. Investigate that a pulse travels through solids, liquids, and gases in air.	7.E.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	8.E.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.

	Third Grade	Fourth Grade	Fifth Grade
Force and Motion	3.PS.1 Describe and compare the volume and mass of a sample of pure metal.	4.PS.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.PS.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.
	3.PS.2 Demonstrate that regardless of their position or the object an object is placed on, the weight of the object is affected by the mass of the object, the force of gravity, and the distance from the center of the object.	4.PS.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.PS.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.
	3.PS.3 Describe if matter has two, solid or not for comparing materials melting, freezing, or dissolving in terms of a substance. Law of Conservation of Mass.	4.PS.3 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.PS.3 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.
	3.PS.4 Describe the difference between weight being dependent on gravity and mass being independent of the attraction of matter in a system. Substances are identical.	4.PS.4 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.PS.4 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.

	Third Grade	Fourth Grade	Fifth Grade
Energy	3.E.1 Compare sound energy using a variety of materials and instruments. Investigate that a pulse travels through solids, liquids, and gases in air.	4.E.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.E.1 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.
	3.E.2 Investigate and compare properties of sound that include pitch, loudness, and timbre. Use a variety of materials to produce sound and investigate the relationship between sound and vibration.	4.E.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.	5.E.2 Investigate the relationship between force and motion. Compare the motion of objects that are pushed or pulled by different forces.

Science Grades K-5 Vertical Articulation – Earth and Space Science

	Kindergarten	First Grade	Second Grade
Solar System	K.ESS.1 Make observations to describe the effect of sunlight on Earth's surface and how this effect varies from day to day. Explain that the amount of sunlight on Earth is affected by the tilt of Earth's surface.	1.ESS.1 The observations of the sun, moon, and stars in the sky change from day to day.	2.ESS.1 Observe a variety of objects in the sky and describe their motion. Explain that the amount of sunlight on Earth is affected by the tilt of Earth's surface.
	K.ESS.2 Describe and compare objects seen in the night and day sky, explaining that the sun and stars move across the sky.		
Weather	K.ESS.3 Investigate how local weather conditions in the same place can change from day to day.	1.ESS.3 Record and explain weather observations, including cloud cover, cloud type, and type of precipitation over a daily time span. A variety of weather and weather instruments are used to collect data. Class and group collected data.	2.ESS.3 Record and explain weather observations, including cloud cover, cloud type, and type of precipitation over a daily time span. A variety of weather and weather instruments are used to collect data. Class and group collected data.
		1.ESS.4 Investigate the weather conditions of the region and its impact on the community, including forecasting to prepare for and respond to various weather.	

	Kindergarten	First Grade	Second Grade
Soil, Rocks, and Minerals		1.ESS.1 Observe and compare properties of soil, clay, silt, and organic matter. Look for evidence of soil, clay, silt, and organic matter as components of soil samples.	2.ESS.1 Observe a variety of soil samples and describe how they are used to compare the soil properties as sources of water, nutrients, and responsible living and non-living things.
Earth's Systems and Structures	K.ESS.4 Investigate how local weather conditions in the same place can change from day to day.	1.ESS.4 Develop evidence that could be gathered to compare the properties of various soil types, such as, sand, silt, and organic matter, and/or other living things in the local environment.	2.ESS.4 Investigate how soil is affected by the change of the local and global weather conditions.

	Third Grade	Fourth Grade	Fifth Grade
SOLAR SYSTEM		4.ESS.1 Investigate how the sun appears to move through the day and how this changes from day to day, explaining the importance of how the sun appears to Earth, the change in the way the sun and stars appear.	5.ESS.1 Analyze the scale of our solar system with comparisons, such as, how many planets are there, how many moons, and what other objects like comets and asteroids.
			5.ESS.2 Represent data in graphical displays to record patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
WEATHER		4.ESS.2 Observe and compare properties of soil, clay, silt, and organic matter. Look for evidence of soil, clay, silt, and organic matter as components of soil samples.	5.ESS.2 Investigate how soil is affected by the change of the local and global weather conditions.





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Indiana

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FOSS National K-8 Scope and Sequence (Next Generation Edition)



*Half length courses Physical Science content Earth Science content Life Science content Engineering content

Grade	Physical Science	Earth Science	Life Science
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand, and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two



Integration of STEM Concepts

Science Concepts		I-STEM Resource Network Kits	Engineering Modules	Field of Engineering
Physical	Objects: Solids, Liquids, Gases	Solids and Liquids	Explore Playdough process How to Keep a Popsicle Cold w/o a Cooler	Chemical Engineer
	Forces & Motion	Pushes & Pulls Exploring Force & Motion	Design a Maglev System Design Bridges Design Simple Machines	Mechanical Engineer Civil Engineer Industrial Engineer
	Energy	Light and Sound SoundBite & Shadow Box	Design a Lighting System Design an Alarm Circuit Design a Solar Oven* Use Objects to Create Sound	Electrical Engineer Acoustical Engineer
Life	Human Body	Healthy Habits	Design a Knee Brace Design a Prosthetic Design a Cast	Biomedical Engineer
	Animals Insects, Organisms, & Plants	Living & Non-Living Things Animal Adaptations Insects & Plants Exploring Plants and Animals	Design a Hand Pollinator Create Animal Habitats Create Model Membrane Design Plant Packages	Agricultural Engineer
Earth & Space	Solar System (sun, moon, stars, sky)	Observing the Sun	Study Eclipse Create Solar System Replica	Aerospace Engineer Astronomer
	Earth's System (land, water, air)	Floating & Sinking The Changing Earth Air & Water	Design Windmills Design a Parachute Design Water Filter Design a Submersible Design Walls Evaluate Landscapes/Landslides	Mechanical Engineer Environmental Engineer Geotechnical Engineer
	Weather		Design a Volcano Create a Tornado Create a Weather Vane Create a Rainbow	Meteorologists
	Soil, Rocks, & Minerals	Peebles, Sand, & Silt	Replicate an artifact	Materials Engineer Geologist
	Ecosystem		Cleaning an Oil Spill	Environmental Engineer
Computer Science	Coding, Animation Video Games	Spatial Sense & Coding Grids & Games Animated Storytelling		Software Engineer



Engineering Grades K-6 Vertical Articulation

Kindergarten - Second	Third - Fifth	Sixth - Eighth
K-2.E.1 Pose questions, make observations, and obtain information about a situation people want to change. Use this data to define a simple problem that can be solved through the construction of a new or improved object or tool.	3-5.E.1 Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost.	6-8.E.1 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.
K-2.E.2 Develop a simple sketch, drawing, or physical model to illustrate and investigate how the shape of an object helps it function as needed to solve an identified problem.	3-5.E.2 Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.
K-2.E.3 Analyze data from the investigation of two objects constructed to solve the same problem to compare the strengths and weaknesses of how each performs.	3-5.E.3 Construct and perform fair investigations in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	6-8.E.3 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.
		6-8.E.4 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.



Engineering: Project Lead the Way Scope and Sequence Grades K-5 Launch Program

Grades 6-8 Program

Modules

Project Lead the Way (PLTW) Launch modules engage students in cross-disciplinary activities that spark a lifelong love of learning and build knowledge and skills in areas including computer science, engineering, and biomedical science. Each module empowers student to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

- **Modules Aligned to Kindergarten Standards**
 - Structure and Function: Exploring Design
 - Pushes and Pulls
 - Structure and Function: Human Body
 - Animals and Algorithms
- **Modules Aligned to First-Grade Standards**
 - Light and Sound
 - Light: Observing the Sun, Moon, and Stars
 - Animal Adaptations
 - Animated Storytelling
- **Modules Aligned to Second-Grade Standards**
 - Materials Science: Properties of Matter
 - Materials Science: Form and Function
 - The Changing Earth
 - Grids and Games
- **Modules Aligned to Third-Grade Standards**
 - Stability and Motion: Science of Flight
 - Stability and Motion: Forces and Interactions
 - Variation of Traits
 - Programming Patterns
- **Modules Aligned to Fourth-Grade Standards**
 - Energy: Collisions
 - Energy: Conversion
 - Input/Output: Computer Systems
 - Input/Output: Human Brain
- **Modules Aligned to Fifth-Grade Standards**
 - Robotics and Automation
 - Robotics and Automation: Challenge
 - Infection: Detection
 - Infection: Modeling and Simulation

Project Lead the Way Gateway Program Units Grades 6-8

PLTW Gateway Sparks Engagement and Illuminates Possibilities
Middle school is a time of exploration, a time when students are figuring out what they're passionate about today and how that relates to who they'll become tomorrow. PLTW Gateway's 10 units **empower students to lead their own discovery**. The hands-on program boasts dimensions **engagement** and excitement, **cross collaboration**, and inspires "ah-ha moments" and deep **comprehension**. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see a range of paths and possibilities they can look forward to in high school and beyond. These units are:

Design and Modeling
Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a prosthetic toy for a child who has cerebral palsy.

Automation and Robotics
Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

App Creation
This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

Computer Science for Innovators and Makers
Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

Energy and the Environment
Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They use what they've learned to design and model alternative energy sources, as well as evaluate options for reducing energy consumption.

Flight and Space
The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aerodynamics and use their knowledge to design, build, and test an airfoil.

Science of Technology
Science impacts the technology of yesterday, today, and the future. In this unit, students apply the concepts of physics, chemistry, and nanotechnology to activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Magic of Electricity
In this unit, students examine the behavior and parts of atoms as well as the impact of electricity on the world around them. They learn skills in basic circuitry design and use what they know to propose designs such as a burglar alarm for an art museum.

Green Architecture
In this unit, students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, measuring, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk® Revit 3D architectural design software.

Medical Detectives
Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction. (This enhanced unit will be available Fall 2018.)

Engineering is Everywhere – Grades 6-8 Engineering Modules for Supplemental Lessons

Engineering Modules	Field of Engineering
Growing Up	Agricultural Engineering
Go Fish	Biomedical Engineering
Outbreak Alert	Biomedical Engineering
It's in the Bag	Materials Engineering
It's About Time	Mechanical Engineering
Plants to Plastics	Chemical Engineering
Don't Runoff	Environmental Engineering
Here Comes the Sun	Green Engineering
Put a Lid on It	Biomechanical Engineering
Food for Thought	Process Engineering



Engineering: Engineering Is Elementary Scope and Sequence



Engineering is Elementary

Curriculum Units Mapped to the ITEEA Standards for Technological Literacy

Key:

- ① denotes standard as primary unit goal, explicitly stated in learning objectives and/or lesson and activities.
- ② denotes standard as secondary unit goal, with the ideas briefly covered or implied in the lesson and activities.

		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces	
Category 1: The Nature of Technology																						
Standard 1: Students will develop an understanding of the characteristics and scope of technology.																						
Grades	K-2	A. The natural world and human-made world are different.		①		②		①		①		①										
		B. All people use tools and techniques (technology) to help them do things.	②	②		①	②	①	①		①	①	①		①	①		①	①	②	①	
Grades	3-5	C. Things that are found in nature differ from things that are human-made in how they are produced and used.	②		①		②									①						
		D. Tools, materials, and skills are used to make things and carry out tasks.	②	②	①	①	①	②	①		②	①	①		①	①	①	①	①	①	②	①
		E. Creative thinking and economic and cultural influences shape technological development.			②	①	①	①		①		①	①	②		①						

Key:

- ① denotes standard as primary unit goal, explicitly stated in learning objectives and/or lesson and activities.
- ② denotes standard as secondary unit goal, with the ideas briefly covered or implied in the lesson and activities.

		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces	
Standard 2: Students will develop an understanding of the core concepts of technology.																						
Grades	K-2	A. Some systems are found in nature, and some are made by humans.		②		①							②					①				
		B. Systems have parts or components that work together to accomplish a goal.		②		①							①								①	
Grades	3-5	C. Tools are simple objects that help humans complete tasks.	②			①	②								②		①					
		D. Different materials are used in making things.	①	①	①	②	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
		E. People plan in order to get things done.	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
		F. A subsystem is a system that operates as a part of another system.				①	②															
		G. When parts of a system are missing, it may not work as planned.					①															
Grades	3-5	H. Resources are the things needed to get a job done, such as tools and machines, materials, information, energy, people, capital, and time.							①							①	②					
		I. Tools are used to design, make, use, and assess technology.			②	②											①					
		J. Materials have many different properties.	①	②	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①	①
		K. Tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.	②		①	①	①													①		
Grades	6-8	L. Requirements are the limits to designing or making a product or system.	①	①	②	②	②	②	②	②	①	②	②	②	①	①	①	①	②	①	①	
		S. Trade-off is a decision process recognizing the need for careful compromises among competing factors.										①			①	①	①		①	①		



Engineering Is Elementary Unit Modules

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.																					
Grades K-2	A. The study of technology uses many of the same ideas and skills as other subjects.	2	2	1	1	1	2	3	3	3	3		2	1	2			1	2		
Grades 3-5	B. Technologies are often combined.					1															
Grades 3-5	C. Various relationships exist between technology and other fields of study.	2	2	2	2	2	1	1	1	3	3		1					1	1	1	1
Category 2: Technology and Society																					
Standard 4: Students will develop an understanding of the cultural, social, economic and political effects of technology.																					
Grades K-2	A. The use of tools and machines can be helpful or harmful.			1															1		
Grades 3-5	B. When using technology, results can be good or bad.			1		1						1							1		
Grades 3-5	C. The use of technology can have unintended consequences.			1		1												1	1		
Standard 5: Students will develop an understanding of the effects of technology on the environment.																					
Grades K-2	A. Some materials can be reused and/or recycled.												1			1					
Grades 3-5	B. Waste must be appropriately recycled or disposed of to prevent unnecessary harm to the environment.			1									1			1			1		
Grades 3-5	C. The use of technology affects the environment in good and bad ways.			1					2							1			1		

EiE Mapped to ITEEA Standards for Technological Literacy – Page 3

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
Standard 6: Students will develop an understanding of the role of society in the development and use of technology.																					
Grades K-2	A. Products are made to meet individual needs and wants.	1	2	1	2	1	1	1	2	1	1	1	1	2	1	1			1	1	1
Grades 3-5	B. Because people's needs and wants change, new technologies are developed, and old ones are improved to meet those changes.			2	1											2					
Grades 3-5	C. Individual, family, community, and economic concerns may expand or limit the development of technologies.			1					2	2		1	1	1		1					
Standard 7: Students will develop an understanding of the influence of technology on history.																					
Grades K-2	A. The way people live and work has changed throughout history because of technology.	1		1	1														2		
Grades 3-5	B. People have made tools to provide food, to make clothing, and to protect themselves.																		2	2	1
Category 3: Design																					
Standard 8: Students will develop an understanding of the attributes of design.																					
Grades K-2	A. Everyone can design solutions to a problem.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grades K-2	B. Design is a creative process.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grades 3-5	C. The design process is a purposeful method of planning practical solutions to problems.	1	1	1	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1
Grades 3-5	D. Requirements for a design include such factors as the desired elements and features of a product or system or the limits that are placed on the design.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

EiE Mapped to ITEEA Standards for Technological Literacy – Page 4



Engineering is Elementary Unit Modules

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough	Evaluating Landscapes	Designing Plant Packages	Designing Master Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submeribles	Designing Lighting Systems	None Boxes
Standard 9: Students will develop an understanding of engineering design.																					
Grades K-2	A. The engineering design process includes identifying a problem, looking for ideas, developing solutions, and sharing solutions with others.	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	B. Expressing ideas to others verbally and through sketches and models is an important part of the design process.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grades 3-5	C. The engineering design process involves defining a problem, generating ideas, selecting a solution, testing the solution(s), [making, evaluating, and presenting].	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	D. When designing an object it is important to be creative and consider all ideas.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	E. Models are used to communicate & test design ideas & processes.	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation.																					
Grades K-2	A. Asking questions and making observations helps a person to figure out how things work.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	B. All products and systems are subject to failure. Many products and systems, however, can be fixed.																				
Grades 3-5	C. Troubleshooting is a way of finding out why something does not work so that it can be fixed.								3												
	D. Invention and innovation are creative ways to turn ideas into real things.																				
	E. The process of experimentation, which is common in science, can also be used to solve technological problems.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

EIE Mapped to ITEEA Standards for Technological Literacy – Page 5

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Master Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submeribles	Designing Lighting Systems	None Boxes	
Category 4: Abilities for a Technological World																						
Standard 11: Students will develop abilities to apply the design process.																						
Grades K-2	A. Listen to other people's needs and wants and pick some problems that can be solved through the design process.																					
	B. Build or construct an object using the design process.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Grades 3-5	C. Investigate how things are made and... can be improved.	1																				
	D. Identify and collect information about everyday problems that can be solved by technology, and generate ideas and requirements for solving a problem.																					
	E. The process of designing involves presenting some possible solutions in visual form and then selecting the best solution(s)...															1	1	1	1	1	1	1
Grades 3-5	F. Test and evaluate the solutions for the design problem.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	G. Improve the design solutions.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	Standard 12: Students will develop the abilities to use and maintain technological products and systems.																					
Grades K-2	A. Discover how things work.																					
	B. Use hand tools correctly & safely & name them correctly.								2													
Grades 3-5	C. Recognize and use everyday symbols.										1											
	D. Follow step-by-step directions to assemble a product.					1				1	1					1						
	E. Select and safely use tools, products, and systems for specific tasks.					1																
	F. Use computers to access and organize information.																					
Grades 3-5	G. Use common symbols, such as numbers and words, to communicate key ideas.									1	1											

EIE Mapped to ITEEA Standards for Technological Literacy – Page 6



Engineering is Elementary Unit Modules

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
Standard 13: Students will develop abilities to assess the impact of products and systems.																					
Grades K-2	A. Collect information about everyday products and systems by asking questions.										1			1		1					
	B. Determine if the human use of a product or system creates positive or negative results.					1															
Grades 3-5	C. Compare, contrast and classify collected information in order to identify patterns.										1	1		1	1						1
	D. Investigate and assess the influence of a specific technology on the individual, family, community, and environment.															1					
	E. Examine the trade-offs of using a product or system and decide when it could be used.																				
Category 5: The Designed World																					
Standard 14: Students will develop an understanding of and be able to select and use medical technologies.																					
Grades K-2	A. Vaccinations protect people from getting certain diseases.																				
	B. Medicine helps people who are sick to get better.																				
Grades 3-5	C. There are many products designed specifically to help people take care of themselves.																				1
	D. Vaccines are designed to prevent diseases from developing and spreading; medicines are designed to relieve symptoms and stop diseases from developing.																				
	E. Technological advances have made it possible to create new devices, to repair or replace certain parts of the body, and to provide a means for mobility.																				1
	F. Many tools & devices have been designed to help provide clues about health and to provide a safe environment.																				

EIE Mapped to ITEEA Standards for Technological Literacy – Page 7

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
Standard 15: Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.																					
Grades K-2	A. The use of technologies in agriculture makes it possible for food to be available year round and to conserve resources.																				
	B. There are many different tools necessary to control and make up the parts of an ecosystem.						1														
Grades 3-5	C. Artificial ecosystems are human-made environments that are designed to function as a unit and are comprised of humans, plants, and animals.																				
	D. Most agricultural waste can be recycled.																				
	E. Many processes used in agriculture require different procedures, products or systems.																				
Standard 16: Students will develop an understanding of and be able to select and use energy and power technologies.																					
Grades K-2	A. Energy comes in many forms.																				
	B. Energy should not be wasted.																				1
Grades 3-5	C. Energy comes in different forms.																				1
	D. Tools, machines, products, and systems use energy in order to do work.																				1

EIE Mapped to ITEEA Standards for Technological Literacy – Page 8



Engineering is Elementary Unit Modules

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.																					
Grades K-2	A. Information is data that has been organized.							②													
	B. Technology enables people to communicate by sending and receiving information over a distance.			②				①													①
	C. People use symbols when they communicate by technology.							①													
Grades 3-5	D. The processing of information through the use of technology can be used to help humans make decisions and solve problems.							②													
	E. Information can be acquired & sent through a variety of technological sources, including print & electronic media.			②																	
	F. Communication technology is the transfer of messages among people and/or machines over distances through the use of technology.							①													
	G. Letters, characters, icons, and signs are symbols that represent ideas, quantities, elements and operations.							①		①											②
Standard 18: Students will develop an understanding of and be able to select and use transportation technologies.																					
Grades K-2	A. A transportation system has many parts that work together to help people travel.																				
	B. Vehicles move people or goods from one place to another in water, air or space, and on land.																				
	C. Transportation vehicles must be cared for to prolong use.																				
Grades 3-5	D. The use of transportation allows people and goods to be moved from place to place.																				
	E. A transportation system may lose efficiency/fail if a part is missing/malfunctioning or a subsystem isn't working.																				

EIE Mapped to ITEEA Standards for Technological Literacy – Page 9

Key:		Designing Walls	Designing Bridges	Designing Water Filters	Designing Windmills	Making Work Easier	Designing Pollinators	Representing Sound	Designing Model Membranes	Designing Alarm Circuits	Improving a Play Dough Process	Evaluating Landscapes	Designing Plant Packages	Designing Maglev Systems	Designing Parachutes	Designing Solar Ovens	Replicating an Artifact	Cleaning an Oil Spill	Designing Submersibles	Designing Lighting Systems	Knee Braces
Standard 19: Students will develop an understanding of and be able to select and use manufacturing technologies.																					
Grades K-2	A. Manufacturing systems produce products in quantity.																				
	B. Manufactured products are designed.						②														
	C. Processing systems convert natural materials into products.																				
Grades 3-5	D. Manufacturing processes include designing products, gathering resources, and using tools to separate, form, and combine materials in order to produce products.																				
	E. Manufacturing enterprises exist because of a consumption of goods.																				
Standard 20: Students will develop an understanding of and be able to select and use construction technologies.																					
Grades K-2	A. People live, work, & go to school in buildings, which are of different types: houses... office buildings, & schools.																				
	B. The type of structure determines how the parts are put together.																				
	C. Modern communities are usually planned according to guidelines.																				
Grades 3-5	D. Structures need to be maintained.																				
	E. Many systems are used in buildings.																				
Grades 6-8	G. Structures rest on a foundation.																				

EIE Mapped to ITEEA Standards for Technological Literacy – Page 10



Standards for Technology Literacy



2016 Standard Alignment Chart



Please note: The comparison chart is intended to assist teachers in updating lesson plans to align with national Standards For Technological Literacy (STL). STL resources may vary per local implementation and course situations.

2016 Indiana

- Standard #1 (STL 1)** Understand how technology can improve, manage, and help control the natural and human-made environments.
- Standard #2 (STL 2)** Describe technology as a system with inputs, processes, outputs, impacts, and feedback.
- Standard #3 (STL 3, STL 4, STL 7)** Understand the relationship of technology to other academic fields, particularly science, math, social studies, and language arts.
- Standard #4 (STL 14-20)** Describe technology as it is applied in the context of communication, construction, manufacturing, transportation, and related technologies.
- Standard #5 (STL 4, STL 11)** Work cooperatively and productively in groups to design and use technology to solve technological problems.
- Standard #6 (STL 4, STL 9)** Identify societal and personal needs and opportunities that can be addressed through technology.
- Standard #7 (STL 11)** Develop and refine alternate solutions that address technological needs and opportunities.
- Standard #8 (STL 4, STL 12)** Evaluate and select appropriate solutions that address technological needs and opportunities.
- Standard #9 (STL 2, STL 11)** Apply engineering principles when planning, developing, implementing, and assessing technological solutions.
- Standard #10 (STL 2, STL 17)** Identify solutions to defined needs and opportunities using appropriate technical means.

Standards For Technological Literacy (standards)

- STL #1** Students will develop an understanding of the characteristics and scope of technology.
- STL #2** Students will develop an understanding of the core concepts of technology.
- STL #3** Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.
- STL #4** Students will develop an understanding of the cultural, social, economic, and political effects of technology.
- STL #5** Students will develop an understanding of the effects of technology on the environment.
- STL #6** Students will develop an understanding of the role of society in the development and use of technology.
- STL #7** Students will develop an understanding of the influence of technology on history.
- STL #8** Students will develop an understanding of the attributes of design.
- STL #9** Students will develop an understanding of engineering design.
- STL #10** Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

2016 continued...

- Standard #11 (STL 14-20)** Select the appropriate resources needed to produce and operate communication, construction, manufacturing, transportation, and other technological systems and artifacts.
- Standard #12 (STL 2, STL 14-20)** Select the appropriate processes needed to produce or operate products, structures, and systems.
- Standard #13 (STL 10, STL 14-20)** Evaluate use appropriate processes to relate to communication, engineering, production, transportation, and similar devices and systems.
- Standard #14 (STL 12, STL 13)** Appropriately operate technological devices and systems.
- Standard #15 (STL 5)** Describe the relationships among entrepreneurship, business enterprise, and technology.
- Standard #16 (STL 12)** Relate the appropriate devices and systems to meet personal and societal needs.
- Standard #17 (STL 12)** Recognize the need for servicing and repairing technological devices and systems.
- Standard #18 (STL 5, STL 13)** Properly dispose or recondition worn out and obsolete technological devices.
- Standard #19 (STL 4, STL 5, STL 12)** Determine the impact of technological actions on people, society, and the environment.

STL continued...

- STL #11** Students will develop abilities to apply the design process.
- STL #12** Students will develop abilities to use and maintain technological products and systems.
- STL #13** Students will develop abilities to assess the impact of products and systems.
- STL #14** Students will develop an understanding of and be able to select and use medical technologies.
- STL #15** Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.
- STL #16** Students will develop an understanding of and be able to select and use energy and power technologies.
- STL #17** Students will develop an understanding of and be able to select and use information and communication technologies.
- STL #18** Students will develop an understanding of and be able to select and use transportation technologies.
- STL #19** Students will develop an understanding of and be able to select and use manufacturing technologies.
- STL #20** Students will develop an understanding of and be able to select and use construction technologies.



Additional Standards Resources

- **2016 Indiana Technology Education Standards Booklet**
<http://www.iste.org/sites/default/files/2016-08/ISTE%20TechEd%20Booklet.pdf>
- **Technology For All American Publications & Resources**
http://www.iste.org/TAARPublications/TAAR_Publications.html
- STL - Executive Standards Summary
- STL - Listing of National Content Standards
- STL - Career for the Study of Technology
- STL - Student Assessment, Professional Development, Program Standards



Social Studies Grades 4-5 Vertical Articulation

GRADE 4-5 VERTICAL ARTICULATION

Grade 4	Grade 5
<p>4.01 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies. 	<p>5.01 Describe how people in different societies have organized their lives in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies.
<p>4.02 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies. 	<p>5.02 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies.
<p>4.03 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies. 	<p>5.03 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies.
<p>4.04 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies. 	<p>5.04 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies.
<p>4.05 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies. 	<p>5.05 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies.
<p>4.06 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies. 	<p>5.06 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies.
<p>4.07 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies. 	<p>5.07 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies.
<p>4.08 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies. 	<p>5.08 Compare the lives of people in different societies in different environments.</p> <ul style="list-style-type: none"> • people, groups, and societies in their time, but not today's people and ways. • ancient societies in various ways to organize life, but not today's societies.

GRADE 4-5 VERTICAL ARTICULATION

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Social Studies Grades 6-8 Vertical Articulation

GRADE 6 – 7 VERTICAL ARTICULATION

GRADE 6: People, Places and Cultures in Europe and the Americas	GRADE 7: People, Places and Cultures in 1800s, Asia and the Southwestern Pacific
<p>Students in sixth grade explore the history, geography, government, economic systems, current issues, and culture of the western world with an emphasis on (1) Europe, (2) North America, (3) Latin America, (4) Central America, (5) and the Caribbean region. Instructional programs for sixth grade students include experiences which foster the strategic thinking skills essential to critical reasoning, invention, ideas, and generalizations. Opportunities to observe and analyze the use of primary resources and activities. Students should receive positive attitudes regarding active participation, responsibility, respect, and respect for others.</p> <p>The Indiana 6 – 8 Essential Standards for social studies are organized around four content areas. The content is organized and the type of learning experiences the standards require are listed for each standard. On the page that follows, age appropriate examples are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.</p>	<p>Students in seventh grade explore the history, geography, government, economic systems, current issues, and culture of the Eastern world with an emphasis on (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to view the historical from concepts information to abstract ideas, concepts, and generalizations. In-depth study provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities include the following: (1) understanding problems, issues and questions; (2) information gathering; (3) brainstorming and (4) evaluating alternative solutions and actions.</p> <p>The Indiana 6 – 8 Essential Standards for social studies are organized around four content areas. The content is organized and the type of learning experiences the standards require are listed for each standard. On the page that follows, age appropriate examples are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.</p>
<p>STANDARD 1: HISTORY</p> <p>Students explore the key historical events, events and figures that contributed to the development of modern Europe and America from their own cultures through modern times by examining religious traditions, class and culture interactions, political institutions, and technological developments.</p> <p>Historical Background</p> <p>Early and Middle Colonies: 1600-1700, U.S. to 1789 A.D., J.E. 6.1.1. Summarize the rise, decline, and cultural achievements of ancient empires in Europe and Mesopotamia. Example: Great, Roman, Mayan, Inca, and Aztec civilizations.</p>	<p>STANDARD 2: HISTORY</p> <p>Students analyze the major movements, events and figures that contributed to the development of modern Asia, Africa and the Southwestern Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.</p> <p>Historical Background</p> <p>Early Civilizations, States and Empires: 2000 B.C./J.E. to 450 A.D./J.E. 7.1.1. Identify and explain the conditions that led to the rise of early river valley civilizations, and evaluate how the advantages to agriculture, writing, language, and religion of these civilizations influenced their respective forms of government and social structures. Example: Valley Civilizations: Nile, Tigris and Euphrates (Mesopotamia); Indus (Ancient India); and Huang He (Ancient China).</p>

GRADE 6 – 7 VERTICAL ARTICULATION

<p>6.1.1 Describe and compare the history, the spread and the influence of religions throughout Europe and Mesopotamia. Example: Judaism, Christianity, Islam and various practices in Mesopotamia and Europe.</p> <p>Modified Period: 600 A.D./J.E. – 1000 A.D./J.E.</p> <p>6.1.2 Explain the contribution and participation of the Eastern Roman Empire after the fall of the Western Roman Empire. Example: Influence of the spread of Christianity in Russia and Eastern Europe.</p> <p>6.1.3 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. Example: Feudal system, manorial system, rise of kingdoms and empires, and religious institutions.</p> <p>6.1.4 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades. Example: Increased contact between European and non-European peoples; impact on Asia and Muslim in Europe and the Middle East; change in technology and centralization of political and military power.</p> <p>6.1.5 Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesopotamia. Example: Persia, India, Arabia, Russia, Kazakhstan, Malaya, India and Southeast Asia.</p> <p>6.1.6 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.</p>	<p>The Spread of Culture, Economic, Social and Political Ideas: 100 B.C. (J.E.) – 2000 A.D. (J.E.)</p> <p>7.1.1 Describe, compare, and contrast the historical origins, central beliefs and practices of major religions. Example: Hinduism, Buddhism, Judaism, Christianity and Islam.</p> <p>7.1.2 Assess the development of religious institutions in Africa and the importance of political and trading centers.</p> <p>7.1.3 Analyze the importance of the Silk Road on the histories of Europe, Africa, and Asia.</p> <p>7.1.4 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early trading centers in other cultures of the world.</p> <p>7.1.5 Describe the rise, spread and influence of the Vikings.</p> <p>Major Civilizations, States and Empires: 100 – 1000</p> <p>7.1.6 Describe the rise, contributions and decline of the Chinese dynasties. Example: The dynastic cycle and the influence of Confucianism.</p> <p>7.1.7 Demonstrate how lesser developed societies incorporated influences of earlier Chinese influences and developed their own political, religious, social and artistic traditions. Example: Feudalism, Shogunate and the Japanese culture.</p>
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GRADE 6 – 7 VERTICAL ARTICULATION

<p>6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe. Example: Ideas, the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought and new approaches to the fine arts and literature, People: Leonardo da Vinci, Montaigne, Erasmus, Copernicus, William Shakespeare and Galileo Galilei.</p> <p>6.1.9 Analyze the interactions of people, ideas and events in the economic, scientific and cultural renaissance of the European Renaissance that led to the Scientific Revolution. Example of history and science movement.</p> <p>Early Modern Era: 1500 to 1800</p> <p>6.1.10 Examine and explain the economic of European colonization of the Americas and the rest of the world. Example: The impact of the Atlantic and Pacific empires by the Spanish, the rise of trading empires, Dutch and English colonies, Columbus search for wealth.</p> <p>6.1.11 Compare and contrast Spanish, Portuguese, French, and British interests in the Americas.</p> <p>6.1.12 Describe the interactions and their effects on European and American peoples. Example: Missionary activities, the rise of Catholicism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Paper reform, and the Council of Trent.</p> <p>6.1.13 Explain the origin and spread of scientific, political, and social ideas associated with the Age of Enlightenment/Age of Reason. Example: The American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the proliferation of religious groups.</p>	<p>Exploration, Contact and Post Colonial Status: 1500 to the Present</p> <p>7.1.8 Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing social, beliefs, interests, hopes, and fears. Example: The voyage of the Ming dynasty, and the Baroque.</p> <p>7.1.9 Explain the reasons for European colonization of Africa, Asia, and the Southwestern Pacific and analyze the long and short-term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.</p> <p>7.1.10 Analyze the impact of the Industrial Revolution (1780-1840), including labor's movement in North America.</p> <p>7.1.11 Identify and explain the Age of Reform of historical events in the Middle East during the end of World War I. Example: The partition of the British Mandate (1914), the San Gai Conference (1920), the Balfour Declaration (1917), the League of Nations Organization of Petroleum Exporting Countries (1901-1902), the Paris Peace Conference (1919), the League of Nations (1919), the San Gai Conference (1920), and the League of Nations (1920-1921).</p>
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GRADE 6 – 7 VERTICAL ARTICULATION

<p>6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about. Example: Steam engine, factory system, urbanization, changing role of women and child labor.</p> <p>Modern Era: 1750 to the present</p> <p>6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and trade and cultural change between Europe and the Americas and the rest of the world.</p> <p>6.1.16 Identify individuals, beliefs and events that represent various political changes during the nineteenth and twentieth century and explain their significance. Example: Liberalism, conservatism, nationalism, socialism, communism, feminism and labor movements.</p> <p>6.1.17 Discuss the benefits and challenges related to the development of a highly technological society. Example: Atomic energy, computers and environmental change.</p> <p>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</p> <p>6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</p> <p>6.1.19 Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.</p> <p>6.1.20 Analyze cause-and-effect relationships, paying in mind multiple viewpoints, including the importance of individuals. Great human events, beliefs and changes in history. Example: The decline of Great dynasties, the distribution of the Aztecs, and state-sponsored genocide, including the Holocaust.</p>	<p>7.1.18 Identify and explain recent scientific and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts.</p> <p>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</p> <p>7.1.15 Create and compare timelines that identify major people and events and developments in the history of individual civilizations and/or countries of Africa, Asia and the Southwestern Pacific.</p> <p>7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple viewpoints, including the importance of individuals, beliefs and changes in history.</p> <p>7.1.17 Distinguish between cause-and-effect relationships of opinion and inferred hypotheses presented in historical evidence.</p> <p>7.1.18 Compare and contrast perspectives of history in Africa, Asia, and the Southwestern Pacific using historical and non-fictional accounts including visual, literary, art, and musical sources.</p>
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Social Studies Grade 6-8 Vertical Articulation

GRADE 6 – 7 VERTICAL ARTICULATION

<p>6.1.1 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who the authors, what happened, when it happened, and relating them to societies that followed and gave to the historical record.</p> <p>6.1.2 Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.</p> <p><i>Examples:</i> Cited several sources, maps, graphs or spreadsheets showing the impact of immigration patterns in Canada and the United States; compare an event and access to health care in the European Union (EU).</p> <p>6.1.3 Identify issues related to an historical event in Europe or the Americas and give valid arguments for and against their view of the event, interests and values of their position.</p> <p><i>Examples:</i> The role of women in different time periods, aspects of ancient civilizations, and various environmental rights.</p>	
<p>Standard 2: CIVICS AND GOVERNMENT</p> <p>Students compare the structures of government in different historical periods with contemporary political structures of Europe and the Americas and explore the rights and responsibilities of individuals in different political systems.</p> <p>6.2.1 Compare and contrast major forms of government in Europe and the Americas throughout history.</p> <p><i>Examples:</i> Great Britain, the Roman Republic, Athenian Democracy, the American government, U.S. Republic, and totalitarianism.</p> <p>6.2.2 Explain how elements of Great Britain democracy and Roman representative democracy are present in modern systems of government.</p>	<p>Standard 3: Social and Political Interaction</p> <p>Students trace the development of different forms of government in different historical times and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, authority to human rights and the role of citizens.</p> <p>7.2.1 Compare, contrast, and evaluate the different issues or institutions that have shaped the form of government in Africa, Asia and the Southwest Pacific.</p> <p><i>Examples:</i> Australia, India and South Africa.</p> <p>7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.</p> <p><i>Examples:</i> Japan, South Korea, India, South Africa, and China.</p>

GRADE 6 – 7 VERTICAL ARTICULATION

<p>STANDARD 1: GEOGRAPHY</p> <p>Students identify the distribution of climate regions in Europe and the Americas and describe their physical features, climates and cities of Europe and the Southwest Pacific.</p> <p>6.1.1 Demonstrate a broad understanding of the location and spatiality of Europe and the Americas.</p> <p>6.1.2 Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of longitude terminology, such as Great Riplinging System (GPS) and longitude terminology, such as Great Riplinging System (GPS) and longitude terminology, such as Great Riplinging System (GPS).</p> <p>6.1.3 Describe and compare major physical characteristics of regions in Europe and the Americas.</p> <p><i>Examples:</i> Mountain ranges, rivers, oceans, etc.</p> <p>6.1.4 Describe and compare major natural characteristics of regions in Europe and the Americas.</p> <p><i>Examples:</i> Language, religion, vegetation, climate, etc. mountains, rivers, oceans, etc.</p> <p>6.1.5 Compare and contrast the formation of mountain ranges, rivers, oceans and basins of water in Europe and the Americas.</p> <p><i>Examples:</i> Alps, River, Canal in Russia, Santa Maria Mountains and the Pacific Ocean.</p> <p>6.1.6 Explain how mountains and wide valleys create different effects on Europe and the Americas.</p> <p>6.1.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.</p> <p><i>Examples:</i> Gulf Stream and North Atlantic Current.</p>	<p>STANDARD 2: GEOGRAPHY</p> <p>Students use technology and grid systems to identify and categorize climate physical features, climate types, major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to explore geographical features and understand their impact on the world.</p> <p>7.1.1 Formulate a broad understanding of the location and spatiality of Africa, Asia and the Southwest Pacific.</p> <p>7.1.2 Formulate a broad understanding of the location and spatiality of Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with longitude terminology, such as Great Riplinging System (GPS) and longitude terminology, such as Great Riplinging System (GPS).</p> <p>7.1.3 Use topographical maps to identify changes in Africa, Asia and the Southwest Pacific over time.</p> <p>7.1.4 Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.</p> <p>7.1.5 Describe mountains of Africa, Asia, and the Southwest Pacific, and the role of water in Australia and use multiple information resources to describe environmental concerns that these ecosystems are facing today.</p> <p>7.1.6 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific, describe how natural resource distribution can impact the world of a country.</p> <p>7.1.7 Describe the locations that climate and land form shape and land in regions of Africa, Asia and the Southwest Pacific.</p>
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GRADE 6 – 7 VERTICAL ARTICULATION

<p>STANDARD 4: ECONOMICS</p> <p>Students examine the influence of physical and cultural factors upon the economic systems of Europe and the Americas.</p> <p>6.4.1 Give examples of how trade related to the developments in the history of Europe and the Americas.</p> <p><i>Examples:</i> The growth of trading routes and cities in medieval Europe led to economic expansion, urbanization to expand world trade led to European voyages of trade and exploration, and the Silk Road in Asia led to interaction and the diffusion of art.</p> <p>6.4.2 Explain how economic systems of Europe and the Americas have been influenced by trade in different historical periods.</p> <p><i>Examples:</i> Increased production and consumption and lower prices.</p> <p>6.4.3 Explain why international trade requires a system for exchanging currency between various countries.</p> <p>6.4.4 Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas affect the basic economic questions on which to produce, how to produce and for whom to produce.</p> <p>6.4.5 Compare the standards of living of various countries of Europe and the Americas using Gross Domestic Product (GDP) per capita as an indicator.</p> <p>6.4.6 Analyze economic concerns in the countries of Europe and the Americas using a variety of information resources.</p> <p><i>Examples:</i> Use information resources such as digital resources, the internet, and student to compare change in energy prices and unemployment, exchange rates and currency values.</p> <p>6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify skills needed to be successful in the workplace.</p>	<p>STANDARD 5: ECONOMICS</p> <p>Students examine the influence of physical and cultural factors upon the economic systems of Africa, Asia and the Southwest Pacific.</p> <p>7.4.1 Explain how various trade benefits countries and results in higher standards of living in Africa, Asia and the Southwest Pacific.</p> <p><i>Examples:</i> Country trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</p> <p>7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.</p> <p>7.4.3 Trace the development and change over time of the economic systems in traditional, command, market and mixed in various countries, describe economic systems in Africa, Asia and the Southwest Pacific, and explain why these changes occurred over time.</p> <p><i>Traditional economy:</i> an economy in which resources are allocated based on custom and tradition. <i>Command economy:</i> an economy in which resources are allocated to the government or some central authority. <i>Market economy:</i> an economy in which resources are allocated by individuals and businesses responding to changes in prices. <i>Mixed economy:</i> an economy in which resources are a mixture of some combination of traditional, command or market systems.</p> <p>7.4.4 Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator. Explain how factors, including unemployment, inflation, and globalization could affect the difference in the standard of living statistics.</p> <p><i>World Economic Forum (WEF):</i> the value of all the goods and services produced in a country in a year.</p>
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GRADE 6 – 7 VERTICAL ARTICULATION

<p>6.2.1 Explain how ideas of Magna Carta (1215), the Declaration of Rights (1689) and the English Bill of Rights (1689) influenced the development of the English monarchy and how they have affected the shaping of other governments.</p> <p>6.2.2 Explain the term representative and describe the role of representatives elected by citizens in Europe from 1200 to 1700.</p>	<p>7.2.1 Describe how major forms of government in Europe and the Americas impact and human rights.</p> <p>7.2.2 Identify and describe the functions of international political organizations in the world today.</p> <p><i>Examples:</i> European Union, United Nations, North Atlantic Treaty Organization (NATO) and the United Nations (UN).</p>
<p>Functions of Government</p> <p>6.2.3 Explain the impact of major forms of government in Europe and the Americas impact and human rights.</p> <p>6.2.4 Identify and describe the functions of international political organizations in the world today.</p> <p><i>Examples:</i> European Union, United Nations, North Atlantic Treaty Organization (NATO) and the United Nations (UN).</p>	<p>Functions of Government</p> <p>7.2.3 Describe how major forms of government in Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens.</p> <p>7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.</p>
<p>Role of Citizens</p> <p>6.2.5 Define and compare citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.</p>	<p>Role of Citizens</p> <p>7.2.5 Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.</p> <p><i>Examples:</i> Compare methods of voting, participation in voluntary organizations of citizens, and participation in the government in Great Britain, South Korea, India, South Africa, and China.</p>

GRADE 6 – 7 VERTICAL ARTICULATION

<p>6.2.1 Identify major forms of Europe and the Americas and explain how they are influenced by climate.</p> <p><i>Examples:</i> Rain forests, tundra, deserts, and steppes.</p>	<p>7.2.1 Identify major forms of Africa, Asia and the Southwest Pacific and explain how they are influenced by climate.</p> <p><i>Examples:</i> Rain forests, tundra, deserts, and steppes.</p>
<p>6.2.2 Explain the ways climate affects migration, and how it has affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</p>	<p>7.2.2 Explain the ways climate affects migration, and how it has affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</p>
<p>6.2.3 Define the terms anthropology and archaeology and explain how these fields contribute to our understanding of societies in the present and the past.</p>	<p>7.2.3 Define the terms anthropology and archaeology and explain how these fields contribute to our understanding of societies in the present and the past.</p>
<p>6.2.4 Compare the distribution and describe the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas.</p>	<p>7.2.4 Compare the distribution and describe the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Africa, Asia and the Southwest Pacific.</p>
<p>6.2.5 Explain and give examples of how natural resources have impacted the physical environment and human populations in specific areas of Europe and the Americas.</p> <p><i>Examples:</i> Hurricanes, earthquakes, floods and drought.</p>	<p>7.2.5 Explain and give examples of how natural resources have impacted the physical environment and human populations in specific areas of Africa, Asia and the Southwest Pacific.</p> <p><i>Examples:</i> Hurricanes, earthquakes, floods and drought.</p>

GRADE 6 – 7 VERTICAL ARTICULATION

<p>6.4.8 Identify ways that countries deal with harmful and harmful environmental pollutants in Europe and the Americas.</p> <p><i>Examples:</i> Government support of public education and government support for recycling pollution.</p> <p><i>Externality (pollution):</i> the impact of an activity (positive or negative) on the well-being of a third party.</p> <p>6.4.9 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.</p> <p><i>Examples:</i> Savings accounts, certificates of deposit and stocks.</p>	<p>7.4.8 Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital.</p> <p><i>Human capital:</i> the skills and expertise people acquire from education, training, and experience.</p> <p>7.4.9 Identify ways that countries deal with harmful and harmful environmental pollutants in Africa, Asia and the Southwest Pacific.</p> <p><i>Example:</i> Government support of public education and government support for recycling pollution.</p> <p><i>Externality (pollution):</i> the impact of an activity (positive or negative) on the well-being of a third party.</p>
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Houghton Mifflin/Harcourt Social Studies Scope and Sequence

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6

READING SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Main Ideas and Details	•	•	•	•	•	•	•
Cause and Effect	•	•	•	•	•	•	•
Compare and Contrast	•	•	•	•	•	•	•
Recall and Retell (K–2)	•	•	•				
Summarize (3–6)				•	•	•	•
Categorize and Classify	•	•	•	•			
Sequence	•	•	•	•		•	•
Generalize				•	•	•	•
Draw Conclusions					•	•	•

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6 continued

MAP AND GLOBE SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Look at a State Map	•						
Look at a Map of Our Country	•						
Read Map Symbols	•						
Follow a Route	•	•					
Find Directions on a Map		•	•				
Find Locations on a World Map			•				
Use a Globe		•					
Read a Map		•				•	
Read/Use a Map Grid			•	•			
Use a Map Scale			•				
Read a Product Map			•				
Use Intermediate Directions				•			
Use Latitude and Longitude				•	•	•	•
Read a Landform Map				•			
Read a Population Map				•	•	•	•
Read a Resource Map				•			
Read a Road Map				•			
Read a Time Zone Map					•	•	•
Compare History Maps				•		•	
Follow Historical Routes on a Map							
Follow Routes on a Map							•
Read a Land Use and Products Map					•	•	•



Houghton Mifflin/Harcourt Social Studies Scope and Sequence

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6 *continued*

MAP AND GLOBE SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Compare Maps						•	
Compare Different Kinds of Maps							•
Read/Use a Cultural Map						•	•
Compare Maps with Different Scales						•	•
Use an Elevation Map					•		
Use Relief and Elevation Maps							•
Compare Map Projections							•
Identify Changing Borders							•

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6 *continued*

CHART AND GRAPH SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Read a Picture Graph	•	•	•	•			
Read/Use a Timeline	•	•	•	•	•	•	
Read Parallel Timelines						•	•
Use/Read a One- Month Calendar	•						
Use/Read a Year Calendar	•						
Read a Diagram		•					
Read a Cutaway Diagram				•			
Read a Calendar		•	•				
Follow/Use/Read a Flow Chart		•	•	•	•	•	•
Read a Family Tree			•				
Read a Table			•	•			
Understand Time Periods				•			
Use Tables to Group Information						•	
Read/Use a Line Graph				•	•	•	
Read a Double-Bar Graph					•	•	
Read/Use a Bar Graph				•			
Compare Tables							•
Compare Graphs						•	•
Read a Climograph							•
Read a Telescoping Timeline							•
Compare Circle Graphs							•
Read a Cartogram							•



Houghton Mifflin Social Studies Scope and Sequence

HMH Kids Discover Social Studies

Skills Scope and Sequence Grades K–6 *continued*

CRITICAL THINKING SKILLS	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Solve a Problem	•	•	•	•	•	•	
Pose Questions	•	•	•			•	
Examine Clues from the Past	•						
Make a Choice When Buying	•	•	•				
Tell/Distinguish Fact from Fiction	•	•	•	•	•	•	
Tell/Distinguish Fact from Opinion				•	•	•	•
Analyze/Use/ Compare Primary and Secondary Sources		•	•	•	•	•	•
Make an Economic Choice/Decision				•		•	•
Make a Thoughtful Decision				•	•	•	•
Identify Multiple Causes and Effects						•	•
Distinguish Importance of information						•	•
Understand Question-and-Answer Relationships							•
Read an Editorial Cartoon						•	•
Analyze Historical Points of View							•
Think Like a Historian							•

Skills Scope and Sequence Grades K–6 *continued*

PARTICIPATION	Grade K The World Around Us	Grade 1 Families Living and Working Together	Grade 2 Neighborhoods and Communities	Grade 3 Communities, Near and Far	Grade 4 American States and Regions	Grade 5 The United States	Grade 6 The Ancient World
Work Together	•						
Make a Choice by Voting		•	•	•			
Resolve Conflict					•	•	•
Act as a Responsible Citizen							•
Solve a Problem							•

