

INDIANAPOLIS ACADEMY OF EXCELLENCE, INC.

Indianapolis Academy of Excellence

A Challenge Foundation Academy

The mission of Indianapolis Academy of Excellence – A Challenge Foundation Academy is to develop students into literate citizens who are honorable, responsible, and have a creative entrepreneurial spark to continue the innovative spirit the United States was founded upon. We provide a caring and creative environment grounded in the belief of promoting the total development of each child: moral, intellectual, emotional, social, and physical enabling our students to develop strong character and build strong community-based values.

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's designated representative. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:	<u>Indianapolis Academy of Excellence - A Challenge Foundation Academy</u>
Proposed charter school location: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.	<u>Indianapolis, IN</u> <u>Near the Brightwood Neighborhood</u>
School district(s) of proposed location:	<u>Indianapolis Public Schools</u>
Legal name of group applying for charter:	<u>Indianapolis Academy of Excellence, Inc.</u>
Names, roles, and current employment for all persons on applicant team:	<u>Paul Carroll - Attorney at Mercer Belanger, P.C.</u> <u>Jennifer Batra - Business Development and Collaboration Officer for Veterans Affairs</u> <u>Nicola Giant - Managing Director of Social Enterprise Full Circle Education Solutions</u> <u>Anthony Kline - Education Professor at Ball State University</u> <u>Rosemily Geyer - Senior Manager of International Tax Services at Ernst & Young</u> <u>Joan Lange - National Schools Director for TeamCFA</u>
Designated applicant representative:	<u>Joseph Burleson - Challenge Foundation Fellow</u>
Address:	<u>10621 Inspiration Dr.</u> <u>Indianapolis, IN</u>
Office and cell phone numbers:	<u>Office: 317-608-2991 Cell: 317-691-0509</u>
Email address:	<u>burleson@indianapolisacademy.org</u>
Planned opening year for the school:	<u>2014</u>
Model or focus of proposed school: (e.g., arts, college prep, dual-language, etc.)	<u>College Preparatory Blended Learning School</u>

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-3	260
Year 2	K-4	320
Year 3	K-5	380
Year 4	K-6	420
Year 5	K-7	480
At Capacity	K-8	540

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): Indianapolis Mayor's Office

Planned submission date(s): March 1, 2013

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

Authorizer(s): Indianapolis Mayor's Office

Submission date(s): August 1, 2011

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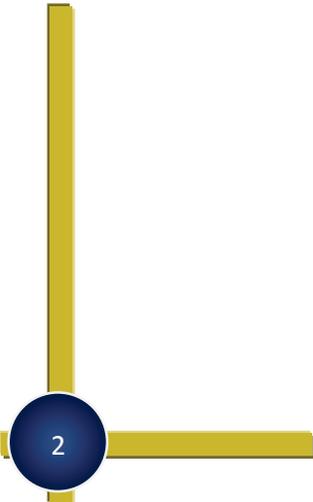
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Executive Summary

Mission and Vision

The mission of Indianapolis Academy of Excellence – A Challenge Foundation Academy is to develop students into literate citizens who are honorable, responsible, and have a creative entrepreneurial spark to continue the innovative spirit the United States was founded upon. We provide a caring and creative environment grounded in the belief of promoting the total development of each child: moral, intellectual, emotional, social, and physical enabling our students to develop strong character and build strong community-based values.

There are three main neighborhoods that IAE-CFA aims to serve: King Park, Fall Creek Place, and Martindale. With the recent closing of the Indianapolis Project School and efforts to revitalize the area, a strong educational choice program will bring sustainability to the area.

Based on data from local districts schools, we anticipate serving a student population of approximately 81.95% African American, 3.55% Hispanic, 9.78% White, and 4.63% Multiracial. We anticipate that 89.51% of our families will qualify for Free and Reduced priced lunch. IAE-CFA also expects to serve an ELL population of 1.15% of our student body.

Educational Need and Target Population

IAE-CFA will offer a K-8 education to the students and families of Indianapolis. The school will open in Year 1 as a K-3 school. Each grade level will consist of three instructional pods. Each pod will contain 20 students or 60 students per grade level. In Year 1, IAE-CFA will begin with 240 students. Each year, as these first three cohorts move up through grade levels, a new class of 60 will enter kindergarten. The enrollment of students is projected in **Figure II-1**.

Year	Grade Levels	Total Enrollment
2014-15	K-3	240
2015-16	K-4	300
2016-17	K-5	360
2017-18	K-6	420
2018-19	K-7	480
2019-20	K-8	540

Figure II-1. The table above displays the projected enrollment at IAE-CFA, beginning with four cohorts in the 2014-2015 school year (Year 1). Each year we will enroll a new cohort of 60 students. In Year 6, IAE-CFA will serve 540 students. As the initial cohorts are promoted on to high school, IAE-CFA will maintain an enrollment of 60 students each year and maintain a capacity of 540 students.

Research has shown that an achievement gap exists between affluent suburban students and students of low-income families. Of four schools within the Indianapolis Public Schools boundaries of our target location, there is a range of ISTEP+ achievement ranging from a high of 42.7% passing both ELA and Math down to 18.8% at the lowest performing school. The average passing rate for the four schools is a dismal 33.65%, well below the state average proficiency which is 71.5%. We intend to close the achievement gap that exists for students on the north side of Indianapolis and exceed the state average within five years.

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Living in poverty often provides little access to the best services such as pre-Kindergarten and early childhood development. We do not know of the access to a plethora of books for children of these neighborhoods other than the Children’s Museum which is two miles away from our targeted location. Therefore we recognize that some of these students may enter IAE-CFA with literacy gaps, although we know full well that every student is capable of achieving at a high level. We intend to close these gaps and provide students with the honor, responsibility, and virtue necessary to compete with children at the highest achieving schools.

The recent closing of the Indianapolis Project School has left a service gap in the neighborhood that we intend to close. Many of the parents and residents in the area indicated they would like to have a quality education option.

Community Engagement

Several months have been spent ensuring community support by meeting with parents, residents, and attending local meetings. Many of the parents we surveyed would like to have their children involved in before and after school activities that are unfortunately not offered at many of the traditional public schools. Residents have stated they are, “Glad to see someone’s doing something in the community,” and IAE - CFA, “Would be a beautiful thing.” Residents have stated they would like a place for their children to go for after school activities and programs. Residents have indicated they would like to have computer and internet access after school, as well as parenting, nutrition, and housekeeping classes for adults. IAE - CFA plans on offering these services to the community once we are operational by partnering with community organizations that will provide workshops, community events, and technology outreach.

We are also taking an active role in the development of the North East Corridor Quality of Life initiative. Our school leader has taken the responsibility to reach out to the community leaders and residents in the immediate area surrounding our proposed location. Our school director will train and engage individuals in a one on one interview process that will give the North East Corridor Quality of Life initiative information needed to improve the neighborhood and plan sustainable community development. Along the way we expect to develop strong relationships with community leaders and residents that will in turn impact our overall standing in the community. IAE-CFA wishes to be a true community partner that helps the community reach a common goal.

IAE - CFA believes it is essential to become a major supporter of the community by allowing existing organizations to utilize space within the school. Creating partnerships will contribute to the success of the school, build trust in the community, and create awareness for IAE - CFA. Following is a list of organizations reflective to those from which we have secured and will seek partnerships: YMCA Before and After School Program, Second Helpings, Girl Scouts of America, Girls Inc., Big Brothers and Big Sisters of Central Indiana, Reaching for Tomorrow, and Junior Achievement. These community partnerships will improve the quality of life for the families served by IAE - CFA.

Education Plan/School Design

The instructional model of IAE-CFA is grounded in our belief that every child has the ability to succeed at high levels. We will accomplish this by developing a school that embraces research-based instructional models, collaborative and aligned curriculum design, strong character education, high academic standards, and an innovative blended learning approach. These components coupled with a highly

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trained staff and leadership will provide students with honor, responsibility, and virtue needed to succeed in their future.

IAE-CFA proposes to radically change the trajectory of underserved children by providing them with a strong literacy foundation starting in kindergarten. The decline of educational opportunity over the years has led to an increasing achievement gap. There is a “positive correlation between a student’s vocabulary size in grade 12, the likelihood that she will graduate from college, and her future level of income.”¹ IAE-CFA will strive to increase the vocabulary of every student in reading, writing, listening, speaking and also build a solid foundation of general knowledge of science, history, and the arts. We understand that knowing more words makes you smarter. Our approach to increasing vocabulary will involve multiple exposures to a word over time so that students can learn that word through context. “The fastest way to gain a large vocabulary through schooling is to follow a systematic curriculum that presents new words in familiar contexts, thereby enabling the student to make correct meaning-guesses unconsciously.”²

The advantages of content-based instruction will allow us to decrease the achievement gap. IAE-CFA will employ an instructional strategy that teaches skills through the use of content. This will allow students to build a broad knowledge base in which students gradually become familiar with words and build vocabulary and learn the skills necessary to interpret the information that is being taught.

To target students’ achievement gaps, we employ a blended learning approach incorporating these specific components: direct instruction, literacy and math workshop, digital instruction, and collaborative research projects. During direct literacy instruction, primary grades will focus on phonics, reading skills, the integration of Core Knowledge, grammar, and spelling. Intermediate grades will focus on reading skills, the integration of Core Knowledge, grammar and writing, and spelling. Literacy and mathematics workshops will engage students in activities that cover a range of previously learned topics. Students in workshop will also be pulled for small group remediation and enrichment based on student needs. Digital instruction in the learning lab for all grade levels will consist of differentiated instruction from online programs such as Compass Learning Odyssey and students will be able to revisit lessons taught by the teacher, complete assignments, and work on collaborative inquiry projects.

Entrepreneurship will be fostered and cultivated throughout the school. Students will participate in entrepreneurial projects throughout their years of study at IAE-CFA. We strongly believe that our economy not only needs a well-educated workforce, but also job creators to build a stronger economy.

The yearly culminating project for students will be the development of businesses. Students will be required to submit business plans, apply for the appropriate permits, and develop a marketing campaign for their business. Students will have the option to form a partnership with another student or create a sole proprietorship. The students will develop an understanding of how businesses work and the role supply and demand plays in the success of a business. All students will have an opportunity to shop around at other businesses and spend the school money they have earned throughout the school year.

IAE-CFA wants to build a culture of entrepreneurs. In today’s economy it is as important as ever to develop and nurture the entrepreneurial attitude so that we will have a new generation of individuals who will become job creators and stimulate economic growth.

¹ A Wealth of Words by E.D. Hirsch

² A Wealth of Words by E.D. Hirsch

Vision for Growth

IAE-CFA plans to open as a Kindergarten through third grade school. Our rationale for opening K-3 is to gain a foothold in the community and build a strong base of students that will thrive in our spiraling curriculum over time. We want to sustain controlled growth over the next five years to avoid problems that may occur in developing a strong school academic and behavioral culture associated with rapid growth.

IAE-CFA plans to add a grade level each year to accommodate students moving up grade levels. We intend to add 60 student seats each year until we reach full capacity at eighth grade in the fall of 2019. This controlled growth will allow IAE-CFA to develop students into literate, honorable and entrepreneurial citizens.

Governance and Leadership

IAE-CFA will work with Team CFA to assist with the development and oversight of the school. Team CFA is a national network of public charter schools that is dedicated to the mission of student achievement, academic excellence, measurable results, and bringing school choice to more students and their families. There are currently eight Team CFA schools in three states serving more than 4,000 students. Team CFA believes that the success of each student takes the active participation, communication, and commitment of the teacher, student, and parent working in collaboration. By fostering this partnership between all the stakeholders a strong culture of expectation, achievement, and results will be built.

The founding board members of IAE-CFA - CFA are a diverse group of professionals skilled in various business disciplines. This highly skilled and diverse group of professionals, including a community business owner, a local attorney, an advisor with experience applying for and managing grants and operations, a university professor, a financial expert, and a representative from Team CFA are devoted to establishing a charter school that succeeds in preparing children to reach their fullest potential. All Board members share a belief that every child can learn and deserves a quality education.

The governance structure of the school will be composed of a board of directors and other standing committees that will have set duties and responsibilities as outlined in the by-laws. The standing committees will consist of, but not limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the Board of Directors will be, but not limited to, final approval of the budget, the development of school policy, and dismissals and election of the board officers.

Section I: Evidence of Capacity

Founding Group

Founding Group Membership

IAE - CFA will work with Team CFA to assist with the development and oversight of the school. Team CFA is a national network of public charter schools that is dedicated to the mission of student achievement, academic excellence, measurable results, and bringing school choice to more students and their families. There are currently eight Team CFA schools in three states serving more than 4,000 students. Team CFA believes that the success of each student takes the active participation, communication, and commitment of the teacher, student, and parent working in collaboration. By

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fostering this partnership between all the stakeholders a strong culture of expectation, achievement, and results will be built.

The founding board members of IAE - CFA are a diverse group of professionals skilled in various business disciplines. This highly skilled and diverse group of professionals, including a community business owner, a local attorney, an advisor with experience applying for and managing grants and operations, a university professor, and one representative from TeamCFA are devoted to establishing a charter school that succeeds in preparing children to reach their fullest potential. All Board members share a belief that every child can learn and deserves a quality education.

Indianapolis Academy of Excellence, Inc. is the legal entity that will organize and operate the school. The governance structure of the school will be composed of a board of directors and other standing committees that will have set duties and responsibilities as outlined in the by-laws. The standing committees will consist of, but not limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the Board of Directors will be, but not limited to, final approval of the budget, the development of school policy, and dismissals and election of the board officers.

The following individuals will serve on the Indianapolis Academy of Excellence – A Challenge Foundation Academy Board:

Jennifer Batra	Business Development and Collaboration Officer for Veterans Affairs
Paul Carroll	Lawyer at Mercer Belanger, P.C.
Nicola Giant	Managing Director of Social Enterprise Full Circle Education Solutions
Anthony Kline	Elementary Education Professor at Ball State University
Joan Lange	National Schools Director for Team CFA
Rosemily Geyer	Senior Manager for International Tax Services at Ernst and Young

The roles and responsibilities of board members include:

1. Ensure the philosophy and mission of the school are followed in compliance with Indiana law
2. Ensure that student performance is monitored and the school is meeting Adequate Yearly Progress
3. Ensure operational efficiency by approving and monitoring annual budgets and plans
4. Support school management, parents, teachers, and students
5. Ensure legal and ethical integrity to maintain accountability
6. Establish policies which help the school achieve its mission and educational program

Our founding group was brought together by the active recruitment of the School Director. The School Director sought out professional individuals in the community and motivated them to further the mission. Our board of directors is committed to seeing the mission of IAE-CFA fulfilled and are passionate about the success of the school. The full resumes for all board members can be found in Attachment 1.

Founding Group's Qualifications

The Board of Directors' collective qualifications will establish a high-quality school for students in Indianapolis. Mrs. Batra has extensive experience in managing and soliciting various grants from federal and state agencies. Her experience will lead IAE-CFA to meet the full requirements of state and federal

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grant reporting measures. Mrs. Batra's experience will extend IAE-CFA's financial and business management and fiscal sustainability of our program.

Ms. Lange serves as the national school director for all of the Challenge Foundation Academies in several states. Ms. Lange has played an integral role in many school start-ups over the past few years. Her work includes seeking out communities in need of a high quality charter school that offers a rigorous K-12 curriculum, including the Core Knowledge curriculum in grades K-8 and a college preparatory high school model. She also has served on all of the TeamCFA school boards, currently serving on five of them. Ms. Lange has written several charter school applications for TeamCFA and continues to work in the area of charter school development in specified regions of the country. Ms. Lange assists in forming local school boards engaging them in training that includes long range planning, fiscal responsibility, academic best practices, including school policy, procedures and assessment. Currently nine schools are operating in the TeamCFA Network with several schools in the development stage. Ms. Lange's work has contributed to more than twenty million in grants to charter schools in the nation. Ms. Lange developed and manages the TeamCFA Fellowship Program. She selects Fellows and arranges training sessions throughout the year, which includes sessions with all ten TeamCFA committee chairs as well as outside consultants. Ms. Lange's experience will help ensure the development of strong school leadership, administration and governance. Her experience will also ensure that IAE-CFA maintains strong performance.

Nikki is an entrepreneur and educator, experienced in supporting the social and emotional well-being of children and young people. Nikki is the founder and Managing Director of Full Circle Education Solutions, a non-profit social enterprise that connects children and young people to their potential through a range of educational and extra-curricular programs to raise aspirations, attainment and school attendance. Full Circle's training, resources, events and consultancy services explore a range of youth issues including bullying, inequality, homophobia, media literacy, poor body image, domestic abuse, and low aspirations. She has previously enjoyed career success at Girl Scouts of Central Indiana, helping to extend their programming to girls in under-served areas, and in the UK she was employed to initiate, design, and develop a city-wide anti-bullying strategy, creating a highly successful and well-publicised strategic response to support schools, youth, and community settings to prevent and effectively respond to bullying. Nikki's experience is invaluable to our parent and community engagement as well as our curriculum and instruction for building a positive school culture. Her experience in starting a non-profit business is a valuable asset in the financial, business, and operations management of IAE-CFA.

Mr. Carroll concentrates his practice in Construction Litigation, Mechanic's Liens and other Construction Payment Remedies, Contract Drafting and Review, Real Estate Law, Rezoning and Variance Issues and Corporate and Business Litigation. He represents residential and commercial builders, subcontractors and owners in their various construction disputes, zoning and variance issues and contract preparation and review. Additionally, Paul represents title insurance companies and individual clients in litigation and alternative dispute resolution of real estate title disputes. He also dedicates a substantial amount of time in assisting his clients in addressing and resolving general business matters. His experience in construction and real estate law is instrumental during our start-up phase with facilities management. Mr. Carroll will work in close collaboration with TeamCFA properties to find and develop a suitable property for our operation.

Dr. Kline is an assistant professor in the Department of Elementary Education at Ball State University. He has been recognized as an Emerging Leader by PDK International, a global association of education

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professionals. The PDK Emerging Leader program recognizes top educators under age 40 from around the world for their leadership. A committee made up of PDK's past Emerging Leaders selected the 22 honorees from a competitive field of applicants, based on their outstanding professional accomplishments. Kline created the Malawi Field Study, an international program in which he leads preservice elementary educators to the developing country of Malawi, Africa. In addition, Kline leads an immersive learning program where students work to develop strategies to increase the number of male mentors in local communities. Kline is a member of the PDK International Ball State University chapter, American Association of Colleges for Education, Association for Childhood Education International, Association of Teacher Educators, National Association for Education of Young Children, and Society for Research in Child Development. Mr. Kline's experience and passion will aid the development of a strong curriculum, instruction, and assessment plan for IAE-CFA.

Rosemily is a Senior Tax Consultant at Ernst & Young in Indianapolis, Indiana. She graduated with a Bachelor of Business Administration in Accounting from The College of William and Mary. She is actively involved in community activities and boards. Rosemily's expertise and experience includes: first-generation Hispanic American, bilingual in Spanish, Project Management, Tax Strategic Planning, Account Billing, Client Management, and Forecasting/Trend Projection. Rosemily's experience in accounting and serving on other charter school boards through their start-up phases will provide expertise in the financial, business, and operations management of IAE-CFA.

TeamCFA

TeamCFA will play an integral role in the development of IAE-CFA. TeamCFA will assist the school through various start-up activities as well as once fully established. TeamCFA provides support assistance at no cost to any of its network schools. TeamCFA requires schools to sign an Affiliation Agreement to ensure the commitment in following and assessing the academic, business, and governance programs as presented in the Affiliation Agreement.

The TeamCFA Marketing includes the TeamCFA website, marketing and promotional materials, the Connect CFA magazine, logo development, teacher discussion board, and assistance with setting up school emails.

TeamCFA provides supplemental Core Knowledge training through the annual TeamCFA Conference that is fully funded by the Challenge Foundation. In addition, TeamCFA provides the online license to Compass Learning, which provides lessons to help students who are below proficient levels as well as those that need enrichment. Training is provided to all teachers. Compass Learning is aligned with the NWEA assessment that all CFAs use in order to provide network and nationally normed assessment data.

The Core Knowledge Foundation has agreed to offer to all TeamCFA schools a 10 percent discount on Core Knowledge training and 15 percent discount on Core Knowledge resource materials.

TeamCFA provides ongoing board training and recruitment for all CFAs. In addition to the board training, TeamCFA holds periodic board dinners and staff/board luncheons for the purpose of furthering the "community" culture of the TeamCFA network.

The TeamCFA Board and Committees are dedicated to providing assistance and guidance to all CFAs. The TeamCFA committees consist of the academic committee, business committee, governance

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committee, marketing committee, public relations committee, educational technology committee, community relations committee, and properties committee.

School Leader and Leadership Team

The School Director selected for IAE-CFA is Joseph Burleson. Mr. Burleson is the current Challenge Foundation Fellow at the Challenge Foundation Academy, a successful charter school in Indianapolis. Mr. Burleson's role as a Challenge Foundation Fellow is to gain the experience necessary to start and operate a high-quality charter school.

As a Fellow, Mr. Burleson is responsible for planning improvements in student performance, school design/instructional practices, financial management, customer satisfaction, and new school development. This experience makes him a qualified candidate for the successful operation of IAE-CFA. Mr. Burleson is also responsible for guiding the Challenge Foundation Academy's vision for learning, setting standards for student achievement, providing leadership, direction and support of the school's instructional program plans. Mr. Burleson provides instructional leadership in advancing proven teaching and learning practices. He leads several professional development sessions for the Challenge Foundation Academy during professional development days and staff meetings. Mr. Burleson is also a TAP certified administrator who regularly observes and evaluates teachers at the Challenge Foundation Academy. Mr. Burleson plays an important role in the development and management of the school budget. He aids in the supervision of the operations of the Challenge Foundation Academy. Mr. Burleson has demonstrated through his fellowship role that he is capable and possesses the skills necessary to operate a high-quality charter school.

Mr. Burleson will work full time throughout the authorization process and lead the development of the school after approval. Mr. Burleson will continue to serve as a Challenge Foundation Fellow throughout this phase of operation and will receive compensation from TeamCFA until the school is funded and operational. The qualifications of Mr. Burleson can be found in Attachment 2.

The Assistant School Director/Curriculum Director at IAE-CFA will be a critical member of the leadership team. He/she will work closely with the school director in shaping what we teach our students, how we help them grow, our central measures of growth and the environment in which they will thrive. The assistant director will be the main point of contact with the Core Knowledge Foundation and will ensure the successful implementation of the Core Knowledge Sequence. He/she will employ effective practices of support and collaboration with teachers in implementing the Core Knowledge curriculum with fidelity and continuous attention to high standards of student achievement. The Assistant School Director/Curriculum Director has not been identified. IAE-CFA will begin recruitment for this position immediately after approval and will begin advertising the open position in May 2014. IAE-CFA will select a candidate by no later than July 7, 2014. The timeline and criteria for hiring administrative staff can be found in Attachment 3.

Governance

Legal Status and Governing Documents

Indianapolis Academy of Excellence, Inc. is the legal entity that will organize and operate the school. The governance structure of the school will be composed of a board of directors and other standing committees that will have set duties and responsibilities as outlined in the by-laws. The standing committees will consist of, but not limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the Board of Directors

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will be, but not limited to, final approval of the budget, the development of school policy, and dismissals and election of the board officers.

IAE-CFA is fully incorporated with Bylaws and has filed for federal tax-exempt status from the IRS by submitting a 501(c)(3) application. The governance documents can be found in Attachment 4. The Statement of Assurances can be found in Attachment 5.

Governing Board

Governance Structure and Composition

The founding board members of IAE-CFA are a diverse group of professionals skilled in various business disciplines. This highly skilled and diverse group of professionals, including a community business owner, a local attorney, an advisor with experience applying for and managing grants and operations, a university professor, and two representatives from Team CFA are devoted to establishing a charter school that succeeds in preparing children to reach their fullest potential. All Board members share a belief that every child can learn and deserves a quality education.

The roles and responsibilities of board members include:

1. Ensure the philosophy and mission of the school are followed in compliance with Indiana law
2. Ensure that student performance is monitored and the school is meeting Adequate Yearly Progress
3. Ensure operational efficiency by approving and monitoring annual budgets and plans
4. Support school management, parents, teachers, and students
5. Ensure legal and ethical integrity to maintain accountability
6. Establish policies which help the school achieve its mission and educational program

The initial governing board will be composed of those persons involved in the development of the charter school. After the initial acceptance of the charter application, the board will consist of no more than eleven members and no fewer than four members. The selection of one additional member will be left to vote of the parents and will come from those persons who have a student in attendance at the school at the time of the election.

The Board will be representative of the community it serves with a parent/community representative serving on the board at all times. The board as a whole will select the remaining board members by a majority vote of those members presently seated and serving an active term of office.

As the board transitions from a founding board to an operational board, the new board will be made up of an equal number of one, two, and three-year terms. The length of the initial terms will be decided by a lottery drawing. As the one and two year terms expire, the members will be eligible to be re-elected to a full three-year term allowing terms to be staggered and maintaining the smooth transition of board members. It will also assure the IAE-CFA and mission of the school remains the focus of new members. Membership on the board is not restricted by term limits.

The board will institute policy with the guidelines of Federal and State law and the principles of the Indianapolis Academy of Excellence to assure the effective, efficient, and safe operation of the school. Board member information sheets can be found in Attachment 6.

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Pre-Existing Nonprofit Organization

Indianapolis Academy of Excellence, Inc. is the nonprofit organization governing the school. All decisions made regarding the school will be made by the IAE-CFA Board of Directors.

Governing Entity's Responsibilities

The roles and responsibilities of the board will include the general oversight of the fiscal management, basic education and policy development of the school. The board will be responsible for the sound fiscal management of the non-profit which includes approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. The chair of the Development Committee will inform the board of all fundraising activities. All fundraising activities must be endorsed by a majority vote of the board prior to the beginning of any such activity.

The day-to-day implementation of this plan is the responsibility of the executive director. The board will be responsible for the evaluation of the executive director. The executive director will be responsible for the hiring and evaluation of the staff and will report at least on an annual basis as per that evaluation.

Procedures

The IAE-CFA Board of Directors has met thirteen times since June 2011. The Board of Directors holds a monthly meeting on the second Wednesday of the month. The Board of Directors plans to continue meeting on a monthly basis moving forward with a focus on authorization activities, start-up activities, and community outreach.

The Executive Committee will be composed of seated board members who are elected officers of the Board (president, vice president, secretary, and treasurer). The role of this committee will be to execute the duties of the board as directed by the board. These duties may include, but are not limited to, hearing appeals, reviewing potential conflicts of interest, seeking business partnerships, etc.

The Finance Committee will consist of the Board Treasurer and the executive director and any other persons as appointed by the board chair. The main duty of this committee will be to establish the school budget and oversee the implementation of that budget. This committee or its designee will report directly to the Board at each meeting of the Board.

The Nomination Committee will be made up of seated board members and members appointed by the board chair. The main function of this committee will be to evaluate the representative needs of the board and supply a slate of candidates to fill any vacated seats that are Board appointed. The committee will prepare a slate of candidates for the annual board meeting.

The Development Committee will be responsible for any major fundraising activities of the school. The school will have at least one major fundraiser during each school year. The Board Treasurer will be a member of this committee but will not be required to chair this committee. The executive director will act in an advisory capacity as a voting member of all standing committees.

Once approved, IAE-CFA fully intends on complying with Indiana's Public Access Laws and other laws required by the State of Indiana. The Board of Directors will meet in a location that is accessible by the community surrounding the proposed school location and will provide online access for the viewing and participation in all board meetings of any individual wishing to attend the meeting but unable to attend

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in person. The agenda and minutes of every board meeting will be published on the school's website under the governing board section. All school policies approved by the Board of Directors will be available for viewing on the school's website.

Ethics and Conflicts of Interest

The governing board of Indianapolis Academy of Excellence – A Challenge Foundation Academy is guided by principles that create a strong academic and fiscally responsible culture. These core beliefs are designed to guide the board of directors in the decisions made to ensure high academic standards, champion free-market principles, create a financially sustainable cost effective school, and provide effective oversight.

1. The board will strive to make decisions that produce a culture of young American citizens who are prepared and informed to continue the American experiment.
2. The board will maintain policies and practices that identify and properly compensate the many professionals who are developing our next generation of Americans.
3. The board will maintain a financial plan that recognizes the need to deliver these new young Americans at the best possible value to the taxpayer.
4. The board is committed to transparency and will allow all stakeholders to participate and review procedures, policies, and actions discussed and adopted by the board.

All actions taken by the governing board will adhere to the principles and core beliefs above. When contemplating entering into a transaction or arrangement, the Board of Directors will consult the Conflict of Interest policy to determine if any conflict exists. In the event a conflict does exist, the transaction or arrangement will be voided. Any motion to approve transactions, policies, etc., will be discussed in the frame of the adopted code of ethics to determine if the final decision is good practice and ensures high academic standards, champion free-market principles, create a financially sustainable school, and provide effective oversight.

A copy of the code of ethics and Conflict of Interest Policy can be found in Attachment 7.

Advisory Bodies

Indianapolis Academy of Excellence – A Challenge Foundation Academy will have six standing committees and develop a parent organization. These advisory bodies will report to the Board of Directors at monthly meetings. The committees include:

The Executive Committee will be composed of seated board members who are elected officers of the Board (president, vice president, secretary, and treasurer). The role of this committee will be to execute the duties of the board as directed by the board. These duties may include, but are not limited to, hearing appeals, reviewing potential conflicts of interest, seeking business partnerships, etc.

The Finance Committee will consist of the Board Treasurer and the executive director and any other persons as appointed by the board chair. The main duty of this committee will be to establish the school budget and oversee the implementation of that budget. This committee or its designee will report directly to the Board at each meeting of the Board.

The Nomination Committee will be made up of seated board members and members appointed by the board chair. The main function of this committee will be to evaluate the representative needs of the

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The Development Committee will be responsible for any major fundraising activities of the school. The school will have at least one major fundraiser during each school year. The Board Treasurer will be a member of this committee but will not be required to chair this committee. The executive director will act in an advisory capacity as a voting member of all standing committees.

The Academic Committee will be responsible for ensuring the school maintains high academic standards and that students are reaching academic goals. The committee will comprise of the School Director, Assistant School Director/Curriculum Director, and master teachers.

The Operations Committee will be responsible for the daily operations of the school and ensure that the building is being properly maintained. The committee will comprise of the School Director and contracted Business Operations Director.

The school leadership will form a team, led by the school director, which will assist the parents in the organization and development of a parents' organization. The administration will assist in the development of by-laws and a communication component that will assure the smooth movement of information from the school's leadership to the parents' organization and from the parents' organization to the school's leadership. The school director will communicate this information to the board.

Grievance Process

We believe that each student is a unique individual with unique personal, social, and educational needs. As a result, every academic and disciplinary situation is unique in nature. Consequences for misbehavior and poor academic performance provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences. The Indianapolis Academy of Excellence – A Challenge Foundation Academy staff dedicates itself to following a set of core beliefs that provide a guide for dealing with academics and student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event that we operate in ways that appear to be inconsistent with these core beliefs. If a student and/or parents feel that they are being treated unfairly, they should request a "due process" hearing.

A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

If an informal due process hearing does not alleviate the situation, the parents will be encouraged to fill out a due process request form made available to anyone upon request. The due process request will be forwarded to the Board of Directors, which will in turn place the request on the agenda for the next

scheduled board meeting. The Board of Directors will review the request, hear from the individuals of all parties involved, and make a final decision on how the situation will be handled.

Section II: School Design

Education Plan

Curriculum and Instructional Design

The educational philosophy of IAE - CFA is to offer the highest quality education to every child. This will be accomplished by developing a school that embraces scientifically based instructional models and rigorous academic standards based on the foundation of responsibility, honor, and virtue. IAE - CFA will build an instructional model that utilizes effective teacher led practices that address the needs of the students including Core Knowledge, entrepreneurship, financial literacy, and modern technology to enhance the learning of all students. These components in conjunction with a highly qualified staff will prepare our students to become productive citizens and lifelong learners.

IAE - CFA will become a centralized hub within the community connecting existing programs, services, and resources to provide an alternative choice of education for families including free educational services to students and community members to increase knowledge of financial issues and in turn reduce debt and income disparity.

IAE - CFA will work to support, advocate for and empower children and their families by applying educational, social and economic resources that move the community towards self-sufficiency.

The staff of IAE - CFA will draw upon our experiences in working together as a community to develop and implement curricula that discovers and supports the special characteristics and unique learning styles of urban students. IAE - CFA will also strive to create a collaborative teaching environment where teachers can be part of content and grade level teams and serve in leadership roles. Our teachers will form critical relationships with students, parents, and staff to form a powerful bond in affecting the educational opportunities of our students. The core curriculum scope and sequence can be found in Attachment 8.

Core Knowledge

IAE-CFA proposes to radically change the trajectory of underserved children by providing them with a strong literacy foundation starting in kindergarten. The decline of educational opportunity over the years has led to an increasing achievement gap. There is a “positive correlation between a student’s vocabulary size in grade 12, the likelihood that she will graduate from college, and her future level of income.”³ IAE-CFA will strive to increase the vocabulary of every student in reading, writing, listening, speaking and also build a solid foundation of general knowledge of science, history, and the arts. We understand that knowing more words makes you smarter. Our approach to increasing vocabulary will involve multiple exposures to a word over time so that students can learn that word through context. “The fastest way to gain a large vocabulary through schooling is to follow a systematic curriculum that

³ The Making of Americans by E.D. Hirsch

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presents new words in familiar contexts, thereby enabling the student to make correct meaning-guesses unconsciously.”⁴

The advantages of content-based instruction will allow us to decrease the achievement gap quickly. IAE-CFA will employ an instructional strategy that teaches skills through the use of content. This will allow students to build a broad knowledge base in which students gradually become familiar with words and build vocabulary and learn the skills necessary to interpret the information that is being taught.

To target students’ achievement gaps, we employ a blended learning approach incorporating these specific components: direct instruction, literacy and math workshop, digital instruction, and collaborative research projects. During direct literacy instruction, primary grades will focus on phonics, reading skills, the integration of Core Knowledge, grammar, and spelling. Intermediate grades will focus on reading skills, the integration of Core Knowledge, grammar and writing, and spelling. Literacy and mathematics workshops will engage students in activities that cover a range of previously learned topics. Students in workshop will also be pulled for small group remediation and enrichment based on student needs. Digital instruction in the learning lab for all grade levels will consist of differentiated instruction from online programs such as Compass Learning Odyssey, and students will be able to revisit lessons taught by the teacher, complete assignments, and work on collaborative inquiry projects.

The Core Knowledge Sequence coupled with a low student-to-teacher ratio will be the foundation of the curriculum. IAE - CFA will enhance the Common Core Standards with the Core Knowledge Sequence to create an overall program of study that will include the depth necessary to meet the needs of all students. The alignment of Core Knowledge with the Common Core Standards will serve two purposes.

First, it will assist students who have not had the benefits of a home rich in literature. Core Knowledge brings authentic literature and rich vocabulary to the classroom. The design of the curriculum will allow students to experience the world through literature utilizing the technology within the school building. Teachers will be able to engage students of all learning styles through thematic and integration based activities. This approach will motivate students who do not benefit from the traditional method of instruction most schools utilize.

Second, we believe that every person in a diverse democratic society deserves equal access to the common knowledge base that draws together its people, while recognizing our differing traditions and contributions. After researching possible curricula, the Core Knowledge Philosophy believes that offering universal access to this shared knowledge is a primary duty of schooling, critical to literacy, and to the closing of the achievement gap between ethnic and racial groups. Most important of all, we believe that shared knowledge, a shared narrative, and shared ideals of liberty and tolerance are indispensable ingredients for effective citizenship and for the perpetuation of our democratic institutions.

The implementation of Core Knowledge has shown highly significant gains in student performance on state standardized tests. Oklahoma City Public Schools is an urban district with 67 elementary schools. At the time of the study about half of the schools were using the Core Knowledge curriculum. Researchers began by determining which students in Oklahoma City were being taught the Core Knowledge curriculum and which were not. Next, they used a computer to randomly match students in Core Knowledge classrooms with similar students in non-Core Knowledge schools. The computer matched students with the same characteristics on seven variables: grade level, sex, race/ethnicity, free-

⁴ The Making of Americans by E.D. Hirsch

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lunch eligibility, Title-I eligibility, special-education eligibility, and pre-score on the Iowa Test of Basic Skills (ITBS). This matching procedure yielded 339 matched pairs of Core Knowledge students and non-CK students. The two groups were statistically indistinguishable, except that the members of one group were taught Core Knowledge while the members of the other group were not. Since the two groups of students were so precisely matched at the beginning of the school year, one would expect them to post nearly identical average scores at the end of the school year. However, the students who had spent the year in Core Knowledge classrooms outscored the control students in seven of the eight categories on the ITBS. The Core Knowledge students posted significantly higher scores in reading comprehension (58.1 vs. 55.1), vocabulary (59.8 vs. 55.3), science (58.7 vs. 55.8), math concepts (61.4 vs. 59.2), and social studies (58.3 vs. 53.4). The greatest gains — in reading comprehension, vocabulary, and social studies — were computed to be statistically “highly significant.” Core Knowledge has been proven to raise student achievement when implemented with fidelity.⁵

For students, Core Knowledge provides a broad base of knowledge and the rich vocabulary needed for reading achievement and academic success. For schools, Core Knowledge provides a plan for coherent, sequenced learning from grade to grade, promotes teamwork and a school-wide focus, and enables schools to work more effectively while meeting and exceeding state standards. For parents and communities, Core Knowledge enhances accountability and parental engagement by providing a clear outline of what children are expected to learn in school and provides a common ground for communication—in school and in life.

The Core Knowledge Curriculum offers students a strong base of content, which is sequenced to provide a solid background of knowledge. The specificity of the content eliminates the gaps and repetitions. Through Core Knowledge literature and in-depth historical profiles, the curriculum gives children a strong knowledge base in a wide variety of subject areas. Core Knowledge covers all the subjects including, Reading/Language Arts, Mathematics, Science, and Social Studies. Combined with the basics of the Common Core Standards, students will be given multiple opportunities to investigate the world enhancing their skills to critically assess their role in that world. Students who have been exposed to an experientially rich environment will find the Core Knowledge curriculum opens their world to in-depth critical inquiry. It allows students to learn rich content material.

We plan to appoint one of our leaders to serve as Director of Curriculum and Assessment. One of this person’s most important duties will be training our faculty in the basic structure and theoretical basis on which the Core Knowledge program rests. From there, our Curriculum Director will guide the teachers at IAE-CFA in crafting a school-wide, year-long curriculum plan, based on both the Core Knowledge Sequence and the Common Core State Standards. (The work the Core Knowledge Foundation has done, arranging content in a logical fashion, closely aligned with the Common Core, is a critical tool in this process.) Given the significant time required to construct this plan, IAE-CFA expects, at least initially, to lean heavily on the work we have done creating a school-wide plan at Challenge Foundation Academy.

IAE-CFA aims to be an official Core Knowledge Visitation School within five years (2018-2019). We are committed to teaching at least 95% of the Core Knowledge Sequence at each grade level, for it is the best way to ensure our students have the mastery of content they need to meet the rigors of a college preparatory program and to set their own IAE-CFA for the future.

⁵ Core Knowledge Study on Oklahoma City Schools

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While we believe deeply in the importance of a solid, sequenced, content-rich curriculum, we also know from experience the importance of flexibility and being able to adapt our program, based on the learning needs of the children in our care. Our teachers need a firm mastery of content; they also need to be able to access a wide range of intervention resources and research-based instructional strategies to ensure our students make ample progress. In order to help us adapt our educational program to the needs of each learner, we plan to create and maintain Individualized Learning Plans (ILP's) for each IAE-CFA learner. We expect to use these ILP's to track the progress of each learner, especially those who may be still learning English (i.e. ELL), disabled, or not yet reading at grade level. We also anticipate devoting considerable resources to building classroom libraries, featuring a variety of books at each student's reading level to facilitate and encourage each child's progress.

Students identified as learning-disabled will be provided the instruction and services per their Individual Education Plan (IEP). We will employ a Response to Instruction (RtI) plan to help us track students' progress, allocate intervention resources and make sure that each child has the essential support and materials they need to grow. We intend to assess student learning throughout this process, using both formal and informal means of measuring their progress. We plan to follow an inclusion model in providing supplemental services for students with special learning needs and offer tutoring after school, focusing specifically on math and reading achievement. Ongoing assessment will take place in order to accommodate each student appropriately.

Blended Learning

We know that schools today are experiencing budget cuts across the board and there needs to be a solution to this problem. Our current system of traditional education, one teacher for each classroom of students, needs to be reformed to accommodate for these changes in revenue. One way to solve this problem is to move to a blended learning environment.

Blended learning provides the best of traditional education and the integration of technology. With the cost of technology continuing to fall and the availability of online individualized curriculum, it makes perfect sense to bring these two methods together. It is financially unsustainable to recruit and retain high quality master teachers, the top 25%, for every classroom in a school because of the salary they would require. We have to find a solution to this problem.

We know that the top 25% of teachers already achieve results that would enable all of our children to meet and exceed standards and these teachers help students make approximately three times the progress of students who are assigned to teachers in the bottom 20-25%. Children, who start one year behind, catch up by having excellent teachers two years in a row. Children who start on grade level are able to leap further ahead like "gifted" peers every year they have excellent teachers. How do we get excellent teachers into every classroom? The answer is simple, with blended learning.

Our model of blended learning will utilize the rotation model approach. This model allows for students to rotate through three pods throughout their day. One pod is devoted to direct instruction provided by a teacher. A pod station is devoted to a collaborative workshop led by the teacher's assistant. A third pod is devoted to individualized digital instruction in a computer lab setting. These stations keep instruction moving at a brisk pace throughout the day minimizing the down time associated with traditional classrooms.

The rotation model will allow for a grade level of 60 students to be divided into three groups of twenty. This will allow for one to two teachers to instruct 60 students throughout the day, lowering the student

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to teacher ratio from 60:1 to 20:1 for instruction and collaborative group work. This model helps reduce the personnel budget of a school by nearly \$500,000 per year making it a responsible use of taxpayer money.

Grade levels will be grouped into three categories of blended learning. Beginning with 100% of instruction being teacher led and ending with a blended 50% teacher led instruction and digital instruction. The following highlights how blended learning continuum will look for Kindergarten through eighth grade.

Delivering curriculum through modern technology is a strong focus of IAE - CFA. In order for students to adapt effectively to an ever-changing and interdependent world they must stay abreast of technological advances and learn to maximize technologies potential as a learning tool.

Technology will be available to each student through Nooks, computer labs, and wireless internet. In addition, staff development will guide understanding and use of technology within the instructional process. Teachers will be competent in basic aspects of technology use to assure they have the confidence necessary to implement technology in educational programs. Teachers must have the basic knowledge of Microsoft Suite and will be expected to integrate the use of technology into their presentations and lesson plans. Teachers should encourage children to improve their academic skills while enhancing their technology skills.

We aim to provide an educational environment that utilizes a rotational model of blended learning. Blended learning provides the best of traditional education and the integration of technology. With the cost of technology continuing to fall and the availability of online individualized curriculum, it makes perfect sense to bring these two methods together. This rotation model allows for students to rotate through three pods throughout their day. One pod is devoted to direct instruction provided by a teacher. A pod station is devoted to a collaborative workshop led by the teacher's assistant. A third pod is devoted to individualized digital instruction in a computer lab setting. These stations keep instruction moving at a brisk pace throughout the day minimizing the down time associated with traditional classrooms.

Phonics: Grades K-2

IAE - CFA believes that fluent readers must have a solid foundation of reading based in phonics. Read Well, a reading program recommended by the Core Knowledge Foundation, will serve as the basis for building phonological awareness. Read Well meets the student at his or her skill level and provides daily instruction in the five essential components of reading. Explicit, systematic instruction guides students to master the foundational reading skills necessary for fluent, expressive reading with a high level of comprehension. Read Well's interwoven program allows teachers to differentiate instruction to achieve maximum results:

- Age-appropriate whole-class instruction
- Small-group placement determined by assessed skill level
- Skills taught to mastery in small-group lessons
- Targeted extra practice and reinforcement
- Ongoing assessment to monitor progress and guide pacing

The different levels of Read Well have overlapping sound sequences, providing extra opportunities for skill development across grade levels. High-frequency sounds are introduced before introducing less

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frequently used sounds. Read Well's small-group instruction allows each student to establish a critical primary reading foundation. Multiple entry points and varied lesson plans allow each child to progress at a pace appropriate to his or her development. Whole-class instruction supports the skills and content learned in small-group settings. Students receive age-appropriate whole-class instruction throughout the year on grade-level content that aligns with Indiana State Standards. For children learning the English language, Read Well helps students learn the patterns of English, master the basics of English, participate in conversation, and begin to use the language patterns in other settings and situations.

Spelling: Grades 3-5

Spelling for Writers published by Great Source, will serve as the main component of the spelling curriculum. Spelling for Writers is designed to help students develop the spelling and literacy skills they need to be successful, independent spellers, readers, and writers. Spelling for Writers is based on word patterns and word features such as phonics, word parts, word meanings, and special words.

Writing/Grammar

IAE - CFA will utilize the 6+1 Traits Writing model for all grade levels. 6+1 Traits provides students with the tools necessary to construct meaningful, coherent pieces of writing. The 6+1 Traits is an analytical writing system developed for teachers and students to instruct and assess important components of skillful writing. The traits include:

- Ideas: the heart of the message
- Organization: the internal structure of the piece
- Voice: the personal tone and flavor of the author's message
- Word Choice: the vocabulary chosen to convey meaning
- Sentence Fluency: the rhythm and flow of the language
- Conventions: the mechanical correctness
- Presentation: how the writing actually looks on the page

Students in 1st and 2nd grade will experience an English program that stems from the Read Well phonics curriculum. Read Well Spelling and Writing Conventions are 30 minute lessons that can be done with either small-groups or whole-group settings. Daily dictation lessons help students translate spoken into written English and master the conventions of sentence writing. Exercises focus on vocabulary, parts of speech, handwriting, and revision.

Third through 8th grade will utilize the Write Source curriculum. Write Source supports students through all stages of the writing process with student models, integrated activities, and connections to the 6+1 Traits of writing curriculum. Write Source provides key writing forms covered in detail, differentiated instruction to meet the needs of all students, and strategies for writing across the curriculum and on writing assessments. The activities and strategies presented are based on current research and best instructional practices. In the Write Source program, grammar instruction and practice is emphasized because gaining control of the mechanics of writing is clearly important to becoming an effective writer. Research has shown the grammar lessons taught without making connections to the context of authentic writing do not help students better write or edit their own work.

Mathematics

Our mathematics curriculum will focus on the basics. We believe that children need to learn and be proficient in basic math concepts before higher-level concepts are introduced. Children who move on to higher-level math concepts before they become proficient in the basics of math are more prone to

failure because they are not ready and do not have sufficient background in basic math. Our math instruction will progress from concrete, through pictorial, to abstract. We believe that math concepts should be built upon preceding levels rather than re-teaching concepts year after year. This spiral approach will eliminate wasted instructional time and prove to be an efficient way of teaching math.

Math in Focus: The Singapore Approach will be the math curriculum for all students in kindergarten through fifth grade. Math in Focus offers the authentic Singapore math pedagogy with fewer topics taught in greater depth at each grade level. The program features visual representations and modeling strategies to solve complex problems, a consistent concrete-pictorial-abstract progression, and strong development of conceptual understanding, place value, and computational fluency. This enables students to understand the “how” as well as the “why” of math concepts.

The Singapore method will be extended for sixth through eighth grade students. New Elementary Math follows the sequence put into place in kindergarten through fifth grade. Instruction will progress from concrete-pictorial-abstract.

- In Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.
- In Grade 1, instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.
- In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.
- In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.
- In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.
- In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

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- In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.
- In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
- In Grade 8, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.⁶

History and Science

As with other part of our curricula, we expect to build our Social Studies and Science curricula around the Core Knowledge Sequence as well as grade level standards and objectives included in the Common Core. Consistent with current practice at Challenge Foundation Academy, we plan to teach many of the History and Science topics through effective use of our Reading and Language Arts block, so that students are mastering not only essential reading skills and strategies, but also the background knowledge we know to be essential to student comprehension.

Consistent with Core Knowledge and the Common Core, we expect to build our science program around seven major areas of study. They are:

- The Nature of Science and Technology
- Scientific Thinking
- The Physical Setting
- The Living Environment
- The Mathematical World
- Common Themes: Constancy and Change
- Historical Perspectives *6-8 Indiana **K-8 Core Knowledge

Our social studies program will enable classes to study four major themes of social science – all of which are included in Core Knowledge as well as the Common Core. They are:

- History: Time, Continuity, and Change
- Geography: People, Places, and Environments
- Civics and Government: Government and the Citizen
- Economics: Production, Distribution, and Consumption

⁶ Taken from the Indiana Common Core State Standards for mathematics

Following the Core Knowledge Sequence and the Common Core standards will assure that the students are prepared for any state or national assessments that are on the horizon. As standards and assessments may change, we expect to review the overall curriculum to ensure it is consistently aligned with the Common Core and assessments of student mastery.

Financial Literacy

IAE - CFA will provide a strong financial literacy program because we believe that having a firm financial awareness will allow our families and students to break the cycle of poverty. According to the U.S. Department of Treasury Statistics in 2009, 49% of Americans have trouble keeping up with monthly expenses, 51% of Americans have no funds set aside for emergencies, 58% of Americans have not saved for retirement, 59% have never saved for their children's education, and 15% of Americans do not have a bank account. Other alarming statistics regarding financial literacy are 40% of Americans say they live beyond their means, 50% of Americans live paycheck to paycheck, and only 21% of graduating high school students participate in a financial literacy course.⁷

This is not simply an adult problem. Laura Levine, Executive Director of the Jump\$tart for Personal Finance Literacy states, "The lack of financial knowledge and ability among America's youth is also a serious problem that is not going to improve on its own," she notes. "Additional emphasis needs to be placed on teaching personal finance concepts in schools, to prepare young people for their lives as independent consumers rather than waiting to offer remedial financial education after they have begun to make mistakes." This demonstrates the importance of providing a financial education curriculum to students in school.

IAE - CFA will address this issue of financial literacy through a comprehensive and unique education program that involves students and parents that no other schools in the area provide. IAE - CFA will create an atmosphere of financial awareness within the school through its school economy and curriculum.

Teachers will utilize the Kids Count curriculum developed by Indiana State University for 3rd through 5th grade. Kids Count provides direct instruction through various class activities. Kids Count also has an online classroom where students will be able to apply the skills they have learned in class. Kindergarten through 2nd grade and 6th through 8th grade teachers will utilize Money Savvy for classroom instruction of financial literacy. All students will be fully engaged in a financial literacy curriculum throughout the school year in collaboration with our partnerships and adopted curriculum.

Another component of our financial literacy approach that is unique and no other school provides is the actual instruction of how to invest money in the stock market, bonds, and mutual funds. Our plan is to teach the students the principles of investing real money that will benefit them in the future. Financial advisors will assist teachers and students on a weekly basis with investments.

IAE - CFA will provide a school culture where financial literacy is not just taught but practiced. In addition to Core Knowledge and its supplemental curricula IAE - CFA will incorporate concepts of investing and financial literacy into the classroom. Through community partnerships IAE - CFA will award each incoming first grade class a grant to invest. This money is designated to the class as a whole and follows the students until their graduation.

⁷ Jump\$tart Coalition

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The initial deposit and/or baseline must establish a 50% return in order for withdrawals to be made. After a withdrawal is made, the baseline will reset. A withdrawal will be defined as funds leaving the actual brokerage account. During any period transactions within the account are allowed.

In the early years the money will be invested and managed by a group of financial advisors. However, as the students advance through the school's unique investment curriculum, they become actively involved in making the investment decisions. In fact, a Junior Board of Directors (made up of sixth, seventh and eighth grade students) is ultimately responsible for deciding how the money is invested. Upon graduation all profits that have accumulated in the class' account are divided in half. One half is given by the students in the form of a class gift to improve the school. The other half is distributed among the graduates as cash or matched contributions toward a 529 college savings plan, depending on each student's choice. The original grant money is then turned over to the next incoming first grade class, making the program self-sustaining.

Our unique approach will provide both parents and students an opportunity to plan for their financial future. Each first grade classroom will be given a set sum of money provided by a community partner to invest upon enrolling in the school. Volunteer financial advisors will assist classrooms in creating an investment portfolio they will keep until leaving the school. Students will be given the opportunity to learn how to manage an investment portfolio to earn money. The junior board of directors will manage the investments with the help of our financial partners. With the advice of the financial advisors, students will develop their investment skills through the use of the MarketWatch Virtual Stock Exchange. Teachers will lead students through the Virtual Stock Exchange. The purpose of using Virtual Stock Exchange is to give students a better understanding of trading strategies and portfolio management. Students will also learn a variety of financial instruments and their risks and rewards as they apply to asset management.⁸

Parents will be encouraged to set up college fund accounts with the investment company so their child will have money to attend college. Parents will also be encouraged to start their own portfolio for retirement planning and will be able to use the school facilities to manage their portfolio. Teachers will be encouraged to start their own portfolio to manage as well. This will bring a strong sense of community to the school and provide a valuable resource for the student population we will serve. Parents will also have the opportunity to develop basic financial literacy through workshops developed to aid in the creation of budgets, goals, and financial independence. Families will also be able to take advantage of tax preparation services our community partners will provide.

We will utilize the FDIC's Money Smart for Adults instructor-led curriculum which consists of eleven training modules that cover basic financial topics. Topics include a description of deposit and credit services offered by financial institutions, choosing and maintaining a checking account, spending plans, the importance of saving, how to obtain and use credit effectively, and the basics of building or repairing credit.

Each of the 11 modules is structured in an identical manner and includes:

- A comprehensive, fully scripted guide for instructors. The guide includes everything necessary to start teaching the program, including easy to follow cues, script, and interactive class exercises.

⁸ MarketWatch Virtual Stock Exchange

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- Overhead slides in PowerPoint and PDF format.
- A take-home guide for participants that includes tools and information that participants can use independently after completing a module.⁹

We want families throughout the community to learn about an easy, affordable way to save for college. That is why we will be providing information and workshops about Indiana's CollegeChoice 529 Direct Savings Plan. Families can enroll for as little as \$25.00. It is a college savings plan that offers families a tax advantaged way to start saving now for tomorrow.

Through our partnerships with Junior Achievement and Girl's Inc., we will also provide financial literacy instruction throughout the school day. The financial literacy program from Junior Achievement spans all grade levels from Kindergarten through eighth grade. Girl's Inc. will provide programming for our third grade and beyond students. These partnerships will allow our teachers to focus on literacy and mathematics instruction planning.

Civics

Each classroom will become part of an overall economy the school will create. Primary classrooms will become various merchants such as banks, general stores, grocery stores, gas stations, car dealerships, a post office, and movie theaters. Intermediate classrooms will play the role of various agencies related to government such as the IRS, Department of Commerce, Department of Treasury, etc. Middle school classrooms will serve as the U.S. Capitol, Supreme Court, and White House. Students will run these businesses and agencies for the school to participate in a token economy system. Students will receive paychecks and be taught how to budget their earnings. Student pay will be based on academic performance and job performance. This will create an incentive to become excellent students and excellent workers.

Teachers will also become an integral role in the overall school economy. Every student will be given an opportunity to apply for a classroom job or venture to become an entrepreneur. Jobs will be related to the overall daily operations of the classroom. Jobs include but are not limited to, class secretary, teacher assistant, floor monitor, board cleaner, graded paper passer, and office paper passer. Students will receive pay based on their academic standing as well as job performance. Students will receive paychecks every two weeks and, with the assistance of the classroom teacher, create a personal budget. Students are required to pay bills such as mortgage and utility payments. Students must pay their monthly bills on time or run the risk of incurring a late payment penalty. The students will also be able to use their school money to purchase certain privileges. These privileges may include items at the school supply store, popcorn, movie tickets, lunch with the school director, etc. Students will also be encouraged to save their money and give to various in house charities the school will create.

IAE - CFA has a unique way to engage students in civics that no other school in the area provides. IAE - CFA will set up a student government system modeled after the United States Government. Classrooms will take on the function of operating the government structure of the school.

Each grade level will elect representatives and senators through school-wide elections to participate in the Legislative Branch which will set policies and levy taxes. Students will also elect a school president who will enforce the laws passed by the Legislative Branch of the student government. IAE - CFA staff

⁹ FDIC.gov

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will act as the Judicial Branch of the government to ensure the rights of the students are not being infringed upon by laws enacted.

Students will become engaged and informed in the legislative process by attending town hall meetings, giving speeches to the general student population, and sending flyers and information brochures through the school's postal service. By allowing students to participate in a government system modeled after the Republic of the United States, they will build an understanding of what being a good citizen entails and be able to effectively participate in the process in the future.

Entrepreneurship

In collaboration with Junior Achievement, the culminating project each year for students will be the development of businesses. Students will be required to submit business plans, apply for the appropriate permits, and develop a marketing campaign for their business. Students will have the option to form a partnership with another student or create a sole proprietorship. The students will develop an understanding of how businesses work and the role supply and demand plays in the success of a business. All students will have an opportunity to shop around at other businesses and spend the school money they have earned throughout the school year. IAE - CFA will strive to build a culture of entrepreneurs. In today's economy it is as important as ever to develop and nurture the entrepreneurial attitude so that we will have a new generation of individuals who will become job creators and stimulate economic growth.

Pupil Performance Standards

Indianapolis Academy of Excellence – A Challenge Foundation Academy will strive to hold students to the highest performance standards consistent with the Common Core standards and the Core Knowledge Sequence. As a result, we have adopted rigorous but attainable exit and promotion standards that can be found in Attachment 9.

Students only demonstrating the minimum requirements of proficiency will be promoted to the next grade level. IAE-CFA will utilize multiple points of data to determine if a student has met the minimum standard. A combination of grades, NWEA RIT scores, reading inventories, exit math exam, ISTEP+ and IREAD-3 results, and four week assessments will be used to analyze if a student has met the minimum criteria. Each student must meet the minimum proficiency criteria in four out of the six methods of assessment in order to be promoted to the next grade level unless stated otherwise in an IEP.

In the event a student does not meet the minimum criteria, he/she will be provided with remediation and tutoring throughout the school year, during trimester breaks, and summer school to improve their academic standing and be promoted to the next grade level.

Promotion criteria will be communicated to parents when they apply to the school for enrollment. IAE-CFA will hold mandatory academic conferences three times per year to communicate the progress made by each student. After the first trimester, if a student has demonstrated they may not reach minimum proficiency he/she will be placed on an individualized improvement plan that will be reviewed regularly by our RTI team and reevaluated as necessary. Every attempt will be made to ensure the success of all students.

School Calendar and Schedule

IAE - CFA will adopt an extended calendar year. The school year will be broken into trimesters rather than quarters. This will allow more flexibility when creating the school calendar. School will be in

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session for twelve weeks, and then students will have a break that lasts three weeks. At the conclusion of the third trimester students will have a five week break. Each school day will begin at 7:30 AM for teachers and 7:55 AM for students. Students will be dismissed at 3:45 PM and the teachers' day will end at 4:00 PM. Students will attend 183 days of school rather than the typical 180 days of a traditional public school. With the extended school day and additional days, students of IAE - CFA will have more than 7,080 additional minutes of instruction than the surrounding public schools. School will begin for students the second week in August and complete the academic year at the end of June. This will shorten the summer break to five weeks. The calendar can be found in Attachment 10.

School Culture

If we are to achieve our goals of college preparation academics and IAE-CFA setting students, we believe that our students must not only be strong readers, writers and problem solvers, they must also be good people with the character, ethics and ability to make strong, responsible decisions, even when it is difficult to do so. Thus, we believe deeply in the importance of character education and have worked tirelessly to ensure we have a program that takes seriously the impact we have on young people and their character.

IAE-CFA has chosen to adopt the Response Classroom approach of character education. The Responsive Classroom approach is a nationally used, research-backed way of teaching that improves students' social and academic skills and raises teachers' instructional quality. The approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out.

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

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

- **Morning Meeting**—gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead
- **Rule Creation**—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals
- **Interactive Modeling**—teaching children to notice and internalize expected behaviors through a unique modeling technique
- **Positive Teacher Language**—using words and tone as a tool to promote children's active learning, sense of community, and self-discipline
- **Logical Consequences**—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity
- **Guided Discovery**—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- **Academic Choice**—increasing student learning by allowing students teacher-structured choices in their work
- **Classroom Organization**—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- **Working with Families**—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches

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- **Collaborative Problem Solving**—using conferencing, role playing, and other strategies to resolve problems with students

The Responsive Classroom approach along with our core beliefs will be the cornerstone of how we interact with all stakeholders in our school community. We believe that each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences. The Indianapolis Academy of Excellence – A Challenge Foundation Academy staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event that we operate in ways that appear to be inconsistent with these core beliefs. Our core beliefs are listed below:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process hearing” whenever the consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

At IAE-CFA, we also intend to honor a hero (historical or present-day) that exemplifies the virtue on which we are focused that month. Throughout the month, we expect students will learn about the hero through the morning announcements, classroom visitations and read-alouds. Near the entrance to the school, we expect to dedicate a bulletin board to the “Core Virtue/Hero of the Month” with information for students and families. Students will be encouraged to fill out a form pertaining to the virtue or hero to encourage further conversation at home. Students may return this form to the office and earn a chance to read it to the school during the morning announcements. Below is the list of our monthly virtues and heroes that we will highlight beginning our first year of operation.

Month	Virtue	Hero
August	Virtue	George Washington
September	Patience	J.K. Rowling

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October	Kindness	Mother Teresa
November	Thanksgiving	Margaret A. Cargill
December	Humility	Abraham Lincoln
January	Diligence	Martin Luther King Jr.
February	Charity	Benjamin Franklin
March	Knowledge	Frederick Douglass
April	Temperance	Martha Washington
May	Independence	Thomas Jefferson
June	Courage	Rosa Parks

At the beginning of each month, our administration along with the school counselor will introduce the virtue and the hero to students in each classroom. The team will supplement the lesson with activities that reinforce the lesson's essential objectives. At the same time, we will encourage classroom teachers to look for students who best exemplify the virtue of the month so that they might be recognized for their efforts during our monthly family meeting. At IAE-CFA, we also take students' picture and hang them next to the virtue/hero bulletin board to bring ample attention to this distinction and reinforce these virtues.

In addition to using projects suggested in the Core Virtues curriculum, we expect to actively encourage teachers to integrate the character qualities into other lessons and everyday activities. Each student and staff member will keep a monthly tracker to monitor their progress toward demonstrating the core virtue of the month. Every day prior to dismissal students and staff will take a moment to reflect on their actions throughout the day and simply place a check in the box if they adhered to the core virtue. These trackers will be reviewed weekly by the classroom teacher and sent home for parents to view.

A Typical Student Day

As a 2nd grade student at IAE – CFA, he/she will experience 80% of the day receiving teacher led instruction and 20% of the day receiving digital instruction. The student will also be pulled for small group exercises throughout the day based on assessment results and student need.

A 2nd grade student who attends IAE - CFA will begin his/her day by attending a morning assembly at 7:55 AM held in the auditorium. This morning assembly will include a welcome message from the executive director, a recitation of the Pledge of Allegiance, the singing of the Star Spangled Banner, and celebrations of the previous day's achievements. This time will also be used to build community within the school.

At 8:15 AM the student will line up and dismiss from the auditorium with his/her grade and go to Pod A for math instruction. After math instruction, the student will be engaged in character development and citizenship during the citizenship block beginning at 9:00 AM. This time is devoted to understanding civic responsibilities through IAE – CFA's unique school government structure and developing strong character and morals.

Beginning at 9:30 AM, the student will remain in Pod A for intense literacy instruction from a highly qualified teacher that integrates Core Knowledge and comprehension skills. The literacy block will begin with phonics instruction that will enable the student to develop reading fluency. The remainder of the literacy block will be devoted to teaching specific reading skills integrated with Core Knowledge content.

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At 10:15 AM, the student will remain in Pod A for teacher led writing and grammar. The lesson will begin with grammar exercises so that the student develops a thorough understanding of Standard English which is the foundation of our language. The student will then be engaged in a lesson focusing on the writing process to develop strong writing skills.

At 11:00 AM, the student will be led to Pod B for literacy workshop. The student will be engaged in a variety of activities that review previously taught material and expands the knowledge and skills of the currently taught material. Literacy workshop is a collaborative based environment in which the student will interact in small groups to accomplish a task. During this time, the student may be pulled for targeted intervention or enrichment from the instructional assistant.

At 11:45 AM, the student will go with his/her grade level to the cafeteria for lunch. While in the cafeteria, he/she will receive instruction on proper etiquette for eating with company. Lessons the student learn are developed from George Washington's Rules of Civility and Decent Behavior.

Upon completion of lunch at 12:15, the student will be led to Pod B to receive spelling instruction virtually with the grade level teacher utilizing WebEx to deliver instruction to different locations simultaneously. Pod B is managed by an instructional assistant that will engage with the grade level teacher and assist students throughout the lesson. The student will be able to interact with students in Pod A during instruction virtually.

Beginning at 12:45 PM, the student will be led to Pod C, the computer lab, for digital instruction. Assignments from Compass Learning and other educational software will be provided for the student to engage. The student will also have the opportunity to build financial literacy skills through computer software and complete inquiry projects that have been assigned. The computer lab is managed by an instructional assistant that will monitor progress and ensure that the student is on task. During this time, the student may be pulled by a master teacher for enrichment or remediation based on assessment results.

At 1:30 PM, the student will be led to physical education. Physical education will be based on the SPARK program that enhances physical development.

Following physical education at 2:15 PM, the student will return to Pod B for writer's workshop to develop the writing and grammar skills learned previously. The instructional assistant will guide the student through the writing process. During this time, the student may be drafting a story, revising and editing a story with a peer or the instructional assistant, or publishing a work of writing.

At 3:00 PM, the student will return to Pod C, the computer lab, to continue digital instruction. The student will be able to complete any work that has been assigned or be pulled for remediation or enrichment.

At 3:15 PM, the student will have recess with his/her grade level. Recess will consist of stations of organized play and activities. The student will rotate through these stations throughout the week.

At 3:45 PM, the student will be dismissed. His/her parent, day care, or relative will pick the student up from the classroom and have a brief conference with the teacher regarding performance throughout the day.

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A Typical Teacher Day

A typical day for a teacher involves 8.5 hours of time at the school. Throughout the day, the teacher will spend 2.25 hours of literacy instruction to three cohorts of students within the same grade level. The teacher will also spend 2.25 hours of writing and grammar instruction to three cohorts of students within the same grade level. The teacher will also spend 45 minutes of math and 30 minutes of spelling and civics instruction which will be delivered live through WebEx to multiple pods. This equates to 6.25 hours of intense instruction daily. The teacher will also have 45 minutes of planning time daily while the grade level is at their special area class and a 30 minute lunch period when his/her grade level has lunch.

Teachers will have a weekly planning session on Thursday during their special area time with the instructional assistants from their grade level and curriculum director. This meeting will focus on the development of objectives for phonics, comprehension, grammar, writing, and civics that will be taught the following week. On Tuesday, teachers will have an RTI meeting during their special area time with an administrator and the special education team to discuss any students that have academic or behavioral concerns. Every Wednesday from 4:00 PM – 5:00 PM, teachers will receive professional development from the master teacher with support from the administration. This amounts to 2.5 hours a week devoted to planning and professional development. Teachers are also encouraged and will receive a stipend for leading several after school activities that families have requested.

Supplemental Programming

Summer School will be offered to students identified as at risk of not meeting promotion requirements. IAE-CFA will offer a stipend to current teachers to provide two weeks of targeted instruction based on each student's individual needs. Students will be closely grouped according to need to ensure that targeted intervention is managed efficiently. Summer school will operate for ten days and follow the regular school operating hours from 7:55am – 3:45 PM. Summer school will be funded by the general fund, solicited financial donations, and fundraising initiatives. We also intend to seek out grant opportunities that may be applicable to our purpose.

Beginning in fourth grade, students will be able to participate in the city's charter school athletic conference. Students will be charged a nominal fee to cover the cost of the athletic program. IAE-CFA will also actively fundraise for each athletic program. All students will also be encouraged to join an intramural sports program beginning in Kindergarten. There will be no fee for participation in intramural sports since events will be held on site.

In order to address student mental, emotional, and social development and health, IAE-CFA will hire a full-time school counselor and contract with Cummins Mental Health Services. Our school counselor will assist students in developing self-concept and self-esteem necessary to gain the skills to become successful in school. Our school counselor will form targeted groups based on the unique needs of our students and work with them on a weekly basis. Cummins Mental Health Services will provide the expertise in developing students that we do not have the resources to devote.

Special Populations and At-Risk Students

While we work hard to address the needs of all students within the regular classroom, we recognize the varying speeds at which kids learn and the varying levels of support students need. We hold all students to high academic expectations, but we realize the process for reaching those expectations may be different for some students than the majority of our population. Fully enrolled, we expect to have

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relatively small class sizes (20); yet, we also plan to allocate funds to employ an instructional assistant at every grade level.

Our instructional assistants are specifically responsible for providing extra literacy support to exceptional learners through small group instruction. At the lower elementary level, this support will predominantly focus on phonological and phonemic awareness. At the upper elementary and middle school levels, instructional assistants will collaboratively identify with classroom teachers the areas of growth specific to each student. We will charge our instructional assistants with providing Tier II support for students who need extra assistance in the classroom (“push-in”) and outside the classroom (pull-out). On whole, with the intention of challenging all children, our instructional assistants spend 80% of their time supporting students not yet performing at grade level and 20% of their time providing extra enrichment to students performing significantly above grade level. If students are not showing academic progress through the RtI process, the team will recommend testing for disabilities.

Our Intervention Specialists are charged with providing Tier III supports for students with special learning needs. These Specialists will be licensed Special Education Teachers, qualified to provide the services required for students with a diagnosed learning disability and an IEP. Intervention Specialists will communicate and collaborate regularly with classroom teachers.

If a student whose disability is considered “low incidence” enrolls in our school and requires a teacher or therapist with specialized certification or licensure, we expect to contract with appropriate staff to meet the students’ needs. We have established relationships with Easter Seals Crossroads Rehabilitation Center and Cummins Behavioral Health that allow us to meet the needs of all students in our care at IAE-CFA.

Indianapolis Academy of Excellence – A Challenge Foundation Academy is committed to meeting the needs of all learners, including those with limited English proficiency or who speak a language other than English at home. The Home Language Survey, completed as part of our enrollment packet, will help us identify students who may require language support. Still, as with every other child in our school, we intend to support our students with limited English proficiency through the RtI system. We will place students who require additional assistance in Tier II or, in time, Tier III, based on the assessment data; then, during bi-monthly meetings, our RtI Team will meet to identify methods of interventions, goals and the means to assess students’ progress. The RtI Team also takes responsibility for informing parents of their child’s initial place in our RtI system and, subsequently, the progress they make each quarter.

Best practices in serving students with limited English proficiency require that teachers employ a variety of intentional, language-based strategies towards building students capacity with English, while simultaneously building their mastery of explicit content, as described in the Common Core State Standards and Core Knowledge sequence. Yet, based on the needs of our students, we also intend to set aside ample time to provide our teachers with the necessary training and support in implementing teaching strategies to best serve students with limited English proficiency.

Should the needs of our students demand it, we will target through our hiring process educators with expertise in English Language Learning so that we can be sure that we have a resident expert available to support all teachers implementing best practices. Our ELL specialist will be responsible for assisting the classroom teacher in designing a classroom that will meet the needs of these students as well as the other students in the class.

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In order to meet both the administrative and service needs associated with special education, IAE-CFA intends to hire a fully staffed special education team to meet those needs. IAE-CFA will also make sure that our faculty is effectively trained and knowledgeable both about the students with an Individual Education Program (IEP) and the requirements outlined in the IEP that they must meet. Under the oversight of IAE-CFA's Special Education Director, our faculty will work with each student's family to update the IEP as needed. The child's SPED Teacher (or Intervention Specialist), his/her classroom teacher, parent and an administrator (usually the Special Ed. Director) will be expected to attend all meetings. Our Special Ed. Director will form a team that will follow checklists of specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, to ensure we are in full compliance with each one.

In keeping with core principles and our commitment to families, we also assure that parents of students on IEP's as well as those receiving intervention will be fully included in all appropriate school activities and functions. Parents, especially those of children with learning challenges, will be an integral part of the evaluation and program planning of their individual child. Consistent with Special Education law, every student that moves into the school with an IEP from a previous school will have a move in conference within 10 days and parents will participate in the conference to ensure that their child receives appropriate support to meet their needs. In addition, we will conduct a case review with parents at least once yearly to update the student's progress and goals. Finally, parents will be encouraged to request a meeting with teachers any time during the year to discuss any concerns they may have.

As mentioned elsewhere in this section, we intend to contract with outside agencies to ensure students have all appropriate services. We will contract with Easter Seals Crossroads Rehabilitation Center to provide speech/language and occupational/physical therapy to our students, who require this assistance. Consistent with current practice, a licensed OT, PT, and Speech/Language Pathologist will come to our school and give direct service to those students who need this support, as described in their IEP.

Students who are above grade level or are intellectually gifted will receive small group instruction by the instructional assistant or master teacher with developmentally appropriate material. Gifted students will be placed on an accelerated academic path to keep them engaged and growing academically. Online instruction, inquiry projects, etc. will be utilized to meet the needs of gifted students. IAE-CFA will monitor the progress of gifted students during our weekly RTI meetings and data analysis days throughout the school year.

Indianapolis Academy of Excellence – A Challenge Foundation Academy will comply with all applicable state and federal statutes and regulations related to providing services to students with disabilities. We will employ a Special Education Director, who will assume responsibility for state and reporting requirements at both schools. We will also enlist the assistance of Alexandra Curlin, a local attorney specializing in Special Education law. We will contract with Curlin to review our Special Education files annually. Curlin will also advise our staff in the legal principles of special education (least restrictive environment etc.) as well as the specific steps our teachers must take to ensure that we provide appropriate modifications and accommodations to our students with special learning needs. We also expect to use Curlin's services on an as-needed, retaining-fee basis throughout the school year.

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Student Recruitment and Enrollment

At IAE-CFA, we plan to market the school to all constituents of Indianapolis in collaboration with TeamCFA Marketing. We decided on this particular school size after completing market research in the community. We also believe starting a school with a slow start model at the primary grades is most appropriate for ensuring a strong start, given our commitment to a literacy-based academic program and family engagement. All indications are that the parents would embrace the opportunity to enroll their children in a school that will serve their younger children in this community. Therefore, we will use a 3-stage recruiting and marketing plan.

We have already begun the first stage, in which our school director met with leaders from the community to share the mission and IAE-CFA of the school, establish initial community partnerships, and gain information, insight, and history on the community from its members and organizations. Essential figures during this stage will be heads of neighborhood associations, local church pastors, local School Directors, mayor's office liaison of the Brightwood, Fall Creek Place, and King Park neighborhoods, and directors of local community centers.

The second stage of development consists of direct communication with the targeted school population. This communication will occur through several mediums including but not limited to newspaper advertisements, public service radio and television, the construction and launch of a web site in collaboration with TeamCFA Marketing, advertisement and convening of informative open house meetings, door-to-door canvassing, etc. We have developed brochures in collaboration with TeamCFA Marketing with an overview of our school's program, which we will hand out at meetings and post in common locations where people will have an opportunity to become aware of the school. This stage will take place within the targeted neighborhoods and areas and will be executed by the school director as well as community partners established through stage 1.

In the third stage of recruiting and marketing, we will gather and inform families of enrollment processes and hold informational meetings about the school, its campus, and provide answers to any questions that may be offered. Details about the school, its functions, and critical information within the student handbook will be provided during the mobilizing stage. The enrollment process for the first year is included within this stage. IAE-CFA will operate under the mindset of this mobilizing stage until full enrollment is achieved.

It can be assumed that these stages of recruitment and marketing will overlap at times. As partnerships grow and word spreads, we intend to nurture relationships at an urgent and mutual pace.

We understand the challenges of maintaining strong communications with lower income families and language-minorities and, thus, will translate our information into all of the languages prominent in the communities around our school. We are also building relationships with religious and civic leaders in the community to gather their guidance as the best way to reach out to a diverse cross section of families. The student enrollment policy can be found in Attachment 11.

Student Discipline

The Responsive Classroom approach along with our core beliefs will be the cornerstone of how we interact with all stakeholders in our school community. We believe that each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase

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dramatically when children see a reasonable connection between their behavior and the resulting consequences. The Indianapolis Academy of Excellence – A Challenge Foundation Academy staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event that we operate in ways that appear to be inconsistent with these core beliefs. Our core beliefs are listed below:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process hearing” whenever the consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

The school discipline policy can be found in Attachment 12.

Parents & Community

In an effort to address the demands of our parents as well as the general need for quality schools, TeamCFA began exploring locations for a second school earlier this year. Over the past sixth months, we have reviewed maps of district, charter, and private schools across Indianapolis. We have talked with local leaders, and reviewed school achievement data in an effort to identify areas in which there may not yet be a sufficient supply of high quality schooling. Based on this analysis, we have identified the north side of Indianapolis as a critical area without a sufficient supply of high quality schools.

There are three main neighborhoods that IAE-CFA would prefer to serve: Fall Creek Place, Brightwood, and King Park. These three neighborhoods have been a fixture just north of Indianapolis and currently sit within the 46202 zip code. We also expect to draw families from the 46218 and 46205 zip codes, which surround the proposed school site. The public schools in these areas maintain an average ISTEP proficiency of 41.26% and 89.54% of students are eligible for free and reduced lunch. Additionally, the school nearest our target location, within these zip codes, serves a population of 92.5% eligible for free and reduced lunch and has an ISTEP proficiency of 18.8%, which is why we anticipate a student population above 80% eligible for this program. It is important to note that the 46202 zip code spans an area that covers approximately one mile east and two miles west of the center of Indianapolis. We anticipate most of our families will reside on the north side of this area.

For the purpose of this plan, references toward our targeted area will signify the 46202, 46218, and

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46205 zip codes respectively. As figure V-1 shows, our targeted area serves populations of predominantly African American students, while Hispanic and white students make up the minority.

The figure below shows a matrix of schools within 3.5 miles of our targeted area. All schools listed are in the north quadrant of downtown Indianapolis. The data below describes the demographics, location, and academic performance of each school.

School	2011-2012 A-F Grade	Overall ISTEP Proficiency	ELA ISTEP Proficiency	Math ISTEP Proficiency	Black Enrollment	Hispanic Enrollment	White Enrollment	Multiracial Enrollment	Free Meals	Reduced Meals	Paid Meals	General Education	Special Education	Non-ELL	ELL
Joyce Kilmer School 69	F	18.80%	33.50%	31.40%	93.90%	2.70%	1.70%	1.70%	86.90%	5.60%	7.50%	79.30%	20.70%	100.00%	0.00%
Brookside School 54	F	38.20%	59.40%	62.10%	62.40%	5.70%	22.90%	8.60%	90.20%	3.80%	6.00%	79.70%	20.30%	98.60%	1.40%
William A Bell School 60 Reggio Academy*	F	34.90%	56.80%	41.90%	81.90%	2.90%	10.30%	4.90%	80.70%	4.00%	15.20%	76.10%	23.90%	98.30%	1.70%
Elder W Diggs School 42	F	42.70%	59.20%	64.70%	89.60%	2.90%	4.20%	3.30%	85.50%	1.30%	13.30%	77.30%	22.70%	98.50%	1.50%
Francis W Parker School 56*	B	71.70%	85.80%	85.80%	70.20%	11.70%	12.40%	5.70%	81.90%	7.80%	10.30%	66.70%	33.30%	90.80%	9.20%
School Averages	F	41.26%	58.94%	57.18%	79.60%	5.18%	10.30%	4.84%	85.04%	4.50%	10.46%	75.82%	24.18%	97.24%	2.76%
State Average		71.50%	78.50%	80.70%	12.20%	8.90%	72.50%	4.30%	40.00%	8.20%	51.80%	85.40%	14.60%	95.10%	4.90%
Estimated School Population					191	12	25	12	204	11	25	182	58	233	7

* Denotes magnet schools with an application process and limited enrollment

As Figure V-2 shows, there is only one school within our targeted area that have achieved state average or above academic performance. Although free and reduced lunch rates appear to be alarmingly high in our targeted area, one jolting observation from the data shows there is a trend among these schools and their racial population. One school with a Black population above 50% performed higher than 70% proficient on the ISTEP+ assessment.¹⁰ Our expected population closely mirrors the school averages for Joyce Kilmer School 69 and Elder W. Diggs School 42.

There are some implications for the demographic data of our targeted population. Low-income families presumably have limited access to resources, such as books, technology, and food. Starting in Kindergarten, our Core Knowledge curriculum is designed to provide spiraling history and science

¹⁰ Indiana Department of Education. (2012). *IDOE Compass* (Data file). Available from <http://compass.doe.in.gov/dashboard/overview.aspx>

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content that exposes students to topics rarely discussed until high school or even college, such as African Kingdoms. We plan to provide breakfast for students to ensure that each student has strong and healthy start to their day. We will also make technology spaces available to families within the school. These spaces will include computers with Internet access that can be used by any member of the school community during hours in which faculty or staff are in the building.

Along the way, we have met with local civic, religious and community leaders to gather input. We have gathered letters of support from organizations with constituents across the city as well as those specific to the neighborhoods we would like to target. We have also reached out to parents, seeking input as to the kinds of school supports their children will need to be successful. We are eager to adapt our program to meet the specific needs of the community of families we serve at our school. We bring with us a defined education model, a track record of success and a group of committed leaders ready to put in the work to make change; yet, we also understand the importance of building strong ties in the community and adapting our program to local needs, without compromising our commitment to ensuring every child has a honor and virtue.

Several months have been spent ensuring community support by meeting with parents, residents, and attending local meetings. Many of the parents we surveyed would like to have their children involved in before and after school activities that are unfortunately not offered at many of the traditional public schools. Residents have stated they are, “Glad to see someone’s doing something in the community,” and IAE - CFA, “Would be a beautiful thing.” Residents have stated they would like a place for their children to go for after school activities and programs. Residents have indicated they would like to have computer and internet access after school, parenting, nutrition, and housekeeping classes for adults. IAE - CFA plans on offering these services to the community once we are operational by partnering with community organizations that will provide workshops, community events, and technology outreach.

We are also taking an active role in the development of the North East Corridor Quality of Life initiative. Our school leader has taken the responsibility to reach out to the community leaders and residents in the immediate area surrounding our proposed location. Our school director will train and engage individuals in a one on one interview process that will give the North East Corridor Quality of Life initiative information needed to improve the neighborhood and plan sustainable community development. Along the way we expect to develop strong relationships with community leaders and residents that will in turn impact our overall standing in the community. IAE-CFA wishes to be a true community partner that helps the community reach a common goal.

IAE - CFA believes it is essential to become a major supporter of the community by allowing existing organizations to utilize space within the school. Creating partnerships will contribute to the success of the school, build trust in the community, and create awareness for IAE - CFA. Following is a list of organizations reflective to those from which we have secured and will seek partnerships: YMCA Before and After School Program, Second Helpings, Girl Scouts of America, Girls Inc., Big Brothers and Big Sisters of Central Indiana, and Reaching for Tomorrow, and Junior Achievement. These community partnerships will improve the quality of life for the families served by IAE - CFA.

We have targeted the north side as the ideal location for this new school would be the former site of the Indianapolis Project School. The unfortunate event of the recent school closing has left an educational hole in the community we intend to fill with our high quality educational program. Our program coupled with strong community outreach will breathe life into the surrounding neighborhoods.

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According to the National Assessment of Education Progress (NAEP), less than half of our fourth graders are proficient in math; almost two thirds of our eighth graders are not yet proficient readers and writers. Clearly, too few of our schools are keeping up with the education required for a high-skilled, technology-based global economy.

Proficiency levels among today's students (and tomorrow's citizens) are worse among Black and Latino students - the majority population in most urban communities. Indianapolis stands out as particularly low-performing. In fact, according to a 2008 report from America's Promise Alliance, Indianapolis's graduation rate was just 31%, ranking it among the five worst of major metropolitan areas in the country. Last year, the Schott Foundation (2010) identified Indianapolis as one of the top ten cities with the largest gap between the graduation rates of its African-American males and that of its White males – a 30 percentage point gap in achievement.

Clearly, our city is suffering through an alarming gap between the education required in a 21st century economy and that which we are able to provide for our families. The fact that this gap is widest among low-income families only heightens the seriousness of this issue. It presents significant challenges not only for the economic health of our city but also our commitment to principles of freedom, equality and opportunity on which our democracy depends.

Indianapolis Academy of Excellence – A Challenge Foundation Academy would like to serve children in Indianapolis in order to help address our city's fundamental demands for high quality schools. We intend to do so by providing the young people in our care with a rigorous, college preparatory education. While every child, regardless of income, race, or zip code needs a great education; we are most interested in serving students and families with limited access to high quality, rigorous schools. Unfortunately, these students and families are more likely to live in some of the more impoverished areas of Indianapolis. It is these families and the communities in which they reside that have suffered the most from the insufficient supply of quality schools in our city. We aim to address that. Evidence of community support can be found in Attachment 13.

Performance Management

In addition to the ICSB Accountability System, IAE-CFA will have the following goals:

Performance Goal: 80% of students will make 1.0 years of growth and 50% of students will make 1.5 year's growth in both reading and math on the NWEA test.

Performance Indicators: The students will demonstrate growth when compared to the national norms set by NWEA.

Assessment Tools: Students will generate baseline data utilizing NWEA testing software at the beginning of the school year. Students will complete an end of year test utilizing NWEA testing software that will enable a comparison between the baseline data and end of year data showing growth and overall mastery of the grade level standards.

Rationale for Goal and Measures: It is essential that all students demonstrate academic growth and master grade level content standards in mathematics and reading upon completion of a year of study to maintain a high academic status with the state of Indiana and the Indianapolis Mayor's Office.

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Assessment Reliability and Scoring Consistency: NWEA has proven to be a successful way to measure student performance. With more than 4.5 billion pairs of test items and responses collected over more than 12 years, the Growth Research Database (GRD) is the hub of NWEA's research, and the most extensive collection of student growth data in the country. The high quality of the data and the database size makes the GRD immensely valuable to researchers and others interested in the study of student achievement including IAE.

Baseline Data: The baseline data will be collected in August 2014.

3rd Year Target: What do we expect to achieve by the end of our third year?

- Does not meet standard: Fewer than 60% of students have demonstrated 1.0 year growth and fewer than 35% of students have demonstrated 1.5 years growth.
- Approaching standard: 61 – 69% of students have demonstrated 1.0 year growth and 36 – 40% of students have demonstrated 1.5 years growth.
- Meets standard: 70% of students have demonstrated 1.0 year growth and 41% of students have demonstrated 1.5 years growth.
- Exceeds standard: 71% or more of students have demonstrated 1.0 year growth and 42% or more of students have demonstrated 1.5 years growth.

6th Year Target: What do we expect to achieve by the end of our sixth year?

- Does not meet standard: Fewer than 70% of students have demonstrated 1.0 year growth and fewer than 40% of students have demonstrated 1.5 years growth.
- Approaching standard: 70 – 79% of students have demonstrated 1.0 year growth and 40 – 49% of students have demonstrated 1.5 years growth.
- Meets standard: 80% of students have demonstrated 1.0 year growth and 50% of students have demonstrated 1.5 years growth.
- Exceeds standard: 81% or more of students have demonstrated 1.0 year growth and 51% or more of students have demonstrated 1.5 years growth.

Performance Goal: 80% of students will reach their individualized specific Reading A - Z goals and 75% of students will achieve the end of year grade level norm.

Performance Indicators: The students will reach their specific goals according to their individualized growth plan based on initial assessments. Students will also achieve at least their grade level end of year norm.

Assessment Tools: Students will be assessed at each midterm and the end of each trimester using the Reading A - Z materials to determine the level at which each student currently reads.

Rationale for Goal and Measures: It is essential that all students are reading at least on grade level upon completion of a year of study to maintain a high academic status with the state of Indiana and the Indianapolis Mayor's Office.

Assessment Reliability and Scoring Consistency: Reading A-Z pays close attention to the National Reading Panel's recommendations and other research findings when developing its reading resources. The student and teacher resources on the Reading A-Z Web site have been developed to reflect the

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instructional practices and reading strategies that are best supported by research findings from a wide variety of sources. The resources also correspond to the findings of the Put Reading First federal initiative. The staff will adhere to assessment norms that will be created as a team. These norms will dictate the testing procedures to be followed to ensure scoring consistency throughout the year.

Baseline Data: The baseline data will be collected in August 2014.

3rd Year Target: What do we expect to achieve by the end of our third year?

- Does not meet standard: Fewer than 60% of students have demonstrated 1.0 year growth and fewer than 55% of students have achieved the grade level end of year norm.
- Approaching standard: 60 – 69% of students have demonstrated 1.0 year growth and 55 – 64% of students achieved their grade level end of year norm.
- Meets standard: 70% of students have demonstrated 1.0 year growth and 65% of students achieved their grade level end of year norm.
- Exceeds standard: 71% or more of students have demonstrated 1.0 year growth and 46% or more of students have achieved their grade level end of year norm.

6th Year Target: What do we expect to achieve by the end of our sixth year?

- Does not meet standard: Fewer than 70% of students have demonstrated 1.0 year growth and fewer than 66% of students have achieved their grade level end of year norm.
- Approaching standard: 70 – 79% of students have demonstrated 1.0 year growth and 66 – 74% of students have achieved their grade level end of year norm.
- Meets standard: 80% of students have demonstrated 1.0 year growth and 75% of students have achieved their grade level end of year norm.
- Exceeds standard: 81% or more of students have demonstrated 1.0 year growth and 76% or more of students have achieved their grade level end of year norm.

We also expect to use ongoing school-wide assessments throughout the school year to ensure we are addressing all students' learning needs. At the end of this section, we share a proposed assessment calendar. As is evident in this schedule, we expect to assess all students within the first four weeks of school. The Northwest Evaluation Assessment (NWEA) and Reading A to Z (RAZ) assessment will serve as baseline measures of student growth. We will then use the data from these assessments to place students into instructional grouping, based on strengths and skill needs.

While we realize the importance of school-wide assessment tools, we also recognize the importance of classroom work in the areas of performance and participation. Teachers will develop the four week assessments administered throughout the year. Teachers will collect classroom samples of student work. This will enable the students, parents and teachers to examine a child's improvement as well as his/her areas of weakness in each academic area. It will be important to empower the teachers to help develop the assessments that will be used to accomplish this goal.

In summary, the IAE-CFA team will use assessment data daily to monitor students' learning and track their progress towards our learning goals. If, based on data, we determine that a child is significantly below grade level or not progressing as quickly or steadily as expected, we will convene a meeting with the grade level team and initiate the RtI process (explained in detail later in our application) through which we monitor more closely each child's progress. Achievement data will be available for all stakeholders and will be posted on our school's website.

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We will use data systems such as PowerSchool for compiling student data, such as formative, summative, and informal classroom assessments. PowerSchool also collects and compiles attendance, behavioral, and personal data, such as contact information and health/medical needs, on each individual student. Internally developed tools and spreadsheets will be used school-wide to track standardized data and measure growth on NWEA, Reading A-Z, and standards-based assessments. We will also use Individualized Learning Plans (ILPs) in order to track students' year-to-year progress. These plans will be compiled at the end of each academic year for each IAE-CFA student. Academic and social-emotional information will be reported in these plans. Before the next school year, each teacher will receive the ILPs for the individual students in their classroom in order to inform them about the students they will serve.

PowerSchool will be IAE-CFA's primary tool for compiling and maintaining and submitting data and reports requested by the State of Indiana. This data may include ADM, school lunch data, enrollment, textbook reimbursement, etc. IAE-CFA will promptly adhere to deadlines for data report submission from our authorizer and the Indiana Department of Education.

For operational management of the school, the school director will assume responsibilities for these functions. This person will be responsible for gathering and compiling the data and submitting it to our authorizer.

The school will employ a full-time data analyst to train the staff in the interpretation of all data collected from assessments throughout the school year.

If the school falls short of the student academic achievement expectations and goals established by the ICSB and the Indiana Department of Education, the School Director will convene a school improvement committee composed of administrators, teachers, parents, and board members to develop a plan of action to place the school on for improvement.

Section III: Implementation Plan

Human Capital

School Staffing Structure

The school staffing structure can be found in Attachment 14.

School Leadership & Staff Hiring, Management and Evaluation

The teaching staff includes classroom, music, art, physical education and special education teachers. Teachers will be responsible for implementing the curriculum, coordinating with volunteer instructional assistants, maintaining current achievement level information, working closely with all students with special attention given to lower and higher achievers, keeping accurate and concise records, establishing personal classroom procedures, and maintaining positive relationships with parents. Teachers will also be encouraged to assist with extra-curricular programs on a rotating basis and be available for parental inquiries at all times. IAE-CFA will meet all legal requirements regarding certified staff and will make every effort to employ faculty that represent the neighborhood and the diversity of the school population by maintaining partnerships with such organizations as Teach For America, The New Teacher

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Project, and Indianapolis Teaching Fellows. We will use our connections through Core Knowledge and TeamCFA to recruit teachers from outside our Indianapolis region as well. IAE-CFA encourages the excitement and energy of young educators, but values the experience and expertise of veteran teachers. We plan to recruit, hire, and retain the best teachers to serve our children.

In order to encourage and reward excellent teachers, a comprehensive tiered salary system should be utilized to rate effectiveness to determine pay based on performance. Various aspects of teacher and school performance should be considered in determining the effectiveness of a teacher. A structure for allowing teachers to “climb the ladder” in education should also be considered for those aspiring to reach more students as an effective master teacher. This draft of a comprehensive salary and responsibility structure is an attempt to achieve this.

Within this system there are multiple career paths. Multiple career paths will allow teachers to pursue a variety of positions throughout their careers. As teachers move up the ranks, their qualifications, roles and responsibilities increase, and so does their compensation. These roles are clearly defined and involve a considerable difference in salary.

The first and most basic level is that of a career teacher. The career teacher is typically someone who is new to education and has not developed the expertise necessary to be a master teacher. Career teachers may not yield the expertise necessary to obtain maximum student growth and achievement. Within the career teacher path there are eight tiers, each with a level of salary based on performance. Career teachers will receive consistent coaching and professional development in order to gain these skills. Career teachers are responsible for one classroom and will work in cooperation with mentor and master teachers through the use of virtual learning.

The second level of teacher is that of a mentor teacher. The mentor teacher is an effective classroom teacher who delivers consistent positive student achievement results. Much like the career teacher, the mentor teacher role contains eight tiers of salary based on performance. The mentor teacher will take on responsibilities other than just classroom duties. Mentor teachers will provide coaching to career teachers that will enable career teachers to become more effective. Mentor teachers are also part of the teacher evaluation process and will evaluate each teacher one time per school year. Mentor teachers are also responsible for one classroom and will work in cooperation with the career teacher and master teacher through the use of virtual learning.

The third level of teacher is that of a master teacher. The master teacher is the most effective classroom teacher and produces very high student achievement results. The master teacher’s salary is also based on eight tiers of performance. The master teacher is not limited to a single classroom but is utilized throughout the entire school to reach every student to provide that excellent delivery of the most effective instructional practices. This can be done either virtually, through co-teaching, providing demonstration lessons for career and mentor teachers to observe, or with small groups of students to target a specific skill that needs remediation or enrichment. The master teacher is also part of the teacher evaluation process and will evaluate each teacher one time per school year. Master teachers will also assist all teachers in the effective implementation of Core Knowledge, provide weekly professional development for all teachers, and provide coaching and feedback to all teachers regarding their performance in the classroom.

To calculate the tier of every teacher certain components are necessary to include in that will give an accurate rating for effectiveness. Each teacher will also be evaluated four times per year, twice by the

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administrator, once by the master teacher, and once by a mentor teacher. Evaluations by administrators are weighted more heavily than master and mentor evaluations when determining the final evaluative score for each teacher. Teachers will be evaluated in the areas of designing and planning instruction, delivery of instruction, the learning environment, professional responsibilities, Core Knowledge implementation, and school culture. These measures will give a comprehensive picture of the effectiveness of a teacher. Each category will also be weighted according to the importance to student achievement and the pay awarded is on a sliding scale according to each individual teacher's final evaluative scores. Bonuses will also be awarded to teachers using a combination of school growth and their individual classroom's growth based on NWEA results.

In the event that a teacher or school leader is not performing to standard, he/she will be placed on an improvement plan that outlines the specific timeline necessary to make improvement if employment is to continue.

The pay structure will begin with a base pay of \$32,000 for a career teacher, \$48,000 for a mentor teacher, and \$64,000 for a master teacher. Each teacher will also be eligible for an additional \$2,500 - \$6,000 in bonus pay depending on student growth measured by NWEA. This system could allow a master teacher to receive \$84,000 or more in salary for their outstanding performance. Performance in six areas will be used to determine the allotment each teacher will receive in salary. Once each teacher is evaluated four (4) times throughout the school year, a table will be used to calculate the salary for each teacher. Benefits for teachers will include TRF or 403b participation, health insurance, dental insurance, vision insurance, and life insurance. IAE-CFA will adhere to all applicable laws and requirements regarding employee benefits according to the State of Indiana.

Professional Development

Quality teacher development is the key to attracting and retaining talented individuals and the lever to raising student achievement levels. In order to offer the children of the Brightwood and Fall Creek Place neighborhoods, as well as the greater city of Indianapolis, an opportunity to become successful in the future we must provide them with excellent educators. We know that teacher actions result in student actions, and it is our objective to ensure teachers make the best informed decisions in their classroom. Therefore, we prioritize on-going, varied opportunities for teachers to improve their instruction through (a) classroom observations and debriefs between colleagues and from the instructional leadership team, (b) professional development days, (c) curriculum development and review, (d) unit review and analysis, (e) professional learning communities, (f) video lessons, (g) leadership opportunities within the school for teachers, (h) outside classroom and school visits, (i) professional development sessions led by instructional leadership team members, lead teachers, or consultants, and (j) individual check-ins.

Seventeen full professional development days are scheduled throughout the annual calendar; ten of these professional development days occur prior to the first day of school to ensure a strong start. Teachers will utilize 40 minutes of collaborative planning time during their prep periods on Thursdays. Every Wednesday, from 4:00pm to 5:00pm, teachers participate in professional development targeted to address the evaluation rubric and specific strategies developed by our master teachers to help our students' academic growth. PLC's will be held on every Tuesday from 7:30am to 8:00am. This time will be devoted to problem-solve and action plan around ways to enhance instruction.

The Instructional Leadership Team will meet weekly to address the overall effectiveness of the professional development plan based on surveys completed by the school staff members.

Start-Up & Operations

Start-Up Plan

The start-up plan can be found in Attachment 15.

Start-Up Staffing and Costs

The start-up staffing and costs can be found in Attachment 17.

Transportation

IAE - CFA projects that many of the parents of the students enrolled at the school will provide their own transportation or allow their child to walk if within a reasonable distance. We will also work with day care providers to ensure that transportation to and from school is a smooth process. Extended day options will provide before and after school care on a sliding scale basis. It is projected that this program will be operated by the YMCA within the school. Transportation to and from the before and after school care will not be provided. It will be the parent's responsibility to provide transportation.

Safety and Security

IAE-CFA places its highest emphasis on student safety and security. We will employ security cameras throughout the school building along with restricted access doors. All staff will be trained in the various warning signals and procedures put forth in the IAE-CFA Emergency Plan. All visitors must sign in at the main office and wear an identification badge prior to admission to the general school building.

Technology Specifications and Requirements

IAE-CFA intends to utilize a rotational model of blended learning. In order for us to successfully implement our program, several technological components are required. Our school will be equipped with desktop computers for each computer lab, wireless internet access throughout the entire school, interactive projectors in each classroom, and computers for teachers and administration to use. We will also require high speed internet connection, adaptive learning software for reading and math, Microsoft Office for student, teacher, and administrative use, Dyknow computer monitoring software for student computers, and a web based student information portal. We will utilize a cloud based system to back up all important data. All equipment will be barcoded and inventoried. Servers will be password protected and have various user level permissions. A full-time data analyst will be employed to maintain the technology in the school and provide support for teachers and staff.

Each student will have a unique access code to all software programs that will only be known to the student, teacher, administration, and data analyst.

Insurance Coverage

Documentation of an estimate for insurance coverage can be found in Attachment 16.

Facility Plan

IAE-CFA is currently working with the Challenge Foundation Properties and IFF to locate, acquire, and build or renovate a site. We are prioritizing sites on the north side of Indianapolis. We are currently looking at the former Indianapolis Project School building located at 1145 E. 22nd Street in Indianapolis to reopen a charter school for the neighborhood. If we are successful in our site acquisition, IAE-CFA will have its own K-8 campus. If we are unsuccessful in obtaining the former Indianapolis Project School building, there is a vacant city block in close vicinity of the location. We are also speaking with the local

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CDC and King Park to determine the best approach to utilizing this unused land. We are committed to finding a facility or property at a price that is affordable.

Based on enrollment projections and space needs, we are looking for a space on which we can grow to construct a building of approximately 45,000 square feet or an existing building of similar size. The projected size will provide adequate space for our kindergarten through 8th grade program as well as a gymnasium to host family meetings, large-scale convocations, community events, athletic competitions and student performances.

Challenge Foundation Properties has extensive experience in working with state and local government agencies across the nation, including here in Indianapolis. The Challenge Foundation Academy facility was built by Challenge Foundation Properties. Paul Carroll, IAE-CFA board member, also has extensive experience with zoning and real estate requirements as a construction lawyer for Mercer Belanger.

Budget & Finance

IAE - CFA will use the accounting system that is shared by many other charter schools across the state. Unified Accounting Code compatible with state-approved software ensures compatibility with the State Board of Accounts and Department of Education. The program includes all forms, accounts, contracts, and funds required by the unified accounting system for schools. Audits will be conducted every year using an independent accounting firm to conduct an external audit. A purchase order system will be established to maintain a strict accountability fiscal plan. A detailed list of expenditures will be kept in a purchase order log. Duplicate copies will be made for director of operations and executive director.

The executive director and the director of operations will be responsible for the daily fiscal management of the school. No purchase orders or checks may be issued for items not in the monthly budget without permission from the board. Purchase orders will be kept for expenditures outside of payroll. Each month, the executive director in collaboration with the director of operations, will give a report of the current budget and financial status. The school will contract with Bookkeeping Plus to ensure that all state laws and procedures will be followed and the school remains in good financial standing. All accounts in the budget will be listed and identified for instant review purposes. A monthly accountant review will be of the accounts and reported to the board. All financial records and expenditures are public record and will be developed and available according to state law.

IAE - CFA intends to create a fundraising plan to be executed through the efforts of a Development Committee. The parent organization will also become involved as they organize. In addition, the board will create a plan of seeking donations and private grants. The executive director, with assistance from the school's grant committee, will apply for start-up grants and any additional grants that fit our program's design. The executive director will be responsible for keeping abreast of additional grant opportunities.

The detailed 5 year pro-forma budget can be found in Attachment 17.

The detailed budget narrative can be found in Attachment 18.

Section IV: Innovation

Foundations of Innovation

The proposed model for Indianapolis Academy of Excellence – A Challenge Foundation Academy is fundamentally different from typical school models. We will utilize a very competitive and rigorous teacher compensation plan based on performance, a rotational model of blended learning, and incorporate financial literacy, entrepreneurship, and civics education into our general curriculum. Our innovative school design will allow us to provide students with an education they can find nowhere else in the area. Our students will be literate citizens who are honorable, responsible, and have a creative entrepreneurial spark to continue the innovative spirit America was founded upon.

Blended learning is a fairly new endeavor in education. With budget cuts becoming increasingly prevalent, it is necessary to re-establish the financial solvency for American education. Blended learning has the potential for dramatically altering how teaching and learning has traditionally been approached in the United States.¹¹ The blended learning environment allows for seamless targeted intervention and flexible groupings, as well as real collaboration among students.¹² Blended learning will also fundamentally transform education by replacing expensive, complicated, and inaccessible products or services with much less expensive, simpler and more convenient alternatives. Several blended learning pilots have documented cost savings in personnel, facility, and textbook costs, with equal or improved academic results.¹³

According to the U.S. Department of Treasury Statistics in 2009, 49% of Americans have trouble keeping up with monthly expenses, 51% of Americans have no funds set aside for emergencies, 58% of Americans have not saved for retirement, 59% have never saved for their children’s education, and 15% of Americans do not have a bank account. Other alarming statistics regarding financial literacy are 40% of Americans say they live beyond their means, 50% of Americans live paycheck to paycheck, and only 21% of graduating high school students participate in a financial literacy course.¹⁴ This is not simply an adult problem. Laura Levine, Executive Director of the Jump\$tart for Personal Finance Literacy states, “The lack of financial knowledge and ability among America’s youth is also a serious problem that is not going to improve on its own,” she notes. “Additional emphasis needs to be placed on teaching personal finance concepts in schools, to prepare young people for their lives as independent consumers rather than waiting to offer remedial financial education after they have begun to make mistakes.” This demonstrates the importance of providing a financial education curriculum to students in school.

Implementing a strong civics education program imbedded in the school culture, Students will become engaged and informed in the legislative process by attending town hall meetings, giving speeches to the general student population, and sending flyers and information brochures through the school’s postal service. By allowing students to participate in a government system modeled after the Republic of the United States, they will build an understanding of what being a good citizen entails and be able to effectively participate in the process in the future. This will help sustain the ideals the United States was founded upon and pass freedom on from generation to generation.

¹¹ Blended Learning: Disrupting Tradition with Innovation

¹² Bright Spots Shine in Online Blended Learning

¹³ The Rise of K12 Blended Learning

¹⁴ Jump\$tart Coalition

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Entrepreneurial skills are becoming increasingly important in today's economy. With unemployment rates high and an increase in college degrees in the marketplace, it is simply not enough to get good grades and go to college. Many students leaving college are unable to find work. Our emphasis on entrepreneurship will allow our students to build the creative capacity they have and become an asset to their community by starting a business and providing jobs. This is critical to the sustainability of our economy moving forward in the future.

Since our innovative ideas are integrated and embedded throughout the school day, the high standards students are held to on a daily basis will allow us to achieve the high accountability standards the ICSB holds of all of its schools. Our students will not only be academically prepared by learning a quality content based curriculum and strong mathematics program, they will also be informed citizens who are economically prepared to enter into society.

Description of Innovation

Teaching

In order to encourage and reward excellent teachers, a comprehensive tiered salary system should be utilized to rate effectiveness to determine pay based on performance. Various aspects of teacher and school performance should be considered in determining the effectiveness of a teacher. A structure for allowing teachers to "climb the ladder" in education should also be considered for those aspiring to reach more students as an effective master teacher. This comprehensive salary and responsibility structure is an attempt to achieve this.

Within this system there are multiple career paths. Multiple career paths will allow teachers to pursue a variety of positions throughout their careers. As teachers move up the ranks, their qualifications, roles and responsibilities increase, and so does their compensation. These roles are clearly defined and involve a considerable difference in salary.

The first and most basic level is that of a career teacher. The career teacher is typically someone who is new to education and has not developed the expertise necessary to be a master teacher. Career teachers may not yield the expertise necessary to obtain maximum student growth and achievement. Within the career teacher path there are eight tiers, each with a level of salary based on performance. Career teachers will receive consistent coaching and professional development in order to gain these skills. Career teachers are responsible for one classroom and will work in cooperation with mentor and master teachers through the use of virtual learning.

The second level of teacher is that of a mentor teacher. The mentor teacher is an effective classroom teacher who delivers consistent positive student achievement results. Much like the career teacher, the mentor teacher role contains eight tiers of salary based on performance. The mentor teacher will take on responsibilities other than just classroom duties. Mentor teachers will provide coaching to career teachers that will enable career teachers to become more effective. Mentor teachers are also part of the teacher evaluation process and will evaluate each teacher one time per school year. Mentor teachers are also responsible for one classroom and will work in cooperation with the career teacher and master teacher through the use of virtual learning.

The third level of teacher is that of a master teacher. The master teacher is the most effective classroom teacher and produces very high student achievement results. The master teacher's salary is also based on eight tiers of performance. The master teacher is not limited to a single classroom but is

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utilized throughout the entire school to reach every student to provide that excellent delivery of the most effective instructional practices. This can be done either virtually, through co-teaching, providing demonstration lessons for career and mentor teachers to observe, or with small groups of students to target a specific skill that needs remediation or enrichment. The master teacher is also part of the teacher evaluation process and will evaluate each teacher one time per school year. Master teachers will also assist all teachers in the effective implementation of Core Knowledge, provide weekly professional development for all teachers, and provide coaching and feedback to all teachers regarding their performance in the classroom.

To calculate the tier of every teacher certain components are necessary to include in that will give an accurate rating for effectiveness. Each teacher will also be evaluated four times per year, twice by the administrator, once by the master teacher, and once by a mentor teacher. Evaluations by administrators are weighted more heavily than master and mentor evaluations when determining the final evaluative score for each teacher. Teachers will be evaluated in the areas of designing and planning instruction, delivery of instruction, the learning environment, professional responsibilities, Core Knowledge implementation, and school culture. These measures will give a comprehensive picture of the effectiveness of a teacher. Each category will also be weighted according to the importance to student achievement and the pay awarded is on a sliding scale according to each individual teacher's final evaluative scores. Bonuses will also be awarded to teachers using a combination of school growth and their individual classroom's growth based on NWEA results.

The pay structure will begin with a base pay of \$32,000 for a career teacher, \$48,000 for a mentor teacher, and \$64,000 for a master teacher. Each teacher will also be eligible for an additional \$2,500 - \$6,000 in bonus pay depending on student growth measured by NWEA. This system could allow a master teacher to receive \$84,000 or more in salary for their outstanding performance. Performance in six areas will be used to determine the allotment each teacher will receive in salary. Once each teacher is evaluated four (4) times throughout the school year, the following table will be used to calculate the salary for each teacher.

Career Teacher

Performance Area	Weighted Percentage	Payout Amount
Teacher Observations/Evaluations	75%	Please see the tiered salary table for salary information.
Core Knowledge Implementation	15%	
School Culture	10%	
Individual Student Growth (NWEA)	75%	\$1,875
Overall School Growth (NWEA)	25%	\$625

Mentor Teacher

Performance Area	Weighted Percentage	Payout Amount
Teacher Observations/Evaluations	50%	Please see the tiered salary table for salary information.
Core Knowledge Implementation	10%	

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School Culture	10%	
Individual Student Growth (NWEA)	60%	\$1,500
Overall School Growth (NWEA)	40%	\$1,000

Master Teacher

Performance Area	Weighted Percentage	Payout Amount
Teacher Observations/Evaluations	60%	Please see the tiered salary table for salary information.
Core Knowledge Implementation	30%	
School Culture	10%	
Overall School Growth (NWEA)	100%	\$10,000

School Director

Performance Area	Weighted Percentage	Payout Amount
Base Salary	N/A	\$78,000
Core Knowledge Implementation	1 Rubric Point	\$750
School Culture	1 Rubric Point	\$750
Overall School Growth (NWEA)	100%	\$10,000

Curriculum Director

Performance Area	Weighted Percentage	Payout Amount
Base Salary	N/A	\$70,000
Core Knowledge Implementation	1 Rubric Point	\$750
School Culture	1 Rubric Point	\$750
Overall School Growth (NWEA)	100%	\$10,000

Instructional Support

Performance Area	Weighted Percentage	Payout Amount
Teacher Observations/Evaluations	100%	Please see the tiered salary table for salary information.
Core Knowledge Implementation	1 Rubric Point	\$200
School Culture	1 Rubric Point	\$200
Overall School Growth (NWEA)	100%	\$625

Part of the success of this approach depends on the development and retention of excellent teachers. To help with this, ongoing applied professional growth is an integral part of the plan to sustain high teacher quality and student growth and achievement. This will be achieved by utilizing master and mentor teachers to provide weekly professional development in areas of scoring rubrics and effective instructional strategies. Master teachers will develop and deliver a weekly plan for professional growth with the assistance of the administration and mentor teachers. The master teacher will schedule a follow-up time with each teacher to provide feedback and additional coaching to build highly competent teachers across the school on a weekly basis. This allows teachers to apply their new learning and evaluate the effectiveness of their practices.

This plan that focuses on building quality teachers from within the school and rewarding those teachers for their effectiveness will develop a strong culture of instructionally focused accountability. Students will benefit from receiving instruction from a high quality master teacher on a daily basis. This will also incentivize career and mentor teachers to develop their skills and reach the status of master teacher.

Technology

Schools today are experiencing budget cuts across the board and there needs to be a solution to this problem. Our fiscal crisis will be here to stay for quite some time and it may even get worse as time goes by. Our current system of traditional education, one teacher for each classroom of students, needs to be reformed to accommodate for these changes in revenue. One way to solve this problem is to move to a blended learning environment.

Blended learning provides the best of traditional education and the integration of technology. With the cost of technology continuing to fall and the availability of online individualized curriculum, it makes perfect sense to bring these two methods together. It is financially unsustainable to recruit and retain high quality master teachers, the top 25%, for every classroom in a school because of the salary they would require. We have to find a solution to this problem.

We know that the top 25% of teachers already achieve results that would enable all of our children to meet and exceed standards and these teachers help students make approximately three times the progress of students who are assigned to teachers in the bottom 20-25%. Children, who start one year behind, catch up by having excellent teachers two years in a row. Children who start on grade level are able to leap further ahead like “gifted” peers every year they have excellent teachers. How do we get excellent teachers into every classroom? The answer is simple, with blended learning.

Our model of blended learning will utilize the rotation model approach. This model allows for students to rotate through three pods throughout their day. One pod is devoted to direct instruction provided by a teacher. A pod station is devoted to a collaborative workshop led by the teacher’s assistant. A third pod is devoted to individualized digital instruction in a computer lab setting. These stations keep instruction moving at a brisk pace throughout the day minimizing the down time associated with traditional classrooms.

The rotation model will allow for a grade level of sixty students to be divided into three groups of twenty. This will allow for one teacher to instruct sixty students throughout the day, lowering the student to teacher ratio from 60:1 to 20:1 for instruction and collaborative group work. This model

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helps reduce the personnel budget of a school by nearly \$500,000 per year making it a responsible use of taxpayer money.

Grade levels will be grouped into three categories of blended learning. Beginning with 100% of instruction being teacher led and ending with a blended 50% teacher led instruction and digital instruction. The following highlights how blended learning continuum will look for Kindergarten through eighth grade.

Kindergarten students will receive 100% of their instruction through direct, teacher-led lessons. Kindergarten will have limited access to digital instruction because of their developmental levels. Kindergarten will start with one mentor teacher and two career teachers. Instruction will be delivered simultaneously through WebEx to all classrooms. The three teachers will co-teach each lesson with the mentor teacher leading the instruction and giving support to the career teachers.

Kindergarten is heavily focused on phonics instruction, the integration of Core Knowledge, grammar, spelling, and social skills. This will allow Kindergarteners to develop the skills necessary to build a strong foundation of knowledge so they are ready to become independent learners. Challenge block refers to the time of day when students are ability grouped and taught in small groups for remediation and enrichment.

First and second grade students will receive 80% of their instruction through direct, teacher-led lessons and 20% of their instruction through digital lessons utilizing Compass Learning Odyssey. First and second grade will share two teachers and three assistants.

First and second grade is heavily focused on phonics, the integration of Core Knowledge, grammar and writing, spelling, and social skills for 80% of their day. This will allow first and second grade students to develop strong foundational skills necessary to develop deep knowledge and become independent learners.

The remaining 20% of the day, first and second grade students will visit the learning lab to receive digital instruction from Compass Learning Odyssey. Students will receive individualized instruction, remediation, and enrichment they need to make high academic growth. Students will also be pulled in very small groups at this time by a master teacher to work on specific skills. This allows each student to be instructed by an excellent teacher every day.

Third through fifth grade students will receive 65% of their instruction through direct, teacher-led lessons and 35% of their instruction through digital lessons utilizing Compass Learning Odyssey. Third through fifth grade will share three teachers and five assistants. All direct instruction will be delivered simultaneously through WebEx to collaborate with other classrooms. The teachers will co-teach each lesson.

Third through fifth grade is heavily focused on reading skills, the integration of Core Knowledge, grammar and writing, spelling, and social skills for 65% of their day. This will allow third through fifth grade students to refine the strong foundational skills they have developed and build deep knowledge across all academic areas and become independent learners.

The remaining 35% of the day, third through fifth grade students will visit the learning lab to receive digital instruction from Compass Learning Odyssey and work on collaborative inquiry projects. Students will receive individualized instruction, remediation, and enrichment they need to make high academic

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growth. Students will also be pulled in very small groups at this time by a teacher to work on specific skills. This allows each student to be instructed by an excellent teacher every day. Students in third through fifth grade will begin learning about finance, civics, and entrepreneurship as part of the curriculum. A portion of the time in the learning lab will be devoted to students working in collaborative groups to gain knowledge in this specialized curriculum.

Sixth through eighth grade students will receive 50% of their instruction through direct, teacher-led lessons and 50% of their instruction through digital lessons utilizing Compass Learning Odyssey. Sixth through eighth grade will share three mentor teachers, three career teachers, and one master teacher for nine classrooms. All direct instruction will be delivered simultaneously through WebEx to collaborate with other classrooms. The teachers will co-teach each lesson.

Sixth through eighth grade is focused on reading skills, the integration of Core Knowledge, writing, and spelling for 50% of their day. This will allow sixth through eighth grade students to develop and refine deep knowledge and skills across all academic areas and become independent learners.

The remaining 50% of the day, sixth through eighth grade students will visit the learning lab to receive digital instruction from Compass Learning Odyssey and work on collaborative inquiry projects. Students will receive individualized instruction, remediation, and enrichment they need to make high academic growth. Students will also be pulled in very small groups at this time by a teacher to work on specific skills. This allows each student to be instructed by an excellent teacher every day. Students in sixth through eighth grade will continue learning about finance, civics, and entrepreneurship as part of the curriculum. A portion of the time in the learning lab will be devoted to students working in collaborative groups to gain knowledge in this specialized curriculum.

Excellent teachers will have opportunities to reach more students, earn more pay, and have opportunities for career advancement. Good teachers will have an opportunity to collaborate with teammates, hone their craft to become excellent, and earn more as part of a school that extends reach. Students will have opportunities to learn from excellent teachers every year, improve their learning at a faster pace, and spend more time on higher-order thinking skills. The school will be able to achieve much higher rates of student learning consistently and attract and retain the best teachers by offering higher pay and career opportunities.

Multi-classroom leadership uses technology to deliver instruction from mentor teachers by using services such as WebEx. WebEx allows a mentor or master teacher in a remote location or even in another classroom to interact and deliver instruction to another classroom, a pod, without actually being there. We can see how this works by looking at an example. Ms. Susan Williamson is teaching a language lesson from her classroom across the campus using WebEx. She engages students in her classroom and in a remote classroom, a pod. Through WebEx, they can see and hear their teacher. If they have immediate questions, they can communicate to her during the class period. Career teachers supervise the students in the pod, provide additional assistance, distribute learning materials, and administer tests.

This method of exposing all students to mentor teachers for instruction will raise student achievement. Creating an opportunity culture allows teachers to have multiple career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay for excellent teachers and a greater reach to all students. The goals are to reach every child with an excellent teacher and build an opportunity culture that attracts, leverages, and retains excellent teachers.

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Grouping students for collaborative workshops allow for the teacher to reinforce skills already taught during direct instruction. Workshops give students the opportunity to continually refine their skills through collaborative work and will free up the teacher's time to provide direct instruction. All students will benefit from refining the skills they have already learned in a small group setting.

A teacher's assistant will manage the workshop and stations that students will be working. The assistant and teacher will collaborate to determine what stations to utilize and how they should be managed. The assistant will also collaborate with the teacher and data analyst to determine targeted small groups. The assistant will pull these small groups during each workshop time. This allows for students to receive targeted intervention and enrichment every day while not missing out on any instructional time from the classroom teacher.

When students are not receiving direct instruction from mentor teachers, they will be engaged in individualized learning by rotating through a computer lab. This will allow for a time-technology swap. By having 25% or more of time devoted to digital instruction, this will allow excellent teachers to teach more students. Students spend part of the day engaged in self-paced digital learning. Digital instruction replaces enough of the mentor teachers' time so they can teach more students. Face-to-face teaching time is used for higher-order learning and personalized follow-up.

Teachers will assign work based on ability level for each individual student using Compass Learning Odyssey. This individualized approach will allow students below grade level, on grade level, and above grade level to maintain steady gains in academic progress. Compass Learning Odyssey is also tied directly to NWEA results that will allow students to learn material in which they performed poorly. Students will also be able to use this time to complete collaborative group projects.

Computer labs will be managed by a lab assistant and all data from assignments will be disaggregated daily and reported back to each teacher by a data analyst. This will free the teacher from spending unnecessary time reading reports from the day's activities and allow them to plan and adjust instruction on a daily basis.

Data reports will also be utilized by master teachers and career teachers to pull small groups of students during their time in computer lab for intervention and enrichment. This will expose both below and above grade level students to excellent teachers to push their academic growth even higher.

The use of blended learning will allow for all students to be reached by excellent teachers and receive individualized instruction based on the skills and content they are learning in the classroom. Teachers will have more time to devote to all students, earn a higher wage, and have multiple career opportunities. Students will take ownership in their own learning because it will be their responsibility to make sufficient gains. A blended learning approach can propel a school to the forefront of education and become a model for the nation to follow.

School Leader

JOSEPH BURLESON

10621 Inspiration Drive ♦ Indianapolis, IN 46259 ♦ 317.608-2991 ♦ burleson@indianapolisacademy.org

PROFILE

Dynamic professional with history of overcoming challenges and achieving successes in the field of education. Possesses wide and deep experience educating children in the urban setting. Currently working toward master's degree in educational leadership. Has demonstrated strong leadership qualities including the following:

Acting Principal
Science Lead Teacher
RTI Leadership Team
School Discipline Coordinator
Challenge Foundation Fellowship
Core Knowledge Trained Administrator

InSAI Steering Team Member
8-Step Process Leadership Team
Community Outreach Developer
ISTEP Planning Committee
Instructional Leadership Team

PBS Leadership Team
BBT Leadership Team
School Safety Team Member
Instructional Schedule Development
TAP Trained and Certified Administrator

PROFESSIONAL EXPERIENCE

Challenge Foundation Academy, Indianapolis, IN 2012-Current

CHALLENGE FOUNDATION FELLOW

Serve as the Challenge Foundation Fellow at the Challenge Foundation Academy to gain experience in operating a high quality successful charter school in Indiana as an instructional leader, site-based manager, and builder of school culture.

- Responsible for planning improvements in student performance, school design/instructional processes, financial management, customer satisfaction, and new school development.
- Responsible for guiding the school's vision for learning, setting standards for student achievement, providing leadership, direction, and support to the implementation of the school's instructional and program plans.
- Provides instructional leadership in advancing proven teaching and learning practices.
- Observe and evaluate instruction regularly.
- Support and monitor the professional development plans of lead teacher and curriculum coordinators.
- Develop and manage the school budget.
- Supervise all operations involving the management of the school, including school funds, payroll, purchases, inventories, and office preparations.
- Manage student recruitment and enrollment process.
- Recruit, select, and hire school staff.
- Ensure compliance with federal, state, and local regulations and policies
- Serve as a spokesperson for the school in the community and elsewhere.
- Engage parents and community in planning and implementing programs.
- Expand the TeamCFA network of schools in Indianapolis.

Indianapolis Public Schools, Charles W. Fairbanks Elementary #105, Indianapolis, IN 2006-2012

FIFTH GRADE TEACHER

Serve as a fifth grade teacher to approximately 30 students and acting principal overseeing the daily operations of a school with approximately 450 students.

- Responsible for the education and character development of fifth grade students.
- Acting principal assuming all administrative roles when the principal is out of the building including but not limited to school-wide discipline, parent conferences and contacts, community building, and interviewing teaching candidates.
- Play a major role in all leadership teams within the school to aid in developing school policies and guidelines.
- In charge of school-wide discipline including handling all suspensions, parent communications, and documentation of all incidents.
- Develop the school-wide instructional calendar for all grade levels including all teacher and support staff duties.

- Plan, coordinate, publicize, and manage the annual community fair that brings in over thirty vendors from various community services and businesses, serves dinner to the attendees, displays student projects that simulate a trip around the world, and provides entertainment performed by the students.
- Develop the school-wide positive behavior system that includes rewards for positive behavior choices, teaches procedures, and promotes the development of a positive culture within the school.
- Plan and implement the school's daily instructional calendar.
- Train staff in the 8-Step Process that involves a system of data disaggregation, targeted instruction, remediation, and enrichment.
- Developed the Indianapolis Public School's three week instructional calendar and pacing guide for the Indiana Academic Standards for Kindergarten through sixth grade in accordance to the alignment of the three week assessments and the 8-Step Process.

Indianapolis Public Schools, Arlington Woods Elementary #99, Indianapolis, IN

2004-2006

FOURTH GRADE TEACHER

Serve as a fourth grade teacher to approximately 25 students.

- Responsible for the education and character development of fourth grade students.
- Served as the science lead teacher for the school attending all district meetings to disseminate information to all school staff.

EDUCATION

Bachelor of Science, Education, Indiana University, Bloomington, IN
Graduate Student, Indiana University, Indianapolis, IN (Expected Completion 2013)

OTHER CERTIFICATIONS

Project Wild & Aquatic Wild
Project Wet
Hoosier River Watch
Tribes Learning Community
8-Step Process
TAP Administrator
Core Knowledge Administrator

CIVIC ACTIVITIES

St. John's Catholic Church Parish Life Committee
Irvington Math Tutoring Services
North East Corridor Quality of Life Initiative

Founding Board Member

Anthony M. Kline, Ph.D.
7811 Marquis Lane
Indianapolis, IN 46260
anthonym.kline@gmail.com
(317) 902-3057

Curriculum Vitae

I. EDUCATION

- 2011 **Doctor of Philosophy**
Elementary Education, Leadership and Research
Ball State University, 3.85/4.0 G.P.A.
- 2003 **Master of Arts**
Special Education, Learning Disabilities Focus
Ball State University, 3.9/4.0 G.P.A.
- 2001 **Bachelor of Science**
Elementary Education, Health Science Endorsement
Ball State University, 3.6/4.0 G.P.A. Cum Laude

II. PROFESSIONAL EXPERIENCE

- 2012- **Assistant Professor**, Department of Elementary Education,
Ball State University, Muncie IN
- 2008-2011 **Faculty Instructor**, Department of Elementary Education,
Ball State University, Muncie IN
- 2003-2008 **Elementary Teacher**, The Orchard School, An independent
private school, Indianapolis IN
- 2001-2003 **Graduate Assistant**, The Learning Center, Ball State
University, Muncie IN

III. TEACHING

Courses Developed and Taught at Ball State University

- EDEL 200 Planning for the Elementary and Early Childhood Classroom
- EDEL 244 Early and Elementary Education for Social Justice

- EDEL 300 Management, Organization, and Instruction in the Elementary Education Classroom
- EDEL 350 Teaching in the Elementary Education Classroom
- EDEL 350T Transition to Teaching: Teaching in the Elementary Classroom
- EDRDG 430 Corrective Reading
- EDEL 450 Senior Seminar in Early Childhood and Elementary Education
- EDEL 450 Supervision of Doctoral Student
- EDEL 464 Student Teaching Supervisor
- EDRDG 610 The Teaching Of Reading in the Elementary School

IV. RESEARCH, PUBLICATION, AND SCHOLARLY PRODUCTIVITY

International/National Presentations

Kline, A., & Peck, E. (2012). *The male box: Being a male teacher in elementary and early childhood schools*. Presentation at the annual conference for National Association for the Education of Young Children, Atlanta, GA.

Cassady, J., Cowan, K., Kline, A., & Fletcher, K. (2012). *Profiles of cognitive test anxiety: Variations among students with high and low study skills*. Presentation at the Association for Psychological Science, Chicago, IL.

Ceglowski, D., Kline, A., Manwell, A., Noel, M., & Peck, E. (2010). *Revealing the passion within*. Spotlighted session presented at the Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Publications

Kline, A. (2011). *Assessing the influence of social and emotional intelligence in effective educational leadership*. Retrieved from ProQuest international database.

Ceglowski, D., Baker, R., Kline, A., Noel, M., & Peck, E. (2010). The craft of research (book review). *Arizona State University's Educational Review* (March), 1-6.

V. FUNDED PROJECTS

The Leadership Board Immersive Learning Experience, 2012. Received \$20,500 sponsored by Ball State University's Provost Immersive Learning Grant.

VI. OTHER EDUCATIONAL EXPERIENCES

International Recognition

2012 Phi Delta Kappa International's Emerging Leaders Award Recipient

University Recognitions

2012 Ball State University's Excellence in Teaching Award Recipient

2010 Ball State University's Excellence in Teaching Award Finalist

2009 Mortar Board Faculty Appreciation Award Recipient

University Service

2012- Men in Education Student Organization Advisor

2011- Elementary Education Recognition Committee

2009 Curriculum Affairs Sub-Committee

2008- Elementary Education Core Committee

2008-2011 Graduate Studies Committee

2008-2009 Graduate Education Committee

Thesis/Honors Project Advisor

2012 Jacinda Edwards, Elementary Education

2012 Brittney Bousman, Elementary Education

2012 Samantha Craig, Elementary Education

2011 Lauren Rayborn, Elementary Education

2011 Katrina Kemiell, Elementary Education

2011 Amber Laugle, Elementary Education

2011 Katelynn Riley, Elementary Education

International Service

2012- Grant Proposal Reviewer, *Phi Delta Kappa International*

2012 International Trip Leader, *Project Kids International*

2008-2012 Director of Programs, *Malawi-Ball State Day of Professional Development*

2008-2011 International Trip Leader, *Global Ambassadors For Children*

State Service

2012- Board of Directors, *Indianapolis Academy of Excellence*

2012 Lead Curriculum Development & Tutor Preparation Consultant, *Professor Garfield's Migrant Education Project*

2009-2012 Educational Website Consulting Partner, *Professor Garfield*

2009-2010 Lead Educational Website Consultant, *Animal Tales*

2009 Consultant Partner, *Indiana State University's Kids Count Financial Literacy Educational Program*

Local Service

2012- Directorial Task Force Member, *The Leadership Board*

2012- Mission Financial Leadership Team, *Trinity Church*

2012- President, *Diamond Place Homeowners Association*

2005-2011 Vice President, *Diamond Place Homeowners Association*

Interviews/Press Releases

2013 The Baobab Experience (Winter, 2013). *iLearn Magazine*.

2012 Education Professor Named an Emerging Leader (Winter, 2012). *Ball State Alumnus*, pg. 4.

2012 What Happened Next: Why more Big Sisters than Big Brothers? (2012, May 5). *Muncie Star Press*.

2012 YMCA Apple Tree After-school program helps Burriss students change the world. (2012, April 29). *Muncie Star Press*.

- 2011 Ball State professors share alumni perspectives (2011, April 19). *Ball State Daily News*.
- 2010 A literacy journey: A 37-hour flight to deliver 60 lesson plans. (2010, September 4). *Ball State Alumnus*, pg. 14-15.
- 2010 Making it to Malawi (2010, Fall). *Ball Bearings*, pg. 26-31.

Invited Speaking Engagements

- 2012 Expert panelist for The 2012 Orchard School Film Festival. Invited by The Orchard School Parent Association, Indianapolis, IN (November).
- 2012 Facilitator for the Affinity Group of European American undergraduate student (EDMU 205). Invited by Dr. Ruby Cain, Muncie, IN (October).
- 2012 Keynote speaker, entitled *Those Moments*. Invited for Dean's Recognition Ceremony and Reception, Muncie, IN (September).
- 2012 Keynote speaker, entitled *Leadership For Impact*. Invited by The Leadership Board, Muncie, IN (April).
- 2012 Presenter, entitled *Introduction Into Diversity*. Invited by College Mentor for Kids, Muncie, IN (February).
- 2012 Presenter, entitled *Dreaming BIG*. Invited by director of Education for Local/Global Citizenship, Muncie, IN (February).
- 2012 Presenter, *Changing the World, Starting with Us*. Invited by board member of Muncie Indiana's United Methodist Men's Group, Muncie, IN (January).

Professional Memberships

American Association of Colleges for Education

Association for Childhood Education International

The Association of Teacher Educators

The National Association for Education of Young Children

Phi Delta Kappa International

Society for Research in Child Development

Jennifer C. Hoffman
5715 Brookstone Dr. Indianapolis, IN 46234
jechoffm@gmail.com (317) 650-6569

Capabilities

- ❖ Adapting quickly to complex situations and learning challenging material through research and independent study
 - ❖ Establishing innovative approaches to system barriers using project management principles and non-traditional strategies
 - ❖ High-level management of work teams and sensitive projects with discretion while remaining abreast of constantly changing variables
 - ❖ Constructing sustainable programs in high-risk environments with limited resources
-

Strategic Implementation

- ❖ Established the first grants division overseeing \$300M in grant award funding for a public agency within a 12 month timeline. This four member division facilitated state funding increase of \$170M in 18 months.
- ❖ Reorganized the St. Joseph County Tobacco Quit Program through the development of structured protocols for non-compliant inspections and streamlined the violation processes ensuring compliance within six months of citation.
- ❖ Coordinated the first multi-jurisdictional work group to strategically limit recruiting activities of hate groups located in Northern Indiana. The Hate Crimes Task Force utilized aggressive enforcement measures to halt recruitment activities and coordinated various components of the Tolerance Training programs for approximately 2000 youth.

Leadership and Change Management

- ❖ Launched an innovative crime prevention program bringing deputy prosecutors, police, firefighters, and the business community together to mentor an average of 60 at-risk youth per month. The program operated for 12 months with a combined budget of \$300 cash and all other expenses covered through solicited donations.
- ❖ Developed the first comprehensive grant and partner tracking system for a public agency establishing measurable benchmarks and objectives at no additional cost to the agency. This database has been adapted for statewide use by the Governor's Office.
- ❖ Analyzed agency funding sources for strength and administrative efficiency. As a result several grant projects were reassigned to new project officers resulting in streamlined and coordinated programs to leverage state dollars.

Communication

- ❖ Established critical relationships between employer and outside partners to address many sensitive issues.
 - ❖ Used diplomatic communication strategies
 - to reduce tensions between police officers and prosecutors resulting in shared evidence strategies,
 - to communicate legislative needs to statewide media resulting in increased publication and airtime at no cost,
 - and to negotiate project budgets between program officers and university researchers resulting in a savings of 20% per contract
 - ❖ Created nationally recognized training materials for newly administered federal grant submission website.
-

Experience

Regenstrief Institute, Inc. – VA Center on Implementing Evidence Based Practice (VA CIEBP)
& IU Center for Health Services Outcomes and Research (IU CHSOR); Indianapolis, IN
Collaborations and Business Development Officer (March 2008- current)

Office of the Lt. Governor – State of Indiana; Indianapolis, IN
Director, Grant Services (March 2007 – March 2008)

Department of Health – State of Indiana; Indianapolis, IN
Director, Policy & Grant Management (July 2005- March 2007)

Tobacco Retail Inspection Program – Indiana University; Bloomington, IN
Graduate Assistant (June 2004- July 2005)

House of Representatives – State of Indiana; Indianapolis, IN
Communications Specialist (January 2003- July 2004)

St. Joseph County Prosecutor’s Office; South Bend Indiana
Prosecutor’s Executive Assistant (June 2001-December 2002)

Education

Master of Public Health; Indiana University (2005)

Bachelor of Science – Applied Health Science; Indiana University (2001)

Continuing Education

Doctoral Student; Purdue University (expected completion 2015)

Project Management Certificate; Indiana University Purdue University Indianapolis (2006)

Additional Affiliations

Department of Applied Health Science- Indiana University; Bloomington, IN
Graduate Guest Lecturer (2004-Current)

Founding Board Member

Nikki Giant

Myfullcircle.org
nikki@myfullcircle.org
972.983.9112

Experience

Managing Director, Full Circle (Self Employed)

January 2012 to Present; UK

Founder and Managing Director of the social enterprise, Full Circle Education Solutions. Providing training, youth projects, resources, events and consultancy services to support schools, youth and community organisations to improve youth well-being and raise children's aspirations, attainment and school attendance.

Membership Extension Manager, Girl Scouts of Indiana

March 2011 to March 2012, Indianapolis; IN

Responsible for the extension of specific Girl Scout programs in under-served communities, for girls K-12th grade. Duties include liaising with schools, youth and community agencies, managing contractual staff and volunteers, managing a department budget and engaging in community cultivation to develop the profile of Girl Scouts across the forty five counties of Central Indiana.

Online Counselor, Beat Bullying

January to September 2010; Virtual

Providing online counseling and mentoring to young people affected by bullying, and associated issues affecting mental and emotional health.

Anti-Bullying Project Officer, Cardiff Council

April 2007 to September 2010; Wales, UK

Providing an advisory role to schools and professionals, Promoting a multi-agency, partnership-led approach to preventing and responding to bullying, supporting the development and review of policy and strategies, and developing resources and curriculum to prevent bullying.

Education

Bachelor of Arts (Honors) in General Illustration, Swansea University, UK
Diploma in Therapeutic Counseling, Barry College, UK
Advanced Diploma in Life Coaching, Stonebridge Associated Colleges, UK
Certificate in Play Therapy, APAC & Canterbury Christchurch University, UK
Certificate in Counseling Skills, University of Bristol, UK

Expertise

Volunteer Management
Community Outreach
Staff Management
Budgeting
Capacity Building
Writing
Policy Development
Event Planning
Program Development
Child & Youth Development
Counseling
Coaching

Training

Restorative Justice Trainer
Relax Kids Trainer
R-Time Trainer
Child Exploitation & Online Protection
Child Protection
Solution Orientated Brief Therapy

Professional Experience

Co-Author of "Surviving Girlhood"
Author of 'E-Safety for the i-Generation'
Fellow, Winston Churchill Travelling
Scholarship

Freelance Clients

School on Wheels Indianapolis USA
BulliesOut Charity UK
UNISON, UK
GMB, UK

Speaking Events

National Annual Conference on
Girl Bullying 2011, Las Vegas NV
International Bullying Prevention
Association Conference 2010, Seattle WA
Welsh Assembly Government Annual
Anti-Bullying Conference 2008

Et Cetera

Education Blogger
World Traveller
Cadbury Chocolate Fiend



Paul J. Carroll

Attorney

(317) 636-8774 (direct telephone)

(317) 636-8776 (direct facsimile)

pcarroll@indylegal.com

Spring, 2011

Primary Practice

Mr. Carroll concentrates his practice in Construction Litigation, Mechanic's Liens and other Construction Payment Remedies, Contract Drafting and Review, Real Estate Law, Rezoning and Variance Issues and Corporate and Business Litigation. He represents residential and commercial builders, subcontractors and owners in their various construction disputes, zoning and variance issues and contract preparation and review. Additionally, Paul represents title insurance companies and individual clients in litigation and alternative dispute resolution of real estate title disputes. He also dedicates a substantial amount of time in assisting his clients in addressing and resolving general business matters.

Education and Qualifications

- Purdue University, B.A., 2003
- Indiana University School of Law – Indianapolis, J.D., 2006
- Licensed in Indiana and the U.S. District Courts for the Southern and Northern Districts of Indiana

Legal and Trade Associations

- Indiana Bar Association
- Indianapolis Bar Association
- National Association of the Remodeling Industry (NARI), Central Indiana Chapter
 - Member, Board of Directors
- Central Indiana Real Estate Investors Association
 - Member, Board of Directors
- Builders Association of Greater Indianapolis (BAGI)
- Indiana Builders Association
- Mechanical Contractors Association of Indiana

Seminars

- "Home Improvement Contracts Act: Protection for Both Remodelers and Homeowners," given 2010 to National Association of the Remodeling Industry (Central Indiana Chapter).
- Numerous NBI and Half-Moon Seminars including Curing Real Estate Defects and Using a Mechanic's Lien to Get Your Money. He has also presented in Lorman's Seminar, Fundamentals of Construction Law.

Awards

- Superlawyers, Indiana Rising Star (2009, 2010)

Civic Involvement

- Marion County Special Olympics. Volunteer 2004 through Present. Coach and partner in numerous sports including track and field, basketball, bowling, and softball.
- Special Olympics Athlete Leadership Program ("ALPs"). Volunteer, 2010. Working 1-on-1 with a specific Special Olympics athlete during ALPs University Courses and throughout year in completion of curriculum.

Founding Board Member

JOAN LANGE
6104 Yeats Manor Drive
Tampa, FL 33134
Cell: 239-405-2638

Professional Experience

2005-Present Challenge Foundation National Schools Director and Director of School Leadership

Responsibilities include:

- TeamCFA Foundation Board Member/Secretary
- Developed and manage TeamCFA Fellowship Program
- Assist in writing and developing CFA Charter Applications
- Present Applications to Authorizers
- Assist in development of long range plan for opening CFAs
- Assist in developing and recommending a budget to new CFAs
- Seeking out consultants to provide needed services
- Hiring consultants as needed
- Assist in building governing boards for potential CFAs
- Serve on all new CFA Boards
- Interview and make recommendations for potential CFA Staff
- Develop relationships with charter school authorizers
- Build community support through community presentations
- Keep governing board members updated on CFAs
- Attend pertinent educational and philanthropic conferences and report findings to Trustees
- Seek out and present RFPs and Supplemental Grants and recommendations to Trustees for approval
- Write and present monthly reports to Trustees
- Assist in planning TeamCFA Core Knowledge Yearly Conference

1997-2005 Program Director, Challenge Foundation

Responsibilities included:

- Seek out and recommend potential grantees
- Manage multi-million dollar grant portfolio
- Site visits to new and exiting portfolio schools
- Review grant applications and make recommendations
- Track grant progress and effectiveness of grants
- Research of education reform projects

Professional Activities/Organizations

2003-2007 Leadership Florida Member Services Committee
2003 Expert Board: State of Georgia revision of state standards
2004 Advisor: Moore Co. Public Schools First In America, NC
2003-2006 Bonita Springs Speakers Assembly Member
1995-2006 World Affairs Council of Collier County Member
1998 National Charter School Conference Panelist (CK)
1999-Present Philanthropy Roundtable: Member
1999 Presenter Midwest Regional CK Conference St. Paul, MN
1991-1999 National Consultant for the Core Knowledge Foundation

JOAN LANGE
6104 Yeats Manor Drive
Tampa, FL 33134
Cell: 239-405-2638

1992-1997 Presenter Core Knowledge National Conferences
1994-1995 Edited curriculum documents for schools in Maryland in
conjunction with Core Knowledge Foundation

Awards and Honors

1997 Rotary Outstanding Teacher Award Three Oaks Middle
1999-1997 Golden Apple Award Nominee, Lee County, FL
1993-95 Awarded Lee County Public Schools Foundation Grants
1990 Teacher of the Year Ocoee Elementary-Orange County
1986-1987 Lindbergh Leader-Lindbergh School District, St. Louis

Education

1982-87 26 Post Graduate hours
1981 Master of Arts in Education Southeast Missouri State University
1971 Bachelor of Science in Education SE Missouri State University

Educational Involvement

2012-Present Board Member Aristotle Preparatory School CFA; Opening 8/13
2012-Present Board Member Cornerstone Academy CFA
2012-Present Board Member Ridgeline Academy CFA
2010-Present Board Member Brevard Academy CFA (Roll off in June 2013)
2010-2012 Board Member New Dimensions CFA
2004-2010 Founding Board Member Challenge Foundation Academy
2006-2011 Founding Board Member Pioneer Preparatory CFA
2006-2012 Board Member Thomas Jefferson Classical Academy
2009-2010 Board Member Piedmont-CFA
2009-2012 Founding Board Member Lake Lure Classical Academy-CFA

Community Involvement

2002-Present Community Representative Mt. Air Country Club
2002 Leadership Florida Class XXI

Founding Board Member

Rosemily Geyer, CPA

825 Kessler Blvd. West Dr. Indianapolis, IN 46228, (317) 490-9357

geyer1875@yahoo.com

EDUCATION

- Indiana Certified Public Accountant
- Bachelor of Business Administration in Accounting, May 1999
The College of William and Mary, Williamsburg, Virginia
- Fluent in Spanish

EXPERIENCE

International Tax Senior Manager, Ernst & Young, IN* **Sept 2000-Apr 2003; Apr 2004-Present*

- Focus on servicing multinational and publicly held companies with international issues.
- Knowledgeable of tax accounting under ASC740, FIN48/ASC 740-10, and APB23/ASC740-30.
- Service various accounts as lead contact addressing federal, state and international tax matters.
- Focus on identification of new opportunities at clients and manage annual revenue on accounts of approximately \$2 million.
- Work directly with local partners, foreign affiliates and national practice resources to develop international tax strategies specific to client fact patterns to assist with repatriation strategies, Subpart F planning, transfer pricing or other structural reorganizations.
- Knowledgeable of US international compliance requirements. Experienced in the preparation and technical review of Forms 8858, 8865, 5471, 1118 and withholding forms and requirements pursuant to Section 1441 requirements.
- Perform technical review of foreign entity earnings and profits. Understand impact on US international reporting and planning.
- Manage the implementation of international corporate restructuring projects including timetables and budgets. Responsible for serving as direct liaison with international affiliates to coordinate and manage multinational projects.
- Research and discuss complex tax issues, and monitor tax policy and legislation to keep informed of developments that impact current clients.
- Basic knowledge of foreign tax regimes.
- Experience in U.S. corporate federal income tax and domestic issues
- 4 years - served as a senior with the State and Local Tax Group. Engaged in all aspects of multi state tax planning. Performed business/tax feasibility study and financial modeling which assessed business needs of clients to present proper tax strategic recommendations and proper fee structures.
- Mentor and develop staff to foster an open environment.

Director of Real Estate, Southeast Neighborhood Development, IN* **Apr 2003-Apr 2004*

- Responsible for initial due diligence and site planning through construction and sale of property.

Audit/Tax Staff, KPMG, VA* **July 1999 – August 2000*

- Experienced in corporate, partnership, trust and individual federal and state income tax compliance. Performed audits on national clients which involved extensive location visits, internal control assessments and thorough exposure to GAAP and SEC regulations.

News Lead Anchor, The Local Channel, VA* **Fall 1998*

- Hosted evening news broadcast for local and surrounding communities.

ACTIVITIES

- United Way Finance Committee Member 2004-2006
- Treasurer and Board Member, Second Helpings 2002-2005
- Founding Board Member, Southeast Neighborhood School of Excellence, 2004-2005

JOSEPH BURLESON

10621 Inspiration Drive ♦ Indianapolis, IN 46259 ♦ 317.608-2991 ♦ burleson@indianapolisacademy.org

PROFILE

Dynamic professional with history of overcoming challenges and achieving successes in the field of education. Possesses wide and deep experience educating children in the urban setting. Currently working toward master's degree in educational leadership. Has demonstrated strong leadership qualities including the following:

Acting Principal
Science Lead Teacher
RTI Leadership Team
School Discipline Coordinator
Challenge Foundation Fellowship
Core Knowledge Trained Administrator

InSAI Steering Team Member
8-Step Process Leadership Team
Community Outreach Developer
ISTEP Planning Committee
Instructional Leadership Team

PBS Leadership Team
BBT Leadership Team
School Safety Team Member
Instructional Schedule Development
TAP Trained and Certified Administrator

PROFESSIONAL EXPERIENCE

Challenge Foundation Academy, Indianapolis, IN 2012-Current

CHALLENGE FOUNDATION FELLOW

Serve as the Challenge Foundation Fellow at the Challenge Foundation Academy to gain experience in operating a high quality successful charter school in Indiana as an instructional leader, site-based manager, and builder of school culture.

- Responsible for planning improvements in student performance, school design/instructional processes, financial management, customer satisfaction, and new school development.
- Responsible for guiding the school's vision for learning, setting standards for student achievement, providing leadership, direction, and support to the implementation of the school's instructional and program plans.
- Provides instructional leadership in advancing proven teaching and learning practices.
- Observe and evaluate instruction regularly.
- Support and monitor the professional development plans of lead teacher and curriculum coordinators.
- Develop and manage the school budget.
- Supervise all operations involving the management of the school, including school funds, payroll, purchases, inventories, and office preparations.
- Manage student recruitment and enrollment process.
- Recruit, select, and hire school staff.
- Ensure compliance with federal, state, and local regulations and policies
- Serve as a spokesperson for the school in the community and elsewhere.
- Engage parents and community in planning and implementing programs.
- Expand the TeamCFA network of schools in Indianapolis.

Indianapolis Public Schools, Charles W. Fairbanks Elementary #105, Indianapolis, IN 2006-2012

FIFTH GRADE TEACHER

Serve as a fifth grade teacher to approximately 30 students and acting principal overseeing the daily operations of a school with approximately 450 students.

- Responsible for the education and character development of fifth grade students.
- Acting principal assuming all administrative roles when the principal is out of the building including but not limited to school-wide discipline, parent conferences and contacts, community building, and interviewing teaching candidates.
- Play a major role in all leadership teams within the school to aid in developing school policies and guidelines.
- In charge of school-wide discipline including handling all suspensions, parent communications, and documentation of all incidents.
- Develop the school-wide instructional calendar for all grade levels including all teacher and support staff duties.

- Plan, coordinate, publicize, and manage the annual community fair that brings in over thirty vendors from various community services and businesses, serves dinner to the attendees, displays student projects that simulate a trip around the world, and provides entertainment performed by the students.
- Develop the school-wide positive behavior system that includes rewards for positive behavior choices, teaches procedures, and promotes the development of a positive culture within the school.
- Plan and implement the school's daily instructional calendar.
- Train staff in the 8-Step Process that involves a system of data disaggregation, targeted instruction, remediation, and enrichment.
- Developed the Indianapolis Public School's three week instructional calendar and pacing guide for the Indiana Academic Standards for Kindergarten through sixth grade in accordance to the alignment of the three week assessments and the 8-Step Process.

Indianapolis Public Schools, Arlington Woods Elementary #99, Indianapolis, IN

2004-2006

FOURTH GRADE TEACHER

Serve as a fourth grade teacher to approximately 25 students.

- Responsible for the education and character development of fourth grade students.
- Served as the science lead teacher for the school attending all district meetings to disseminate information to all school staff.

EDUCATION

Bachelor of Science, Education, Indiana University, Bloomington, IN
Graduate Student, Indiana University, Indianapolis, IN (Expected Completion 2013)

OTHER CERTIFICATIONS

Project Wild & Aquatic Wild
Project Wet
Hoosier River Watch
Tribes Learning Community
8-Step Process
TAP Administrator
Core Knowledge Administrator

CIVIC ACTIVITIES

St. John's Catholic Church Parish Life Committee
 Irvington Math Tutoring Services
 North East Corridor Quality of Life Initiative

School Administrator Timeline and Criteria

Assistant School Director/Curriculum Director

The Assistant School Director/Curriculum Director at IAE-CFA will be a critical member of the leadership team. He/she will work closely with the school director in shaping what we teach our students, how we help them grow, our central measures of growth and the environment in which they will thrive. The assistant director will be the main point of contact with the Core Knowledge Foundation and will ensure the successful implementation of the Core Knowledge Sequence. He/she will employ effective practices of support and collaboration with teachers in implementing the Core Knowledge curriculum with fidelity and continuous attention to high standards of student achievement.

The specific responsibilities of this position include:

- Active participation on our Instructional Leadership Team, responsible for the quality of instruction and development.
- Implementing the overall design of our assessment of student achievement and a schedule through which we continuously measure growth and, based on this data, shape the instructional focus, support and professional development priorities across our school.
- Oversee the development and implementation of our intervention curriculum.
- Plan, organize, and oversee grade-level team meetings in which teachers meet to plan the following week's lessons and collaboratively analyze student data to promote student growth.
- Evaluate teacher performance using the TAP Instructional Rubric
- Design and implement our school's professional development program for teachers, based on teacher performance and student learning data.
- Promote the active involvement of families, their familiarity with the IAE-CFA curriculum, and capacity to support their children's active learning and participation in our program.

The criteria for selection include:

- Prior experience with Core Knowledge.
- Three years of experience in a school leadership role.
- Knowledge of school budgeting and how to submit a purchase order.
- Knowledge of principles, methods, techniques and strategies of organization, management and supervision.
- Knowledge of best practices in instruction and curriculum.
- Ability to effectively lead teachers to develop strong instructional practices.
- Preparation of accountability documents and reports for student performance.

Timeline for recruitment and selection:

- An advertisement for the open position will be posted in May 2014.
- The Board of Directors and School Director will review all candidate applications and resumes as they are submitted.
- The Board of Directors and School Director will conduct interviews and select a candidate by July 7, 2014

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- Employer Identification Number (EIN)
- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|--|------------|--|
| Schedule A | Yes ___ No <input checked="" type="checkbox"/> | Schedule E | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule B | Yes <input checked="" type="checkbox"/> No ___ | Schedule F | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule C | Yes ___ No <input checked="" type="checkbox"/> | Schedule G | Yes ___ No <input checked="" type="checkbox"/> |
| Schedule D | Yes ___ No <input checked="" type="checkbox"/> | Schedule H | Yes ___ No <input checked="" type="checkbox"/> |

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) 1,1,4
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law 2,1,2
- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.
- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011



**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Indianapolis Academy of Excellence, Inc.			
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
10621 Inspiration Dr.		45-3556833	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Indianapolis, IN 46259-7698		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 317-608-2991	
a Name: Joseph Burleson		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: indianapolisacademy.org			
b Organization's email: (optional) burleson@indianapolisacademy.org			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		06 / 15 / 2011	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Page 1, Article 1, Paragraph 4
- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Page 2, Article 1, Paragraph 2
- 2c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: Indiana

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Paul Carroll	Board Member	7416 W. Banton Cr. New Palestine, IN 46163	None
Jennifer Batra	Board Member	2508 Boylston Ct. Zionsville, IN 46077	None
Nicola Giant	Board Member	611 N. Park Ave. Unit 509 Indianapolis, IN 46204	None
Anthony Kline	Board Member	7811 Marquis Ln. Indianapolis, IN 46260	None
Rosemily Geyer	Board Member	825 Kessler Blvd West Dr. Indianapolis, IN 46228	None

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Joseph Burleson	School Director	10621 Inspiration Dr. Indianapolis, IN 46259	75,000

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? **Yes** **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? **Yes** **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. **Yes** **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. **Yes** **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. **Yes** **No**
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. **Yes** **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** Describe any written or oral arrangements you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f** Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a** In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b** In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2** Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3** Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1** Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2** Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1** Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a** Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b** Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a** Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b** Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c** List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

- mail solicitations
- email solicitations
- personal solicitations
- vehicle, boat, plane, or similar donations
- foundation grant solicitations
- phone solicitations
- accept donations on your website
- receive donations from another organization's website
- government grant solicitations
- Other

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No**
-
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 2013 To 2014	(b) From 2014 To 2015	(c) From 2015 To 2016	(d) From To	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	30000	2573376	3715660		6319036
	2 Membership fees received	0	0	0		0
	3 Gross investment income	0	0	0		0
	4 Net unrelated business income	0	0	0		0
	5 Taxes levied for your benefit	0	0	0		0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0		0
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	20000	0	0		0
	8 Total of lines 1 through 7	50000	2573376	3715660		6319036
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0		0
	10 Total of lines 8 and 9	50000	2573376	3715660		6319036
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0		0
	12 Unusual grants	0	0	0		0
	13 Total Revenue Add lines 10 through 12	50000	2573376	3715660		0
Expenses	14 Fundraising expenses	0	0	0		
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0	0	0		
	16 Disbursements to or for the benefit of members (attach an itemized list)	0	0	0		
	17 Compensation of officers, directors, and trustees	0	75000	75000		
	18 Other salaries and wages	0	470000	650000		
	19 Interest expense	0	0	0		
	20 Occupancy (rent, utilities, etc.)	0	275270	421544		
	21 Depreciation and depletion	0	0	0		
	22 Professional fees	0	264424	422356		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	423984	422717		
	24 Total Expenses Add lines 14 through 23	0	2150337	2602886		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End: **2013**

Assets		(Whole dollars)
1	Cash	0
2	Accounts receivable, net	0
3	Inventories	0
4	Bonds and notes receivable (attach an itemized list)	0
5	Corporate stocks (attach an itemized list)	0
6	Loans receivable (attach an itemized list)	0
7	Other investments (attach an itemized list)	0
8	Depreciable and depletable assets (attach an itemized list)	0
9	Land	0
10	Other assets (attach an itemized list)	0
11	Total Assets (add lines 1 through 10)	0
Liabilities		
12	Accounts payable	0
13	Contributions, gifts, grants, etc. payable	0
14	Mortgages and notes payable (attach an itemized list)	0
15	Other liabilities (attach an itemized list)	0
16	Total Liabilities (add lines 12 through 15)	0
Fund Balances or Net Assets		
17	Total fund balances or net assets	0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. **Yes** **No**
- b** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. **Yes** **No**
- 3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. **Yes** **No**
- 4** Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? **Yes** **No**
- 5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

_____ (Signature of Officer, Director, Trustee, or other authorized official)	Joseph Burleson (Type or print name of signer)	01/23/2013 (Date)
	Director (Type or print title or authority of signer)	

For IRS Use Only

_____ IRS Director, Exempt Organizations	_____ (Date)
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- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

- (i) **(a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____
- (b)** Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.
- (ii) **(a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.
- (b)** For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

- 7** Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. **Yes** **No**

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? **Yes** **No**
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here



(Signature of Officer, Director, Trustee, or other authorized official)

Joseph Burluson

(Type or print name of signer)

01/23/2013

(Date)

Director

(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a form of worship? If "Yes," describe your form of worship.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a distinct religious history? If "Yes," describe your religious history.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	Do you have a literature of your own? If "Yes," describe your literature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	What is the average attendance at your regularly scheduled religious services?		
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you own the property where you have an established place of worship?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7	How many members do you have?		
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b-8d, below.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	May your members be associated with another denomination or church?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d	Are all of your members part of the same family ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9	Do you conduct baptisms, weddings, funerals, etc.?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10	Do you have a school for the religious instruction of the young?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12	Is your minister or religious leader also one of your officers, directors, or trustees?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**
- 3** In what public school district, county, and state are you located?
Indianapolis Public Schools, Marion County, Indiana
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
African Americ	0	79.60%	0	30%	0	0%
Caucasian	0	10.30%	0	60%	0	100%
Hispanic	0	5.18%	0	5%	0	0%
Multiracial	0	4.84%	0	5%	0	0%
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. **Yes** **No**

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) **Yes** **No**

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital or medical care**. Complete Section I below.

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II.

Section I Hospitals

- 1a** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. **Yes** **No**
- 2a** Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If "No," explain. **Yes** **No**
- b** Do you or will you provide medical services to all individuals in your community who participate in Medicare? If "No," explain. **Yes** **No**
- c** Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If "No," explain. **Yes** **No**
- 3a** Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain. **Yes** **No**
- b** Does the same deposit requirement, if any, apply to all other patients? If "No," explain. **Yes** **No**
- 4a** Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide. **Yes** **No**
- b** Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy. **Yes** **No**
- c** Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements. **Yes** **No**
- 5a** Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e. **Yes** **No**
- b** Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.
- c** Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.
- d** Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.
- e** Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule. **Yes** **No**
- 6a** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. **Yes** **No**
- b** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. **Yes** **No**
- 7** Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements. **Yes** **No**
- 8** Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. **Yes** **No**
- 9** Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)**Section I Hospitals (Continued)**

- 10** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.
Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b. **Yes** **No**
- 11** Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies. **Yes** **No**
- 12** Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease. **Yes** **No**
- 13** Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals. **Yes** **No**
- 14** Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings. **Yes** **No**

Section II Medical Research Organizations

- 1** Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
- 2** Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
- 3** Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
		-
		-

2 Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. Yes No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? Yes No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1-13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:

- Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or
- Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or
- Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. Yes No

2 Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. Yes No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. Yes No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)
a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. Yes No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. Yes No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. Yes No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. Yes No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)**Section II Relationship with Supported Organization(s)—Three Tests (Continued)**

- 5** Information to establish the “operated in connection with” integral part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If “Yes,” explain and go to Section III. If “No,” continue to line 6a. **Yes** **No**
- 6** Information to establish the alternative “operated in connection with” integral part test (Test 3)
- a** Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If “Yes,” go to line 6b. (See instructions.) **Yes** **No**
If “No,” state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.
- b** How much do you contribute annually to each supported organization? Attach a schedule.
- c** What is the total annual revenue of each supported organization? If you need additional space, attach a list.
- d** Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If “Yes,” explain. **Yes** **No**
- 7a** Does your organizing document specify the supported organization(s) by name? If “Yes,” state the article and paragraph number and go to Section III. If “No,” answer line 7b. **Yes** **No**
- b** Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

- 1a** If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer “Yes.” If your organizing document does not comply with this requirement, answer “No,” and see the instructions. **Yes** **No**
- b** If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer “Yes,” and go to Section IV. If your organizing document does not comply with this requirement, answer “No,” and see the instructions. **Yes** **No**

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- 1a** Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. **Yes** **No**
- b** Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. **Yes** **No**
- c** Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If “Yes,” (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

- 1** Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E. **Yes** **No**
-
- 2a** Are you a public charity with annual **gross receipts** that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. **Yes** **No**
- b** If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. **Yes** **No**
-
- 3a** Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. **Yes** **No**
- b** If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. **Yes** **No**
- c** If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. **Yes** **No**
-
- 4** Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. **Yes** **No**
-
- 5** If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a. **Yes** **No**
-
- 6a** If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. **Yes** **No**
- Note.** Be sure your ruling eligibility agrees with your answer to Part X, line 6.
- b** Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

7 Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From To	(b) From To	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

8 According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date. ▶

Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing**Section I General Information About Your Housing**

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.

b What is the total number of residents each facility can accommodate?

c What is your current number of residents in each facility?

d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. **Yes** **No**

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. **Yes** **No**

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. **Yes** **No**

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)**Section II Homes for the Elderly or Handicapped**

- 1a** Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. **Yes** **No**
- b** Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. **Yes** **No**
-
- 2a** Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. **Yes** **No**
- b** Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
- c** Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. **Yes** **No**
-
- 3a** Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. **Yes** **No**
- b** Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. **Yes** **No**
-
- 4** Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. **Yes** **No**
-
- 5** Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. **Yes** **No**

Section III Low-Income Housing

- 1** Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. **Yes** **No**
-
- 2** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
-
- 3a** Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. **Yes** **No**
- Note.** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)
- b** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. **Yes** **No**
-
- 4** Do you provide social services to residents? If "Yes," describe these services. **Yes** **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. **Yes** **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. **Yes** **No**

b Provide the tax status of the predecessor organization. **Yes** **No**

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. **Yes** **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. **Yes** **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.
Name: _____ **EIN:** _____
Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. **Yes** **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. **Yes** **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. **Yes** **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. **Yes** **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1a** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.
- b** Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.
- c** If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).
- d** Specify how your program is publicized.
- e** Provide copies of any solicitation or announcement materials.
- f** Provide a sample copy of the application used.
-
- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. **Yes** **No**
-
- 3** Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)
-
- 4a** Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)
- b** Describe how you determine the number of grants that will be made annually.
- c** Describe how you determine the amount of each of your grants.
- d** Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)
-
- 5** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.
-
- 6** Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?
-
- 7** Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? **Yes** **No**
- Note.** If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

- 1a** If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? **Yes** **No** **N/A**
- b** For which section(s) do you wish to be considered?
- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution
 - 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product
-
- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? **Yes** **No**
-
- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures
(Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4a** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. **Yes** **No**
- b** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) **Yes** **No**
- c** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? **Yes** **No** **N/A**
If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No**
- d** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? **Yes** **No** **N/A**
If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. **Yes** **No**
- e** If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? **Yes** **No** **N/A**
If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.
- Note.** Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.
- f** If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. **Yes** **No**

**STATE OF INDIANA
OFFICE OF THE SECRETARY OF STATE
CERTIFICATE OF EXISTENCE**

To Whom These Presents Come, Greetings:

I, Charles P. White, Secretary of State of Indiana, do hereby certify that I am, by virtue of the laws of the State of Indiana, the custodian of the corporate records, and proper official to execute this certificate.

I further certify that records of this office disclose that

INDIANAPOLIS ACADEMY OF EXCELLENCE, INC.

duly filed the requisite documents to commence business activities under the laws of State of Indiana on June 15, 2011, and was in existence or authorized to transact business in the State of Indiana on July 21, 2011.

I further certify this Non-Profit Domestic Corporation has filed its most recent report required by Indiana law with the Secretary of State, or is not yet required to file such report, and that no notice of withdrawal, dissolution or expiration has been filed or taken place.



In Witness Whereof, I have hereunto set my hand and affixed the seal of the State of Indiana, at the city of Indianapolis, this Twenty-First Day of July, 2011.

Charles P. White

Charles P. White, Secretary of State

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BYLAWS

OF

INDIANAPOLIS ACADEMY OF EXCELLENCE, INC.

ARTICLE I

General

Section 1. Name. The name of the corporation is Indianapolis Academy of Excellence, Inc. (the "Corporation").

Section 2. Initial Registered Agent and Initial Registered Office. The post office address of the Corporation's initial registered agent is 10621 Inspiration Dr., Indianapolis, IN 46259. The initial registered agent in charge of the Corporation's initial registered office is Joseph Burleson.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

Section 4. Tax Status. Notwithstanding any other provisions of these Bylaws, the Chapter shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended ("Code"), or corresponding section of any future federal tax code, of (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code, or corresponding section of any future federal tax code.

Notwithstanding any other provision of these By-Laws, if at any time or times the Corporation shall be a "private foundation" as defined in Section 509 of the Code, then, during such time or times, the Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to attacks on undistributed income imposed by

Section 4942 of the Code; shall not engage in any act of self-dealing as defined in Section 4949(d) of the Code; shall not retain any excess business holdings as defined in Section 4943(c) of the Code; shall not make any investments in such manner as to incur tax liability under Section 4944 of the Code; and shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

Any reference herein to any provision of the Internal Revenue Code of 1986 shall be deemed to mean such provisions as are now or hereafter existing, amended, supplemented, or superseded, as the case may be.

Section 5. Dissolution. In the event of dissolution, the Chapter shall, after payment of all liabilities, distribute any remaining assets to an organization or organizations which, at the time, are exempt from taxation under Section 501(c)(3) of the Code.

Section 6. Lobbying. Any other provision contained in these By-Laws notwithstanding, no part of the earnings of the Corporation shall inure to the benefit of any private shareholder or individual and no substantial part of its activities shall be the carrying on of propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in any political campaign on behalf of any candidate for public office. No solicitation of contributions to the Corporation shall be made and no gifts, bequests or devises to the Corporation shall be accepted upon any condition or limitation which, in the opinion of the Corporation, may cause the Corporation to lose any exempt status which it may obtain excusing the Corporation from the payment of state or federal income taxes.

Notwithstanding any other provision of these Bylaws, during any taxable year in which the Chapter has elected to have the provisions of Code Section 501(h) in effect, the

Corporation shall not make lobbying expenditures in such amounts as to incur tax liability under Code Section 4911.

ARTICLE II

Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and under the supervision of the Board of Directors, subject to the provisions of the Articles of Incorporation and these Bylaws. The Board of Directors shall have no fewer than three (3) members. When not otherwise designated, there shall be six (6) members of the Board of Directors, each of whom, other than the members of the initial Board of Directors named in the Articles of Incorporation (the "Initial Directors"), shall be appointed by the Board of Trustees of Indianapolis Academy of Excellence, Inc. (the "Appointed Directors"). The term of each Initial Director and each of the first three (3) Appointed Directors shall be through June 16, 2011, and until his or her successor is elected or appointed and qualified. At the regular meeting of the Board of Directors immediately preceding June 16, 2011, or at a special meeting held immediately thereafter, the Initial Directors and the first three (3) Appointed Directors shall elect their successors (the "Elected Directors," which term also shall include any director elected by the Board of Directors before or after the 2011 election contemplated herein). Each Elected Director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. All directors may serve any number of consecutive or nonconsecutive terms. The School Director of the Academy shall serve by designation as an ex officio, non-voting member of the Board of Directors.

Section 2. Quorum and Voting. A majority of directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Except as otherwise provided in these Bylaws or in the Corporation's Articles of Incorporation, the act of a majority of the directors present at a meeting at which a quorum exists shall be the act of the Board of Directors.

Section 3. Regular and Special Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Corporation's Board of Directors. Except as otherwise provided in these Bylaws, such regular meetings of the Board of Directors may be held without notice to directors of the date, time, place, or purpose of the meeting.

The Board of Directors also may hold special meetings for any lawful purpose upon not less than two (2) days' notice to directors, as described in Section 5 of this Article II, upon call by the Chair or by not fewer than two (2) members of the Board of Directors. A special meeting shall be held at such date, time, and place within or without the State of Indiana as is specified in the call and notice of the meeting provided to directors. Except as otherwise provided in these Bylaws, the purpose of any special meeting need not be specified in such call and notice to directors.

Section 4. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code section 5-14-1.5, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 5. Notice to Directors of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting. The notice need not describe the purpose of the special meeting. Oral notice shall be effective when communicated. Written notice shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with a method of the United States Postal Service other than first class, registered, or certified postage affixed, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 6. Waiver of Notice. Notice may be waived in a writing, signed by the director entitled to notice, and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Corporation's Board of Directors shall constitute a waiver of notice of such meeting unless the director shall, at the beginning of the meeting or promptly

upon the director's arrival, object to holding the meeting and does not vote for or assent to any action taken at the meeting.

Section 7. Means of Communication. The Board of Directors, or a committee thereof, may (a) permit a director or a committee member to participate in a meeting by or (b) conduct a meeting through the use of any means of communication by which all directors or committee members participating may simultaneously hear each other during the meeting. A director or a committee member participating in a meeting by such means shall be considered present at the meeting.

Section 8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member or communicated through email and such written consent is included in the minutes or filed with the corporate records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member communicates through email or signs the consent, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of a meeting vote and may be described as such in any document.

Section 9. Resignation, Removal, and Vacancies. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary.

An Appointed Director or an Initial Director may be removed, with or without cause, by Indianapolis Academy of Excellence, Inc. An Elected Director may be removed upon the affirmative vote of a majority of the directors then in office. A director automatically shall be removed (unless the Board of Directors, in its discretion, determines otherwise) if he or she is absent from three (3) consecutive regular meetings of the Board of Directors or one-half of the regular meetings of the Board of Directors within one (1) fiscal year.

A vacancy created by the resignation or removal of an Appointed Director or Initial Director shall be filled by Indianapolis Academy of Excellence, Inc. A vacancy created by the resignation or removal of an Elected Director, or by a director's automatic removal, shall be filled by the Board of Directors. The Board of Directors may, in its discretion, re-elect a director who has been automatically removed.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall be a Chair, Vice Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors at a regular or special meeting and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. An officer may, but need not be, a member of the Board of Directors of the Corporation. Any vacancy occurring in any office shall be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Vice Chair. In the absence of the Chair, or in the event of the Chair's inability or refusal to serve, the Vice Chair, as selected by the Board of Directors, shall perform all the duties of the Chair and, when so acting, shall have all the powers and authority of the Chair. Such Chair shall have such other powers and perform such other duties as the Board of Directors or Chair may prescribe.

Section 4. Secretary. The Secretary of the Corporation shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 6. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee, which shall have and exercise, to the extent provided in such resolution and consistent with Indiana law, all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and conduct the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such other committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors, with or without cause.

ARTICLE V

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in

connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article V) to have acted in good faith, in what he or she reasonably believed to be in the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation) and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article V.

Section 2. Definitions.

(a) As used in this Article V, the terms "claim, action, suit, or proceeding" shall include any threatened, pending, or completed action, suit, or proceeding and all appeals thereof (whether brought by or in the right of the Corporation, any other corporation, or otherwise), civil, criminal, administrative, or investigative, whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

(i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation; or

(ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation; or

(iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article V, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article V, the term "wholly successful" shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity herein provided, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification hereunder (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in

Section 1 of this Article V and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions which the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article V shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article V, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article V and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VI

Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any meeting of the Board of Directors at which the Bylaws are amended must be preceded by a notice sent to each director that sets forth verbatim the existing language to be changed and the proposed new language to be inserted.

Section 1. School Name. Upon agreement to forge a partnership with the Challenge Foundation, Indianapolis Academy of Excellence, Inc. will file with the Indiana Secretary of State as doing business as Indianapolis Academy of Excellence: A Challenge Foundation Academy.

Section 2. The Challenge Foundation. Upon agreement to forge a partnership with the Challenge Foundation, Indianapolis Academy of Excellence, Inc. agrees to have two members appointed by the Challenge Foundation serve on the Board of Directors.

This form must be signed by the duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Statement of Assurances form signed by the applicant's authorized representative.

Statement of Assurances

The charter school agrees to comply with all of the following provisions: (*Read and check*)

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of

Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Print Name and Sign

Joseph Burleson



Date

January 12, 2013

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis Academy of Excellence – A Challenge Foundation Academy

2. Your full name: ROSEMILY GEYER

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

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

I was a founding board member for the Southeast Neighborhood School of Excellence. During this engagement period I worked with the team from idea inception to opening day of school. I served as part of the working team drafting the proposal to sit in front of the City Council in Indianapolis; assisting with site development and selection of school curriculum. I also worked with the foundation through first year of operation. It was a very intensive experience but a lot of knowledge was gained in this process. I have also served on the board of directors of other organizations including Second Helpings and a Finance committee member with the United Way.

I also own two small businesses that have allowed me to gain start up experience .

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

Yes Don't Know/ Unsure

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

I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

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

I / we do not anticipate conducting any such business. Yes

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

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

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

N/A. I / we have no such interest. Yes

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

N/A. I / we or my family do not anticipate conducting any such business. Yes

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

Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

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 Indianapolis Academy of Excellence A Challenge Foundation Academy Charter School is true and correct in every respect.



2/21/13

Signature

Date

Rosemily Geyer, CPA
825 Kessler Blvd. West Dr. Indianapolis, IN 46228, (317) 490-9357
geyer1875@yahoo.com

EDUCATION

- Indiana Certified Public Accountant
- Bachelor of Business Administration in Accounting, May 1999
The College of William and Mary, Williamsburg, Virginia
- Fluent in Spanish

EXPERIENCE***International Tax Senior Manager, Ernst & Young, IN* **Sept 2000-Apr 2003; Apr 2004-Present****

- Focus on servicing multinational and publicly held companies with international issues.
- Knowledgeable of tax accounting under ASC740, FIN48/ASC 740-10, and APB23/ASC740-30.
- Service various accounts as lead contact addressing federal, state and international tax matters.
- Focus on identification of new opportunities at clients and manage annual revenue on accounts of approximately \$2 million.
- Work directly with local partners, foreign affiliates and national practice resources to develop international tax strategies specific to client fact patterns to assist with repatriation strategies, Subpart F planning, transfer pricing or other structural reorganizations.
- Knowledgeable of US international compliance requirements. Experienced in the preparation and technical review of Forms 8858, 8865, 5471, 1118 and withholding forms and requirements pursuant to Section 1441 requirements.
- Perform technical review of foreign entity earnings and profits. Understand impact on US international reporting and planning.
- Manage the implementation of international corporate restructuring projects including timetables and budgets. Responsible for serving as direct liaison with international affiliates to coordinate and manage multinational projects.
- Research and discuss complex tax issues, and monitor tax policy and legislation to keep informed of developments that impact current clients.
- Basic knowledge of foreign tax regimes.
- Experience in U.S. corporate federal income tax and domestic issues
- 4 years - served as a senior with the State and Local Tax Group. Engaged in all aspects of multi state tax planning. Performed business/tax feasibility study and financial modeling which assessed business needs of clients to present proper tax strategic recommendations and proper fee structures.
- Mentor and develop staff to foster an open environment.

Director of Real Estate, Southeast Neighborhood Development, IN* **Apr 2003-Apr 2004*

- Responsible for initial due diligence and site planning through construction and sale of property.

Audit/Tax Staff, KPMG, VA* **July 1999 – August 2000*

- Experienced in corporate, partnership, trust and individual federal and state income tax compliance. Performed audits on national clients which involved extensive location visits, internal control assessments and thorough exposure to GAAP and SEC regulations.

News Lead Anchor, The Local Channel, VA* **Fall 1998*

- Hosted evening news broadcast for local and surrounding communities.

ACTIVITIES

- United Way Finance Committee Member 2004-2006
- Treasurer and Board Member, Second Helpings 2002-2005
- Founding Board Member, Southeast Neighborhood School of Excellence. 2004-2005

Rosemily Geyer is Certified Public Accountant at Ernst & Young, LLP. She specializes in the area of corporate international tax which includes planning and accounting aspects for multinational corporations with foreign operations. Rosemily Geyer has worked for Ernst & Young, LLP for 12 years. She is also the owner of Geyer Fire Protection LLC, an entrepreneurial venture she founded specializing in fire protection systems for both residential and commercial space.

In the local Indianapolis community, Rosemily has previously served on the boards of Second Helpings and a founding board member of the Southeast Neighborhood School of Excellence. Rosemily also worked for Southeast Neighborhood Development CDC for a period of one year as the Director of Real Estate Development. These experiences have provided Rosemily with a strong background for understanding local community development and gather needed support on endeavors. She has served as an officer, board member and committee members within these organizations and several others in the local community. At Ernst & Young she co-leads the local office Community Engagement committee.

An important aspect of her life is her family –her husband and three daughters. As a family unit they enjoy traveling and spending time together. As an individual who was raised in a military family setting living abroad, she appreciates the importance of culture, education and life skills and seeks to involve herself with organizations that embody those principals.

Rosemily is a graduate of the College of William and Mary in Williamsburg, Virginia.

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis Academy of Excellence – A Challenge Foundation Academy
2. Your full name: Joan Lange
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on all TeamCFA Schools as well as have written or assisted in writing charter applications in Arizona, Florida, North Carolina, Georgia and Indiana. I have attended charter school training sessions on many occasions to keep up with governance responsibilities.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

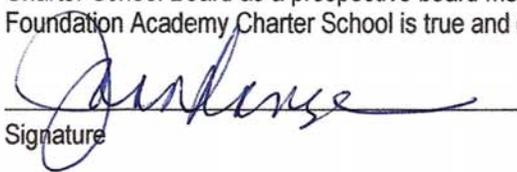
1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business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

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Joan Lange, 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 Indianapolis Academy of Excellence: A Challenge Foundation Academy Charter School is true and correct in every respect.

Signature



Date

2-14-13

JOAN LANGE
6104 Yeats Manor Drive
Tampa, FL 33134
Cell: 239-405-2638

Professional Experience

2005-Present Challenge Foundation National Schools Director and Director of School Leadership

Responsibilities include:

- TeamCFA Foundation Board Member/Secretary
- Developed and manage TeamCFA Fellowship Program
- Assist in writing and developing CFA Charter Applications
- Present Applications to Authorizers
- Assist in development of long range plan for opening CFAs
- Assist in developing and recommending a budget to new CFAs
- Seeking out consultants to provide needed services
- Hiring consultants as needed
- Assist in building governing boards for potential CFAs
- Serve on all new CFA Boards
- Interview and make recommendations for potential CFA Staff
- Develop relationships with charter school authorizers
- Build community support through community presentations
- Keep governing board members updated on CFAs
- Attend pertinent educational and philanthropic conferences and report findings to Trustees
- Seek out and present RFPs and Supplemental Grants and recommendations to Trustees for approval
- Write and present monthly reports to Trustees
- Assist in planning TeamCFA Core Knowledge Yearly Conference

1997-2005 Program Director, Challenge Foundation

Responsibilities included:

- Seek out and recommend potential grantees
- Manage multi-million dollar grant portfolio
- Site visits to new and exiting portfolio schools
- Review grant applications and make recommendations
- Track grant progress and effectiveness of grants
- Research of education reform projects

Professional Activities/Organizations

2003-2007 Leadership Florida Member Services Committee
2003 Expert Board: State of Georgia revision of state standards
2004 Advisor: Moore Co. Public Schools First In America, NC
2003-2006 Bonita Springs Speakers Assembly Member
1995-2006 World Affairs Council of Collier County Member
1998 National Charter School Conference Panelist (CK)
1999-Present Philanthropy Roundtable: Member
1999 Presenter Midwest Regional CK Conference St. Paul, MN
1991-1999 National Consultant for the Core Knowledge Foundation

JOAN LANGE
6104 Yeats Manor Drive
Tampa, FL 33134
Cell: 239-405-2638

1992-1997 Presenter Core Knowledge National Conferences
1994-1995 Edited curriculum documents for schools in Maryland in
conjunction with Core Knowledge Foundation

Awards and Honors

1997 Rotary Outstanding Teacher Award Three Oaks Middle
1999-1997 Golden Apple Award Nominee, Lee County, FL
1993-95 Awarded Lee County Public Schools Foundation Grants
1990 Teacher of the Year Ocoee Elementary-Orange County
1986-1987 Lindbergh Leader-Lindbergh School District, St. Louis

Education

1982-87 26 Post Graduate hours
1981 Master of Arts in Education Southeast Missouri State University
1971 Bachelor of Science in Education SE Missouri State University

Educational Involvement

2012-Present Board Member Aristotle Preparatory School CFA; Opening 8/13
2012-Present Board Member Cornerstone Academy CFA
2012-Present Board Member Ridgeline Academy CFA
2010-Present Board Member Brevard Academy CFA (Roll off in June 2013)
2010-2012 Board Member New Dimensions CFA
2004-2010 Founding Board Member Challenge Foundation Academy
2006-2011 Founding Board Member Pioneer Preparatory CFA
2006-2012 Board Member Thomas Jefferson Classical Academy
2009-2010 Board Member Piedmont-CFA
2009-2012 Founding Board Member Lake Lure Classical Academy-CFA

Community Involvement

2002-Present Community Representative Mt. Air Country Club
2002 Leadership Florida Class XXI

Joan Lange

Joan Lange, Challenge Foundation National Schools Director and Director of School Leadership, joined the Foundation in 1997 quickly becoming an advocate for school choice. After several years of seeking out successful charter school models offering Challenge Foundation grant support she became intimately involved in the development of the TeamCFA Network of charter schools. Her work includes seeking out communities in need of a high quality charter school that offers a rigorous K-12 curriculum, including the Core Knowledge curriculum in grades K-8 and a college preparatory high school model. She also has served on all of the TeamCFA school boards, currently serving on five of them.

Ms. Lange has written several charter school applications for TeamCFA and continues to work in the area of charter school development in specified regions of the country. Ms. Lange assists in forming local school boards engaging them in training that includes long range planning, fiscal responsibility, academic best practices, including school policy, procedures and assessment. Currently nine schools are operating in the TeamCFA Network with several schools in the development stage. Ms. Lange's work has contributed to more than twenty million in grants to charter schools in the nation.

Ms. Lange developed and manages the TeamCFA Fellowship Program. She selects Fellows and arranges training sessions throughout the year, which includes sessions with all ten TeamCFA committee chairs as well as outside consultants.

Ms. Lange serves as secretary on the TeamCFA Foundation Board.

Ms. Lange holds a Master of Arts and a Bachelor of Science from Southeast Missouri University.

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Indianapolis Academy of Excellence – A Challenge Foundation Academy

2. Your full name: Nicola Jayne Watson

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

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

Nikki is an entrepreneur and educator, experienced in supporting the social and emotional well-being of children and young people. Nikki is the board chair, founder, and Managing Director of Full Circle Education Solutions, a non-profit social enterprise that connects children and young people to their potential through a range of educational and extra-curricular programs to raise aspirations, attainment and school attendance. Full Circle's training, resources, events and consultancy services explore a range of youth issues including bullying, inequality, homophobia, media literacy, poor body image, domestic abuse, and low aspirations. She has previously enjoyed career success at Girl Scouts of Central Indiana, helping to extend their programming to girls in under-served areas, and in the UK she was employed to initiate, design, and develop a city-wide anti-bullying strategy, creating a highly successful and well-publicised strategic response to support schools, youth, and community settings to prevent and effectively respond to bullying. Nikki's experience is invaluable to our parent and community engagement as well as our curriculum and instruction for building a positive school culture. Her experience in starting a non-profit business is a valuable asset in the financial, business, and operations management of IAE-CFA.

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

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes – Anthony Kline, prospective board member is my husband's cousin.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

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

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

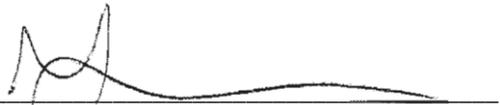
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

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

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Nicola Jayne Watson, 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 Indianapolis Academy of Excellence – A Challenge Foundation Academy Charter School is true and correct in every respect.



Signature _____

2/14/13 _____
Date

Nikki Giant

Myfullcircle.org
nikki@myfullcircle.org
972.983.9112

Experience

Managing Director, Full Circle (Self Employed)

January 2012 to Present; UK

Founder and Managing Director of the social enterprise, Full Circle Education Solutions. Providing training, youth projects, resources, events and consultancy services to support schools, youth and community organisations to improve youth well-being and raise children's aspirations, attainment and school attendance.

Membership Extension Manager, Girl Scouts of Indiana

March 2011 to March 2012, Indianapolis; IN

Responsible for the extension of specific Girl Scout programs in under-served communities, for girls K-12th grade. Duties include liaising with schools, youth and community agencies, managing contractual staff and volunteers, managing a department budget and engaging in community cultivation to develop the profile of Girl Scouts across the forty five counties of Central Indiana.

Online Counselor, Beat Bullying

January to September 2010; Virtual

Providing online counseling and mentoring to young people affected by bullying, and associated issues affecting mental and emotional health.

Anti-Bullying Project Officer, Cardiff Council

April 2007 to September 2010; Wales, UK

Providing an advisory role to schools and professionals, Promoting a multi-agency, partnership-led approach to preventing and responding to bullying, supporting the development and review of policy and strategies, and developing resources and curriculum to prevent bullying.

Education

Bachelor of Arts (Honors) in General Illustration, Swansea University, UK
Diploma in Therapeutic Counseling, Barry College, UK
Advanced Diploma in Life Coaching, Stonebridge Associated Colleges, UK
Certificate in Play Therapy, APAC & Canterbury Christchurch University, UK
Certificate in Counseling Skills, University of Bristol, UK

Expertise

Volunteer Management
Community Outreach
Staff Management
Budgeting
Capacity Building
Writing
Policy Development
Event Planning
Program Development
Child & Youth Development
Counseling
Coaching

Training

Restorative Justice Trainer
Relax Kids Trainer
R-Time Trainer
Child Exploitation & Online Protection
Child Protection
Solution Orientated Brief Therapy

Professional Experience

Co-Author of "Surviving Girlhood"
Author of 'E-Safety for the i-Generation'
Fellow, Winston Churchill Travelling
Scholarship

Freelance Clients

School on Wheels Indianapolis USA
BulliesOut Charity UK
UNISON, UK
GMB, UK

Speaking Events

National Annual Conference on
Girl Bullying 2011, Las Vegas NV
International Bullying Prevention
Association Conference 2010, Seattle WA
Welsh Assembly Government Annual
Anti-Bullying Conference 2008

Et Cetera

Education Blogger
World Traveller
Cadbury Chocolate Fiend

Nikki Giant Bio

Nikki is an entrepreneur and educator, experienced in supporting the social and emotional well-being of children and young people. Nikki holds a BA (Hons) degree in General Illustration, a Diploma in Therapeutic Counselling, a Certificate in Play Therapy and Diploma in Life Coaching. Nikki is the founder and Managing Director of Full Circle Education Solutions, a non-profit social enterprise that connects children and young people to their potential through a range of educational and extra-curricular programmes to raise aspirations, attainment and school attendance. Full Circle's training, resources, events and consultancy services explore a range of youth issues including bullying, inequality, homophobia, sexualisation, media literacy, poor body image, domestic abuse, and low aspirations.

Nikki is the author of two educational books produced by Jessica Kingsley Publishers. 'Surviving Girlhood: Building Positive Relationships, Attitudes and Self-Esteem to Prevent Teenage Girl Bullying' is a practical manual to prevent and manage incidents of girl bullying, with over 60 tried and tested classroom activities. 'E-Safety for the i-Generation' is a resource to support a whole-school approach to promoting e-safety, (the safe and responsible use of technology, including the Internet) by youth. Nikki is currently working on a third book, her first novel for teenage girls.

Nikki emigrated to the US in 2010 and currently splits her time between Indianapolis, Indiana, and Wales in the UK. She has previously enjoyed career success at Girl Scouts of Central Indiana, helping to extend their programming to girls in under-served areas, and in the UK she was employed to initiate, design, and develop a city-wide anti-bullying strategy, creating a highly successful and well-publicised strategic response to support schools, youth, and community settings to prevent and effectively respond to bullying.

She is the recipient of a 2013 Winston Churchill Memorial Trust Travelling Scholarship and is an avid traveller.

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Indianapolis Academy of Excellence – A Challenge Foundation Academy
2. Your full name: Anthony M. Kline, Ph.D.
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As an effective board member, I bring experience and insight in both educational pedagogy and blended learning. As a professor of elementary education, I have taught a variety of educational courses that range from creating and implementing lesson plans, responsive and effective classroom management, corrective reading, social justice, immersive practicum supervision, student teaching supervision in dozens of schools varying in socioeconomic status, and leading senior seminars. In each of my courses, I have incorporated technology within the fabric of delivery and student projects. I have blended learning instruction through the use of real time virtual collaboration, instant messaging, conference calls, surveys, online community discussion forums, podcast, iMovies, Prezi presentations, blogging, and self-paced learning.
I also bring experience in start-up educational programs. I am the founder and director of Ball State's Malawi Field Study, a program in which pre- and in-service teachers and I travel to the developing country of Malawi to accomplish a myriad of student-led educational objectives for native children and teachers. Locally, I have partnered with high poverty pre-kindergarten through 6th grade elementary schools in Indianapolis, teaching and supervising pre-service teachers in Ball State's esteemed Urban Semester practicum program. I am leading the collaboration among three university departments to create a multimedia resource for educators detailing how social injustice affects the lives of children. I also created and direct a new immersive learning program that allows

pre-service students to engage with local community organizations to solve systematic challenges through educational solutions.

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

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
- I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contract with an education service provider or school management organization.
- I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Anthony M. Kline, 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 Indianapolis Academy of Excellence – A Challenge Foundation Academy Charter School is true and correct in every respect.



Signature

2/28/13

Date

Anthony M. Kline, Ph.D.
7811 Marquis Lane
Indianapolis, IN 46260
anthonym.kline@gmail.com
(317) 902-3057

Curriculum Vitae

I. EDUCATION

- 2011 **Doctor of Philosophy**
Elementary Education, Leadership and Research
Ball State University, 3.85/4.0 G.P.A.
- 2003 **Master of Arts**
Special Education, Learning Disabilities Focus
Ball State University, 3.9/4.0 G.P.A.
- 2001 **Bachelor of Science**
Elementary Education, Health Science Endorsement
Ball State University, 3.6/4.0 G.P.A. Cum Laude

II. PROFESSIONAL EXPERIENCE

- 2012- **Assistant Professor**, Department of Elementary Education,
Ball State University, Muncie IN
- 2008-2011 **Faculty Instructor**, Department of Elementary Education,
Ball State University, Muncie IN
- 2003-2008 **Elementary Teacher**, The Orchard School, An independent
private school, Indianapolis IN
- 2001-2003 **Graduate Assistant**, The Learning Center, Ball State
University, Muncie IN

III. TEACHING

Courses Developed and Taught at Ball State University

EDEL 200 Planning for the Elementary and Early Childhood Classroom

EDEL 244 Early and Elementary Education for Social Justice

- EDEL 300 Management, Organization, and Instruction in the Elementary Education Classroom
- EDEL 350 Teaching in the Elementary Education Classroom
- EDEL 350T Transition to Teaching: Teaching in the Elementary Classroom
- EDRDG 430 Corrective Reading
- EDEL 450 Senior Seminar in Early Childhood and Elementary Education
- EDEL 450 Supervision of Doctoral Student
- EDEL 464 Student Teaching Supervisor
- EDRDG 610 The Teaching Of Reading in the Elementary School

IV. RESEARCH, PUBLICATION, AND SCHOLARLY PRODUCTIVITY

International/National Presentations

Kline, A., & Peck, E. (2012). *The male box: Being a male teacher in elementary and early childhood schools*. Presentation at the annual conference for National Association for the Education of Young Children, Atlanta, GA.

Cassady, J., Cowan, K., Kline, A., & Fletcher, K. (2012). *Profiles of cognitive test anxiety: Variations among students with high and low study skills*. Presentation at the Association for Psychological Science, Chicago, IL.

Ceglowski, D., Kline, A., Manwell, A., Noel, M., & Peck, E. (2010). *Revealing the passion within*. Spotlighted session presented at the Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Publications

Kline, A. (2011). *Assessing the influence of social and emotional intelligence in effective educational leadership*. Retrieved from ProQuest international database.

Ceglowski, D., Baker, R., Kline, A., Noel, M., & Peck, E. (2010). The craft of research (book review). *Arizona State University's Educational Review* (March), 1-6.

V. FUNDED PROJECTS

The Leadership Board Immersive Learning Experience, 2012. Received \$20,500 sponsored by Ball State University's Provost Immersive Learning Grant.

VI. OTHER EDUCATIONAL EXPERIENCES

International Recognition

2012 Phi Delta Kappa International's Emerging Leaders Award Recipient

University Recognitions

2012 Ball State University's Excellence in Teaching Award Recipient

2010 Ball State University's Excellence in Teaching Award Finalist

2009 Mortar Board Faculty Appreciation Award Recipient

University Service

2012- Men in Education Student Organization Advisor

2011- Elementary Education Recognition Committee

2009 Curriculum Affairs Sub-Committee

2008- Elementary Education Core Committee

2008-2011 Graduate Studies Committee

2008-2009 Graduate Education Committee

Thesis/Honors Project Advisor

2012 Jacinda Edwards, Elementary Education

2012 Brittney Bousman, Elementary Education

2012 Samantha Craig, Elementary Education

2011 Lauren Rayborn, Elementary Education

2011 Katrina Kemiell, Elementary Education

2011 Amber Laugle, Elementary Education

2011 Katelynn Riley, Elementary Education

International Service

2012- Grant Proposal Reviewer, *Phi Delta Kappa International*

2012 International Trip Leader, *Project Kids International*

2008-2012 Director of Programs, *Malawi-Ball State Day of Professional Development*

2008-2011 International Trip Leader, *Global Ambassadors For Children*

State Service

2012- Board of Directors, *Indianapolis Academy of Excellence*

2012 Lead Curriculum Development & Tutor Preparation Consultant, *Professor Garfield's Migrant Education Project*

2009-2012 Educational Website Consulting Partner, *Professor Garfield*

2009-2010 Lead Educational Website Consultant, *Animal Tales*

2009 Consultant Partner, *Indiana State University's Kids Count Financial Literacy Educational Program*

Local Service

2012- Directorial Task Force Member, *The Leadership Board*

2012- Mission Financial Leadership Team, *Trinity Church*

2012- President, *Diamond Place Homeowners Association*

2005-2011 Vice President, *Diamond Place Homeowners Association*

Interviews/Press Releases

2013 The Baobab Experience (Winter, 2013). *iLearn Magazine*.

2012 Education Professor Named an Emerging Leader (Winter, 2012). *Ball State Alumnus*, pg. 4.

2012 What Happened Next: Why more Big Sisters than Big Brothers? (2012, May 5). *Muncie Star Press*.

2012 YMCA Apple Tree After-school program helps Burriss students change the world. (2012, April 29). *Muncie Star Press*.

- 2011 Ball State professors share alumni perspectives (2011, April 19). *Ball State Daily News*.
- 2010 A literacy journey: A 37-hour flight to deliver 60 lesson plans. (2010, September 4). *Ball State Alumnus*, pg. 14-15.
- 2010 Making it to Malawi (2010, Fall). *Ball Bearings*, pg. 26-31.

Invited Speaking Engagements

- 2012 Expert panelist for The 2012 Orchard School Film Festival. Invited by The Orchard School Parent Association, Indianapolis, IN (November).
- 2012 Facilitator for the Affinity Group of European American undergraduate student (EDMU 205). Invited by Dr. Ruby Cain, Muncie, IN (October).
- 2012 Keynote speaker, entitled *Those Moments*. Invited for Dean's Recognition Ceremony and Reception, Muncie, IN (September).
- 2012 Keynote speaker, entitled *Leadership For Impact*. Invited by The Leadership Board, Muncie, IN (April).
- 2012 Presenter, entitled *Introduction Into Diversity*. Invited by College Mentor for Kids, Muncie, IN (February).
- 2012 Presenter, entitled *Dreaming BIG*. Invited by director of Education for Local/Global Citizenship, Muncie, IN (February).
- 2012 Presenter, *Changing the World, Starting with Us*. Invited by board member of Muncie Indiana's United Methodist Men's Group, Muncie, IN (January).

Professional Memberships

American Association of Colleges for Education

Association for Childhood Education International

The Association of Teacher Educators

The National Association for Education of Young Children

Phi Delta Kappa International

Society for Research in Child Development

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Indianapolis Academy of Excellence – A Challenge Foundation Academy

2. Your full name: Paul Joseph Carroll

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

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

Mr. Carroll concentrates his practice in Construction Litigation, Mechanic's Liens and other Construction Payment Remedies, Contract Drafting and Review, Real Estate Law, Rezoning and Variance Issues and Corporate and Business Litigation. He represents residential and commercial builders, subcontractors and owners in their various construction disputes, zoning and variance issues and contract preparation and review. Additionally, Paul represents title insurance companies and individual clients in litigation and alternative dispute resolution of real estate title disputes. He also dedicates a substantial amount of time in assisting his clients in addressing and resolving general business matters. His experience in construction and real estate law is instrumental during our start-up phase with facilities management. Mr. Carroll will work in close collaboration with TeamCFA properties to find and develop a suitable property for our operation.

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

Yes Don't Know/ Unsure

Disclosures

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

- I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Paul Carroll, 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 Indianapolis Academy of Excellence – A Challenge Foundation Academy Charter School is true and correct in every respect.

Signature

2/14/13

Date



Paul J. Carroll

Attorney
(317) 636-8774 (direct telephone)
(317) 636-8776 (direct facsimile)
pcarroll@indylegal.com

Spring, 2011

Primary Practice

Mr. Carroll concentrates his practice in Construction Litigation, Mechanic's Liens and other Construction Payment Remedies, Contract Drafting and Review, Real Estate Law, Rezoning and Variance Issues and Corporate and Business Litigation. He represents residential and commercial builders, subcontractors and owners in their various construction disputes, zoning and variance issues and contract preparation and review. Additionally, Paul represents title insurance companies and individual clients in litigation and alternative dispute resolution of real estate title disputes. He also dedicates a substantial amount of time in assisting his clients in addressing and resolving general business matters.

Education and Qualifications

- Purdue University, B.A., 2003
- Indiana University School of Law – Indianapolis, J.D., 2006
- Licensed in Indiana and the U.S. District Courts for the Southern and Northern Districts of Indiana

Legal and Trade Associations

- Indiana Bar Association
- Indianapolis Bar Association
- National Association of the Remodeling Industry (NARI), Central Indiana Chapter
 - Member, Board of Directors
- Central Indiana Real Estate Investors Association
 - Member, Board of Directors
- Builders Association of Greater Indianapolis (BAGI)
- Indiana Builders Association
- Mechanical Contractors Association of Indiana

Seminars

- “Home Improvement Contracts Act: Protection for Both Remodelers and Homeowners,” given 2010 to National Association of the Remodeling Industry (Central Indiana Chapter).
- Numerous NBI and Half-Moon Seminars including Curing Real Estate Defects and Using a Mechanic's Lien to Get Your Money. He has also presented in Lorman's Seminar, Fundamentals of Construction Law.

Awards

- Superlawyers, Indiana Rising Star (2009, 2010)

Civic Involvement

- Marion County Special Olympics. Volunteer 2004 through Present. Coach and partner in numerous sports including track and field, basketball, bowling, and softball.
- Special Olympics Athlete Leadership Program (“ALPs”). Volunteer, 2010. Working 1-on-1 with a specific Special Olympics athlete during ALPs University Courses and throughout year in completion of curriculum.

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Indianapolis Academy of Excellence – A Challenge Foundation Academy

2. Your full name: Jennifer Hoffman-Batra
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Mrs. Batra has extensive experience in managing and soliciting various grants from federal and state agencies. Her experience will lead IAE-CFA to meet the full requirements of state and federal grant reporting measures. Mrs. Batra's experience will extend IAE-CFA's financial and business management and fiscal sustainability of our program.

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

Disclosures

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

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

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

I / we do not anticipate conducting any such business. Yes

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

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

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

N/A. I / we have no such interest. Yes

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

N/A. I / we or my family do not anticipate conducting any such business. Yes

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

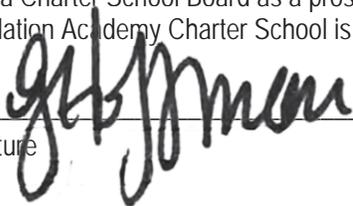
Does not apply to me, my spouse or family. Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, Jennifer Hoffman-Batra, 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 Indianapolis Academy of Excellence – A Challenge Foundation Academy Charter School is true and correct in every respect.

Signature



2/14/13

Date

Capabilities

- ❖ Adapting quickly to complex situations and learning challenging material through research and independent study
 - ❖ Establishing innovative approaches to system barriers using project management principles and non-traditional strategies
 - ❖ High-level management of work teams and sensitive projects with discretion while remaining abreast of constantly changing variables
 - ❖ Constructing sustainable programs in high-risk environments with limited resources
-

Strategic Implementation

- ❖ Established the first grants division overseeing \$300M in grant award funding for a public agency within a 12 month timeline. This four member division facilitated state funding increase of \$170M in 18 months.
- ❖ Reorganized the St. Joseph County Tobacco Quit Program through the development of structured protocols for non-compliant inspections and streamlined the violation processes ensuring compliance within six months of citation.
- ❖ Coordinated the first multi-jurisdictional work group to strategically limit recruiting activities of hate groups located in Northern Indiana. The Hate Crimes Task Force utilized aggressive enforcement measures to halt recruitment activities and coordinated various components of the Tolerance Training programs for approximately 2000 youth.

Leadership and Change Management

- ❖ Launched an innovative crime prevention program bringing deputy prosecutors, police, firefighters, and the business community together to mentor an average of 60 at-risk youth per month. The program operated for 12 months with a combined budget of \$300 cash and all other expenses covered through solicited donations.
- ❖ Developed the first comprehensive grant and partner tracking system for a public agency establishing measurable benchmarks and objectives at no additional cost to the agency. This database has been adapted for statewide use by the Governor's Office.
- ❖ Analyzed agency funding sources for strength and administrative efficiency. As a result several grant projects were reassigned to new project officers resulting in streamlined and coordinated programs to leverage state dollars.

Communication

- ❖ Established critical relationships between employer and outside partners to address many sensitive issues.
 - ❖ Used diplomatic communication strategies
 - to reduce tensions between police officers and prosecutors resulting in shared evidence strategies,
 - to communicate legislative needs to statewide media resulting in increased publication and airtime at no cost,
 - and to negotiate project budgets between program officers and university researchers resulting in a savings of 20% per contract
 - ❖ Created nationally recognized training materials for newly administered federal grant submission website.
-

Experience

Regenstrief Institute, Inc. – VA Center on Implementing Evidence Based Practice (VA CIEBP)
& IU Center for Health Services Outcomes and Research (IU CHSOR); Indianapolis, IN
Collaborations and Business Development Officer (March 2008- current)

Office of the Lt. Governor – State of Indiana; Indianapolis, IN
Director, Grant Services (March 2007 – March 2008)

Department of Health – State of Indiana; Indianapolis, IN
Director, Policy & Grant Management (July 2005- March 2007)

Tobacco Retail Inspection Program – Indiana University; Bloomington, IN
Graduate Assistant (June 2004- July 2005)

House of Representatives – State of Indiana; Indianapolis, IN
Communications Specialist (January 2003- July 2004)

St. Joseph County Prosecutor's Office; South Bend Indiana
Prosecutor's Executive Assistant (June 2001-December 2002)

Education

Master of Public Health; Indiana University (2005)

Bachelor of Science – Applied Health Science; Indiana University (2001)

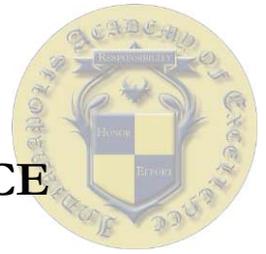
Continuing Education

Doctoral Student; Purdue University (expected completion 2015)

Project Management Certificate; Indiana University Purdue University Indianapolis (2006)

Additional Affiliations

Department of Applied Health Science- Indiana University; Bloomington, IN
Graduate Guest Lecturer (2004-Current)



INDIANAPOLIS ACADEMY OF EXCELLENCE

Article I

Purpose

The purpose of the conflict of interest policy is to protect The Indianapolis Academy of Excellence (IAE) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of IAE or might result in a possible excess benefit transaction and; to provide guidance of how to approve or disapprove a transaction that may be in the best interest of the organization. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. **Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial Interest**

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which IAE has a transaction or arrangement,
- b. A compensation arrangement with IAE or with any entity or individual with which IAE has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which IAE is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

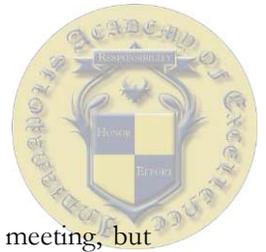
Procedures

1. **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.



3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The interested person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting
- c. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- d. After exercising due diligence, the governing board or committee shall determine whether IAE can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- e. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in IAE's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

The Directors and Officers of the Indianapolis Academy of Excellence (IAE) shall serve without compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and



- d. Understands IAE is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII **Periodic Reviews**

To ensure IAE operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to IAE's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII **Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, IAE may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.



Director and Officer Annual Conflict of Interest Statement Indianapolis Academy of Excellence (IAE)

1. Name: _____ Date: _____

2. Position:

Are you a voting Director? Yes or No, Are you an Officer? Yes or No, If you are an Officer, which Officer position do you hold: _____.

3. I affirm the following:

I have received a copy of the IAE Conflict of Interest Policy. _____ (initial) I have read and understand the policy. _____ (initial) I agree to comply with the policy. _____ (initial) I understand that IAE is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. _____ (initial)

4. Disclosures:

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with IAE? Yes or No

i. If yes, please describe it: _____

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes or No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with IAE? Yes or No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes or No

_____ Date: _____ Signature of director

Date of Review by Executive Committee: _____

Indianapolis Academy of Excellence – A Challenge Foundation Academy

Board Code of Ethics

The governing board of Indianapolis Academy of Excellence – A Challenge Foundation Academy is guided by principles that create a strong academic and fiscally responsible culture. These core beliefs are designed to guide the board of directors in the decisions made to ensure high academic standards, champion free-market principles, create a financially sustainable cost effective school, and provide effective oversight.

1. The board will strive to make decisions that produce a culture of young American citizens who are prepared and informed to continue the American experiment.
2. The board will maintain policies and practices that identify and properly compensate the many professionals who are developing our next generation of Americans.
3. The board will maintain a financial plan that recognizes the need to deliver these new young Americans at the best possible value to the taxpayer.
4. The board is committed to transparency and will allow all stakeholders to participate and review procedures, policies, and actions discussed and adopted by the board.

The governing board will adhere to the ethics and standards of good practice in the following ways:

1. Uphold and enforce all laws, rules and regulations of the State Board of Education and court orders pertaining to schools.
2. Make decisions in terms of the educational welfare of children and will seek to develop and maintain that the school meets the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
3. Carry out responsibility, not to administer the schools, but, together with fellow board members, to see that the school is well run.
4. Recognize that authority rests with the board of directors and will make no personal promises nor take any private action that may compromise the board.
5. Support and protect school personnel in proper performance of their duties.
6. Encourage and support innovation and creativity in the school's programs and operations.
7. Fulfill the fiduciary responsibility for sound budgetary and fiscal management by reviewing financial reports, asking questions, and providing direction to the School Director.

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Listening and Speaking		
A. Classroom Discussion		
Participate in age appropriate activities involving listening and speaking.	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
Speak clearly with volume appropriate to the setting.	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	SLK.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.	WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. b. Continue a conversation through multiple exchanges	
Identify and express physical sensations, mental states, and emotions of self and others.	SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.	
Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
Understand and use narrative language to describe people, places, things, locations, events, actions.	SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
Understand and use common sayings and phrases such as “Better safe than sorry” and “Look before you leap” (see page 11).	LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	<p>SLK.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	
Give simple directions.	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>SLK.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p>	
Provide simple explanations.	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	
Recite a nursery rhyme, poem or song independently		
C. Comprehension and Discussion of Read-Alouds—All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
Grasping Specific Details and Key Ideas		
Describe illustrations.	<p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
Sequence four to six pictures illustrating events in a read-aloud.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
Retell key details.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
Ask questions to clarify information in a read-aloud.	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>SLK.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Observing Craft and Structure		
Understand and use words and phrases heard in read-alouds.	<p>b. Use frequently occurring nouns and verbs.</p> <p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.	<p>RLK.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RIK.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	
Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p>	
Integrating Information and Evaluating Evidence		
<p>Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
<p>Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require</p>	<p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
recognizing cause/effect relationships.	reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).	
Identify who is telling a story or providing information in a text.		
D. Comprehension and Discussion of Read-Alouds- Fiction, Drama, and Poetry		
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p>	
Change some story events and provide a different story ending.	<p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	
Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	<p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	
**Draw pictures and/or dictate ideas to represent details or information from a read-aloud (L.K.21)	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SLK.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	
Distinguish fantasy from realistic text in a story	<p>RLK.5 Recognize common types of text (e.g., storybooks, poems).</p>	
**Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading (L.K.23)	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.</p>	<p>purpose and understanding.</p> <p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RIK.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	
E. Comprehension and discussion of Read-Alouds – Non-fiction and Informational Text		
<p>Retell important facts and information from a nonfiction read-aloud.</p>	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	
<p>With assistance, categorize and organize facts and information within a given topic.</p>	<p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
With assistance, create and interpret timelines and lifelines related to read-alouds.	<p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.	<p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
II. Reading		
A. Print Awareness		
Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p>	
Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).	<p>RIK.5 Identify the front cover, back cover, and title page of a book.</p> <p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Demonstrate correct book orientation by holding book correctly and turning pages. Recognize that sentences in print are made up of separate words.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	
Understand that words are separated by spaces.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>c. Understand that words are separated by spaces in print.</p>	
Distinguish letters, words, sentences, and stories. Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	
Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.	<p>RFK.1 Demonstrate understanding of the organization and basic features of print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	
Say the letters of the alphabet in order, either in song or recitation.		
B. Phonological and Phonemic Awareness		
Identify environmental sounds, e.g., keys jingling, scissors cutting, clapping.		
Identify whether pairs of environmental sounds are the same or different.		
Count the number of environmental sounds heard, e.g., clapping, rhythm band instruments.		
<p>Orally segment sentences into discrete words.</p> <p>Demonstrate understanding that words are made up of sequences of sounds.</p> <p>Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.</p> <p>Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).</p> <p>In riddle games, supply words that begin with a target phoneme.</p>	<p>RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	
<p>Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of mat and /g/ at the end of bag.</p> <p>Listen to one-syllable words and tell the beginning or ending sounds, e.g., given dog, identify initial /d/ or final /g/.</p>	<p>RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Recognize the same phoneme in different spoken words, e.g., /b/ in ball, bug, and big.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
Orally blend two to three sounds to form a word, e.g., given the sounds /k/.../a/... /t/, blend to make cat.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	
Segment a spoken word into phonemes, e.g., given bat, produce the segments/b//a//t/.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). c. Blend and segment onsets and rimes of single-syllable spoken words.	
Given a spoken word, produce another word that rhymes, e.g., given hit, supply bit or mitt.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	
Identify the number of syllables in a spoken word.	RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	
C. Phonics: Decoding and Encoding		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Blend individual phonemes to pronounce printed words.</p> <p>Understand that sometimes two or more printed letters stand for a single sound.</p> <p>Read and write any CVC word, e.g., sit or cat.</p> <p>Read and write one-syllable words containing common initial consonant clusters such as tr-, fl-, dr- and sp- and consonant digraphs such as ch-, sh-, th-, etc.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read and write words containing separated vowel graphemes, such as, late, bite, note, cute.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	
<p>Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in dogs.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<p>Read and write chains of one-syllable words in which one sound is added, substituted, or omitted, e.g., read at > cat > bat > bad > bid.</p>	<p>RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	
<p>Read at least 15 words generally identified as very high frequency words.</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	
Consonant Sounds and Spellings Taught in Kindergarten		

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>/b/ spelled 'b' as in boy, 'bb' as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder /f/ spelled 'f' as in fun, 'ff' as in stuff /g/ spelled 'g' as in get, 'gg' as in egg /h/ spelled 'h' as in him /j/ spelled 'j' as in jump /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in moccasin /l/ spelled 'l' as in lip, 'll' as in sell /m/ spelled 'm' as in mad, 'mm' as in hammer /n/ spelled 'n' as in net, 'nn' as in funny /p/ spelled 'p' as in pet, 'pp' as in happy /r/ spelled 'r' as in red, 'rr' as in earring /s/ spelled 's' as in sit, 'ss' as in dress /t/ spelled 't' as in top, 'tt' as in butter /v/ spelled 'v' as in vet /w/ spelled 'w' as in wet /x/ spelled 'x' as in tax /y/ spelled 'y' as in yes /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs /ch/ spelled 'ch' as in chop /sh/ spelled 'sh' as in ship /th/ spelled 'th' as in thin /th/ spelled 'th' as in then /qu/ spelled 'qu' as in quick /ng/ spelled 'ng' as in sing, 'n' as in pink</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p>	
Vowel Sounds and Spellings Taught in Kindergarten		

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<p>/a/ spelled 'a' as in cat /e/ spelled 'e' as in get /i/ spelled 'i' as in hit /o/ spelled 'o' as in hot /u/ spelled 'u' as in but /ae/ spelled 'a_e' as in cake /ee/ spelled 'ee' as in bee /ie/ spelled 'i_e' as in bike /oe/ spelled 'o_e' as in note /ue/ spelled 'u_e' as in cute /er/ spelled 'er' as in her. /ar/ spelled 'ar' as in car /or/ spelled 'or' as in for</p>	<p>RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	
D. Oral Reading and Fluency		
<p>Read decodable stories that incorporate the specific code knowledge that has been taught.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding. RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). RFK.4 Read emergent-reader texts with purpose and understanding.</p>	
<p>Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RLK.4 Ask and answer questions about unknown words in a text. RIK.4 With prompting and support, ask and answer questions about unknown words in a text. RFK.4 Read emergent-reader texts with purpose and understanding. LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). LK.4 Determine or clarify the meaning of unknown and</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>	
Demonstrate understanding of and use commas and end punctuation while reading orally.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
Read aloud, alone, or with a partner at least 15 minutes each day.	RFK.4 Read emergent-reader texts with purpose and understanding.	
E. Reading Comprehension – All Texts		
Demonstrate understanding of simple decodable text after reading independently.	RFK.4 Read emergent-reader texts with purpose and understanding.	
Grasping Specific Details and Key Ideas		
Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.	RLK.1 With prompting and support, ask and answer questions about key details in a text. RIK.1 With prompting and support, ask and answer questions about key details in a text.	
Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story.	
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.	RLK.2 With prompting and support, retell familiar stories, including key details. RLK.3 With prompting and support, identify characters, settings, and major events in a story. WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. SLK.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. LK.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Observing Craft and Structure		
Understand and use words and phrases from a text that has been read independently.	<p>RLK.4 Ask and answer questions about unknown words in a text.</p> <p>RIK.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>LK.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p> <p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	
Integrating Information and Evaluating Evidence		
Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
Use pictures accompanying the written text to check and support understanding.	<p>RLK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RLK.2 With prompting and support, retell familiar stories, including key details.</p> <p>RLK.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RLK.7 With prompting and support, describe the</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
	<p>relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RIK.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RIK.2 With prompting and support, identify the main topic and retell key details of a text.</p> <p>RIK.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RIK.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	
<p>Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding.</p> <p>RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
<p>Identify who is telling a story or providing information in a text.</p>	<p>RLK.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>	
III. Writing		
<p>Draw pictures to represent a preference or opinion.</p>	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p>	
<p>Write narratives, informative and explanatory texts, and offer an opinion through shared writing exercises.</p>	<p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	

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<p>With assistance, add details to writing.</p>	<p>WK.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</p> <p>WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)</p> <p>WK.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).</p> <p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>WK.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>WK.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	
<p>Create a title or caption to accompany a picture and/or shared writing.</p>	<p>WK.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	
IV. Language Conventions		
<p>Form letters, words, phrases and sentences to communicate thoughts and ideas.</p>	<p>LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters</p> <p>LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Apply basic spelling conventions. Use basic capitalization and punctuation in sentences to convey meaning.	short-vowel sounds (phonemes). LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
A. Handwriting and Spelling		
Hold a pencil with a pincer grasp and make marks on paper.		
Trace, copy, and print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters	
Write own name.		
Write from left to right, leaving spaces between words, and top to bottom using return sweep.		
Begin to write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write bote for boat, sum for some, hunee for honey.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Write words, phrases, and sentences from dictation, applying phonics knowledge.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities. LK.2 Produce and expand complete sentences in shared language activities. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
B. Parts of Speech and Sentence Structure		
Use and understand question words, i.e., what, where, when, who, how.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when,	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
Form regular plural nouns by adding 's' or 'es', i.e., dog, dogs, wish, wishes.	why, how). LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
Demonstrate understanding of frequently occurring prepositions, i.e., to/from, in/out, on/off.	LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
Produce and expand complete sentences orally and in shared writing exercises.	WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) LK.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Produce and expand complete sentences in shared language activities.	
C. Capitalization and Punctuation		
Capitalize the first word in a sentence, the pronoun I.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I.	
Identify and use end punctuation, including periods, question marks, and exclamation points.	LK.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.	
V. Poetry		
A. Mother Goose and other Traditional Poems*		

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<p>A Diller, A Dollar Baa, Baa, Black Sheep Diddle, Diddle, Dumpling Early to Bed Georgie Porgie Hey Diddle Diddle Hickory, Dickory, Dock Hot Cross Buns Humpty Dumpty It's Raining, It's Pouring Jack and Jill Jack Be Nimble Jack Sprat Ladybug, Ladybug Little Bo Peep Little Boy Blue Little Jack Horner Little Miss Muffet London Bridge Is Falling Down Mary, Mary, Quite Contrary Old King Cole Old Mother Hubbard One, Two, Buckle My Shoe Pat-a-Cake Rain, Rain, Go Away Ride a Cock-Horse Ring Around the Rosey Rock-a-bye, Baby Roses Are Red See-Saw, Margery Daw Simple Simon Sing a Song of Sixpence Star Light, Star Bright There Was a Little Girl There Was an Old Woman Who Lived in a Shoe This Little Pig Went to Market Three Fish and a Wife</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
B. Other Poems, Old and New*		
<p>April Rain Song (Langston Hughes) Happy Thought (Robert Louis Stevenson) I Do Not Mind You, Winter Wind (Jack Prelutsky) Mary Had a Little Lamb (Sara Josepha Hale) The More It Snows (A. A. Milne) My Nose (Dorothy Aldis) Rain (Robert Louis Stevenson) Three Little Kittens (Eliza Lee Follen) Time to Rise (Robert Louis Stevenson) Tommy (Gwendolyn Brooks) Twinkle Twinkle Little Star (Jane Taylor)</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
VI. Fiction		
A. Stories*		

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>The Bremen Town Musicians (Brothers Grimm) Chicken Little (also known as “Henny-Penny”) Cinderella (Charles Perrault) Goldilocks and the Three Bears How Many Spots Does a Leopard Have? (African folktale) King Midas and the Golden Touch The Legend of Jumping Mouse (Native American: Northern Plains legend) The Little Red Hen Little Red Riding Hood Momotaro: Peach Boy (Japanese folktale) Snow White and the Seven Dwarfs The Three Billy Goats Gruff The Three Little Pigs A Tug of War (African folktale) The Ugly Duckling (Hans Christian Andersen) The Velveteen Rabbit (Margery Williams) selections from Winnie-the-Pooh (A. A. Milne) The Wolf and the Kids (Brothers Grimm)</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
B. Aesop’s Fables*		
<p>The Lion and the Mouse The Grasshopper and the Ants The Dog and His Shadow The Hare and the Tortoise</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
C. American Folk Heroes and Tall Tales*		
<p>Johnny Appleseed Casey Jones</p>	<p>RLK.10 Actively engage in group reading activities with purpose and understanding. RIK.10 Actively engage in group reading activities with purpose and understanding.</p>	
D. Literary Terms		
<p>author illustrator</p>		

Core Knowledge Sequence Kindergarten	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
VII. Sayings and Phrases		
<p>A dog is man's best friend. April showers bring May flowers. Better safe than sorry. Do unto others as you would have them do unto you. The early bird gets the worm. Great oaks from little acorns grow. Look before you leap. A place for everything and everything in its place. Practice makes perfect. [It's] raining cats and dogs. Where there's a will there's a way.</p>	<p>LK.5 With guidance and support from adults, explore word relationships and nuances in word meanings. LK.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	
<p>*Reading: Text complexity and the growth of comprehension The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. (Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects, p. 8)</p>		
<p>**The Core Knowledge Language Arts Program: Grade K Language Art Objectives for Listening and Learning</p>		

Core Knowledge Sequence Kindergarten	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
I. Patterns and Classification			
Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc.	4	K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
Define a set by the common property of its elements.	7	K.G. 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	
In a collection of objects that includes a given set and an item that does not belong, indicate which item does not belong.	2	K.MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
Moving from concrete objects to pictorial representations, recognize patterns and predict the extension of a pattern.	7		4.OA 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
Extend a sequence of ordered concrete objects.	1, 7		
II. Numbers and Number Sense			
Using concrete objects and pictorial representations, compare sets: same as (equal to) more than less than most least	4	K.CC 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.OA 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	
Count			

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forward from 1 to 31, first beginning with 1, and later from any given number	2	<p>K.CC.1. Count to 100 by ones and by tens.</p> <p>K.CC.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p>	
backward from 10	2		
from 1 to 10 by twos	2		
by fives and tens to 50	2	<p>K.CC.1. Count to 100 by ones and by tens.</p>	
Write numbers 1 to 31 (with special attention to the difference between certain written symbols, such as 6 and 9; 2 and 5; 1 and 7; 12 and 21, etc.).	2	<p>K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	
Count and write the number of objects in a set.	2	<p>K.CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. <p>K.CC.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	
Given a number, identify one more, one less.	2	<p>K.OA.1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	
Identify ordinal position, first (1st) through sixth (6th).	2		

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Identify pairs.	2		
Interpret simple pictorial graphs.	4		2.MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
Identify $\frac{1}{2}$ as one of two equal parts of a region or object; find $\frac{1}{2}$ of a set of concrete objects.	2, 7		3.NF 1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
III. Money			
Identify pennies, nickels, dimes, and quarters.	2		
Identify the one-dollar bill.	2		
Identify the dollar sign (\$) and cents sign (¢).	2		
Write money amounts using the cents sign (¢).	2		
IV. Computation			
Add and subtract to ten, using concrete objects; Recognize the meaning of the plus sign (+).	6	<p>K.OA 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem</p> <p>K.OA 4. For any number 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p>	
Subtraction: the concept of “taking away”; recognize the meaning of the minus sign (-).	6	<p>K.OA 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem</p>	

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V. Measurement			
Identify familiar instruments of measurement, such as ruler, scale, thermometer.	5,6		
<p>Compare objects according to:</p> <ul style="list-style-type: none"> Linear measure long and short; longer than, shorter than measure length using non-standard units begin to measure length in inches height: taller than, shorter than Weight heavy, light heavier than, lighter than Capacity (volume) full and empty less full than, as full as, fuller than Temperature: hotter and colder 	4,5,6	<p>K. MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K. MD 2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>	
<p>Time</p> <p>Sequence events: before and after; first, next, last.</p> <p>Compare duration of events: which takes more or less time.</p> <p>Read a clock face and tell time to the hour.</p> <p>Know the days of the week and the months of the year.</p> <p>Orientation in time: today, yesterday, tomorrow; morning, afternoon; this morning vs. yesterday morning, etc.</p>	4,5,6		1. MD. 3. Tell and write time in hours and half-hours using analog and digital clocks.
VI. Geometry			
Identify left and right hand.	2		
Identify top, bottom, middle.	2		

Core Knowledge Sequence Kindergarten	CCSS MP	Common Core State Standards covered at CK Grade Level	Common Core State Standards covered above or below CK Grade Level
<p>Know and use terms of orientation and relative position, such as:</p> <ul style="list-style-type: none"> closed, open on, under, over in front, in back (behind) between, in the middle of next to, beside inside, outside around far from, near above, below to the right of, to the left of here, there 	<p>4</p>	<p>K.G.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	
<p>Identify basic shapes in a variety of common objects and artifacts (windows, pictures, books, buildings, cars, etc.).</p>	<p>4</p>	<p>K.G.2. Correctly name shapes regardless of their orientations or overall size.</p>	
<p>Identify and sort basic plane figures: square, rectangle, triangle, circle.</p>	<p>4</p>	<p>K.G.2. Correctly name shapes regardless of their orientations or overall size. K.G.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").</p>	
<p>Recognize shapes as the same or different.</p>	<p>4</p>	<p>K.G.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>	
<p>Make congruent shapes and designs.</p>	<p>4</p>	<p>K.G.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</p>	

Achievement Learning Standards

Academic Standards

On whole, our curriculum at IAE-CFA is designed to prepare students for college and beyond. In determining appropriate standards for students at each grade level, we examine closely the curricular expectations of Indianapolis's most rigorous, college-preparatory high schools and "plan backwards" in determining what each child must know and be able to do to be appropriately prepared for the next grade. The explicit standards we set at each grade coupled with the Core Knowledge Sequence our students learn allows each young person to exit the school as a K-8 ready to succeed in a college preparatory high school.

We expect to use several different tools to assess students' readiness for the next grade. Standardized assessments, such as the ISTEP, I-READ and NWEA tests, help. Our teachers will also review students' class work, benchmark assessments and individual reading level results to assess a student's readiness. Any student who meets grade-level expectations and is proficient on the ISTEP (all subjects) will be promoted to the next grade level. The school director, curriculum director, and classroom teachers will evaluate the readiness of students who meet some but not all of the requirements for promotion. This group will also work closely with each child's parents to inform them of any concerns throughout the school year.

If this group recommends a child be retained, it will then meet with the parent to review the case. Of course, if a child is recommended for retention, concerns about his/her achievement of grade level standards will be well documented through our progress reports, report cards and parent conferences throughout the school year. In the end, the school director will make the final decision as to whether or not a student should be retained.

Academic Standards

In the space below, we detail our academic standards, including our expectations for the skills of students leaving us after eighth grade. We will adopt Indiana's Common Core Standards and in year 1 we will fully implement Common Core Standards. For the purposes of this application, we detail our standards in academic standing and our culminating entrepreneurship project.

Entrepreneurship Project:

All 8th grade students must successfully open and operate a business as a culminating project at the end of the school year in collaboration with Junior Achievement. Rubrics for presentation, performance, and the final written report for successful completion of the eighth grade culminating project will be developed in collaboration with the staff of IAE-CFA. Students will create and make a presentation to the board of directors who will evaluate the students based on the created rubric. The presentation scores in conjunction with the performance and written report scores will be utilized as a recommendation for successful completion of 8th grade. Criteria for a successful project include but are not limited to:

Criteria:

- 8th grade students must complete and submit business plans
- Fill out all appropriate paperwork, file for applicable permits
- Raise funds for the products they need for their businesses

- Create an effective marketing campaign such as creating radio and television advertisements, billboards that will be displayed throughout the school, etc.
- Students must provide goods or services for other students in the school to purchase or utilize
- All businesses must keep an accurate count on all inventory items, set prices based on supply and demand, and make sales transactions accurately
- Businesses must pay all applicable taxes to the student government
- The students must complete and submit a final report on the successes and hardships of their business, including profits made, the attempt to balance supply and demand, the effectiveness of their marketing campaign, and an account of all transactions made

Eighth grade Indiana Common Core State Standards that are related to the culminating project are listed below.

Reading Standards for Informational Text:

8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Writing Standards

8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

8.W.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.W.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

8.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Spell correctly.

8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

8.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Speaking and Listening Standards

8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Exit Standards:

In addition to the mastery of all Indiana Common Core State Standards and the culminating project, 8th grade students must demonstrate the following in mathematics and English Language Arts.

Criteria:

- Students demonstrating mastery in all academic standards and have a cumulative GPA of 3.0 or higher in grades 6, 7, and 8 will automatically be placed at their comprehensive high school.
- Students demonstrating mastery in all academic standards and have a cumulative GPA of 2.99 or lower in grades 6, 7, and 8 must adhere to the following criteria:
 1. Reading – NWEA RIT score on the end of year NWEA test must be 220 or higher
 2. Language Arts – NWEA RIT score on the end of year NWEA test must be 219 or higher
 3. Mathematics – NWEA RIT score on the end of year NWEA test must be 230 or higher
 4. GPA – Cumulative GPA of 2.0+ in grades 6, 7, and 8

In the event that a student does not meet the above standards, a remediation plan will be put into place where the student will receive targeted intervention over the summer sessions of school to help meet the requirements. Our goal is to have all students prepared and ready for a successful high school career.

Eighth Grade Promotion Requirements*:

- Pass 4 of 4 criteria or GPA = 3.0+
 - Promoted to comprehensive high school
- Pass 3 of 4 criteria
 - Must attend, and pass, an extended 8th grade intercession in the specific area of criterion deficiency
- Pass 2 of 4 criteria
 - Attend, and pass, two extended 8th grade intercessions in the specific areas of criterion deficiencies
- Pass 1 of 4 criteria
 - Will not be promoted to comprehensive high school and must repeat 8th grade

Kindergarten through Seventh Grade Promotion Criteria*:

In order to prepare our students for rigorous exit standards, IAE-CFA will hold students equally accountable throughout their kindergarten through seventh grade years. Each year students must meet certain criteria in order to be considered for promotion to the next grade level. The criteria are as follows:

1. Maintain a cumulative grade of "C" or above in the subjects of mathematics, grammar and writing, and literacy.
2. Meet or exceed the grade level end of year norm for NWEA in reading, mathematics, and language.
3. Meet the minimum proficiency requirements on the ISTEP+ test.

In the event that a student does not meet the above standards, a remediation plan will be put into place where the student will receive targeted intervention over the summer and intercessions of school to help meet the requirements. Our goal is to have all students prepared and ready for the next grade level.

- Pass 3 out of 3 criteria
 - Promoted to next grade level
- Pass 2 out of 3 criteria
 - Must attend, and pass, one intercession in the specific areas of criterion deficiencies
- Pass 1 out of 3 criteria
 - Will not be promoted to the next grade level

*ELL: Criteria and consequences above apply; however, it is the responsibility of the ELL teacher to justify exemptions.

*Special Education: Criteria and consequences above apply; however, it is the responsibility of the case manager to justify any exemption as it might apply to a student's Individual Education Plan.

Indianapolis Academy of Excellence 2014-2015 Calendar

2014

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
MAY							JUNE							JULY							AUGUST						
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5						1	2		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30	27	28	29	30	31	24	25	26	27	28	29	30							
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
	1	2	3	4	5	6			1	2	3	4						1		1	2	3	4	5	6		
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
28	29	30	26	27	28	29	30	31	23	24	25	26	27	28	29	28	29	30	31								

2015

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
JANUARY							FEBRUARY							MARCH							APRIL						
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31								29	30	31	26	27	28	29	30						
MAY							JUNE							JULY							AUGUST						
					1	2		1	2	3	4	5	6				1	2	3	4						1	2
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	28	29	30	26	27	28	29	30	31	24	25	26	27	28	29	30					

Key:

- First Trimester
- Second Trimester
- Third Trimester
- No School Days
- Summer School

Breakdown of Days:

Instructional Days: 183
 Teacher Days: 196
 Teacher's Start Date: July 28, 2014
 Beginning of Academic Year: August 11, 2014
 End of Academic Year: June 25, 2015
 Summer Intercession: July 13 – 24, 2015

Trimester Dates:

End of First Trimester: November 7, 2014
 End of Second Trimester: March 13, 2015
 End of Third Trimester: June 26, 2015

Instructional Days by Month

August: 15 Days
 September: 21 Days
 October: 23 Days
 November: 4 Days
 December: 15 Days
 January: 19 Days
 February: 19 Days
 March: 9 Days
 April: 19 Days
 May: 20 Days
 June: 19 Days
 July: 0 Days
 Summer Intercession: 10 Days

No School Days:

Labor Day: September 1, 2013
 Winter Break: December 22, 2014 – January 2, 2015
 Martin Luther King Day: January 19, 2015
 President's Day: February 16, 2015
 Parent Conferences: November 7, 2014; March 13, 2015; June 26, 2015

Trimester Breaks:

November 10 – 28, 2014
 March 16 – April 3, 2015
 June 29, 2015 – August 8, 2015

July 28 – August 8	Teacher Professional Development		January 19	No School Martin Luther King Jr. Day
August 11	Pupils Report for First Trimester		January 23	Family Movie Night**
August 14	Back to School Ice Cream Social		January 28	Second Trimester Midterm
August 21	Parent Workshop**		February 7	Cabin Fever Day*
August 29	Family Movie Night**		February 16	No School President's Day
August 18-29	NWEA, Fall Assessment Grades 2-5		February 19	Parent University**
September 1	No School Labor Day		February 27	Family Movie Night**
September 25	Parent University**		March 12	End of Second Trimester
September 24	First Trimester Midterm		March 13	Academic Conferences
September 26	Family Movie Night**		March 16-April 3	Spring Break
October 16	Parent Workshop**		April 6	Pupils Report for Third Trimester
October 18	Fall Festival*		April 11	Community Fair*
October 24	Family Movie Night**		April 16	Parent University**
November 6	End of First Trimester		April 24	Family Movie Night**
November 7	Academic Conferences		May 13	Third Trimester Midterm
November 10-28	No School Fall Break		May 21	Parent Workshop**
December 1	Pupils Report for Second Trimester		May 29	Family Movie Night**
December 12	Family Movie Night**		May 25	No School Memorial Day
December 18	Parent University**		June 11	Parent University**
December 22-January 2	No School Winter Break		June 25	End of Third Trimester
January 5	Students Return From Winter Break		June 26	Academic Conferences
January 15	Parent Workshop**		July 13-24	Summer School

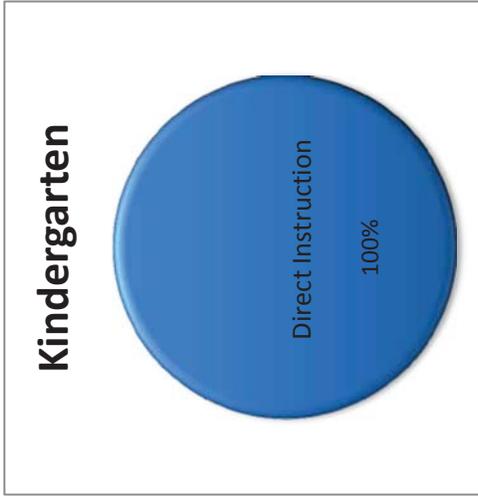
*Indicates a large school event that the general public is invited.

**Indicates parent outreach and community building.

Indianapolis Academy of Excellence - A Challenge Foundation Academy
Daily Schedule

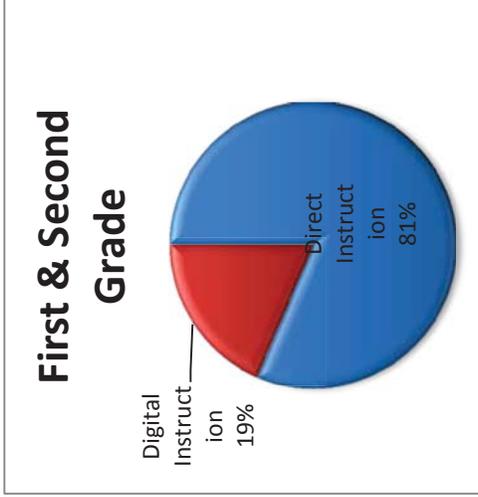
Kindergarten

Subject	Time (min.)
Math	60
Literacy	105
Writing/Grammar	75
Special Area	45
Citizenship	30
Challenge Block	60
Direct Instruction	375



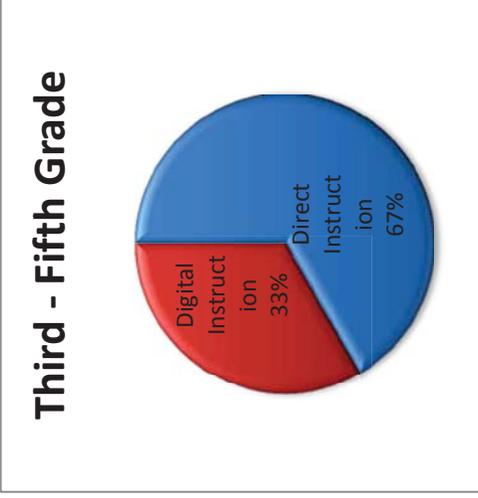
First & Second Grade

Subject	Time (min.)
Math	45
Literacy	90
Writing/Grammar	90
Special Area	45
Citizenship	30
Spelling	30
Direct Instruction	330
Digital Instruction	75



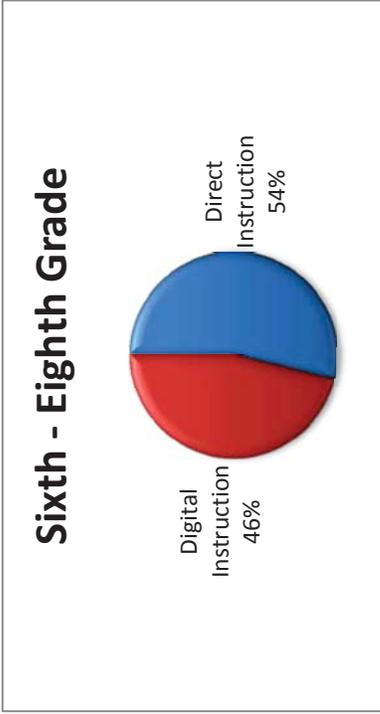
Third - Fifth Grade

Subject	Time (min.)
Math	45
Literacy	90
Writing/Grammar	60
Special Area	45
Citizenship	30
Direct Instruction	270
Digital Instruction	135



Sixth - Eighth Grade

Subject	Time (min.)
Literature	60
Math	45
Composition	45
Special Area	45
Personal Finance	30
Direct Instruction	225
Digital Instruction	195



Indianapolis Academy of Excellence - A Challenge Foundation Academy

Daily Schedule

Lab time is used for teacher directed digital instruction, the instruction of financial literacy skills, and collaborative inquiry based learning											
Master Teacher Taught Classroom											
Time	K	1A	1B	1C	2A	2B	2C	3A	3B	3C	4A
Morning Announcements											
8:00 AM											
8:15 AM	Phonics	Citizenship			Math	Math	Math	Lab	Literacy	Literacy Workshop	Math
8:30 AM	Literacy	Literacy Workshop	Literacy Workshop	Lab	Citizenship			Literacy Workshop	Lab	Literacy	Literacy Workshop
8:45 AM											
9:00 AM											
9:15 AM	Literacy Workshop	Literacy Workshop	Literacy	Literacy Workshop	Literacy	Literacy Workshop	Lab	Literacy Workshop	Literacy Workshop	Literacy	Literacy Workshop
9:30 AM											
9:45 AM											
10:00 AM	Restroom										
10:15 AM	Challenge Block	Lab	Lab	Literacy	Writing & Grammar	Literacy	Literacy Workshop		Specials		
10:30 AM											
10:45 AM											
11:00 AM		Spelling	Spelling	Lab	Literacy Workshop	Lab	Literacy	Math	Math	Math	Literacy
11:15 AM	Lunch	Lunch		Lunch			Literacy				
11:30 AM											
11:45 AM	Recess	Recess		Recess							
12:00 PM	Restroom										
12:15 PM	Writing & Grammar	Lab	Lab	Spelling	Spelling	Spelling	Lab	Writing & Grammar	Writing & Grammar	Lab	Recess
12:30 PM											
12:45 PM	Writer's Workshop	Writing & Grammar	Writer's Workshop	Writer's Workshop	Lab	Writer's Workshop	Writing & Grammar	Lab	Writer's Workshop	Writer's Workshop	Lab
1:00 PM											
1:15 PM	Workshop										
1:30 PM											
1:45 PM	Math	Writer's Workshop	Writing & Grammar	Writing & Grammar	Specials			Writer's Workshop	Lab	Writing & Grammar	Lab
2:00 PM											
2:15 PM											
2:30 PM	Citizenship	Specials		Writer's Workshop	Writer's Workshop	Writing & Grammar	Writer's Workshop	Lab	Lab	Lab	Citizenship
2:45 PM											
3:00 PM											
3:15 PM	Specials	Math	Math	Math	Lab	Lab	Spelling	Lab	Lab	Lab	Writer's Workshop
3:30 PM											
3:45 PM											
Dismissal											

Indianapolis Academy of Excellence - A Challenge Foundation Academy

Daily Schedule

Lab time is used for teacher directed digital instruction, the instruction of financial literacy skills, and collaborative inquiry based learning												Taught in cooperation with financial advisors		
Master Teacher Taught Classroom				Citizenship Block teaches explicit social skills and the unique citizenship program created by IAE								8A	8B	8C
Time	4B	4C	5A	5B	5C	6A	6B	6C	7A	7B	7C	8A	8B	8C
Morning Announcements														
8:00 AM						Lab	Literature	Literature	Lab	Literature	Literature	Lab	Literature	Literature
8:15 AM	Math	Math	Lab	Writing & Grammar	Writer's Workshop	Math	Literature	Literature	Math	Literature	Literature	Lab	Literature	Literature
8:30 AM				Specials										
8:45 AM						Lab	Writer's Workshop							
9:00 AM	Lab	Literacy		Writing & Grammar	Lab	Math	Lab	Lab	Math	Lab	Lab	Math	Lab	Lab
9:15 AM				Specials										
9:30 AM						Writer's Workshop	Lab	Math	Math	Math	Math	Math	Lab	Math
9:45 AM				Writer's Workshop	Writing & Grammar	Lab	Math	Math	Lab	Math	Math	Lab	Math	Math
10:00 AM				Specials										
10:15 AM						Lab	Lab	Math	Math	Math	Lab	Math	Lab	Math
10:30 AM	Literacy Workshop	Literacy Workshop	Lab	Literacy	Literacy Workshop	Personal Finance	Personal Finance	Personal Finance	Composition	Lab	Lab	Composition	Lab	Lab
10:45 AM				Specials										
11:00 AM	Literacy Workshop	Literacy Workshop	Literacy Workshop			Lab	Literacy Workshop	Personal Finance	Personal Finance	Personal Finance	Composition	Lab	Lab	Composition
11:15 AM				Specials										
11:30 AM	Literacy Workshop	Literacy Workshop	Literacy Workshop			Lab	Literacy	Personal Finance	Personal Finance	Personal Finance	Composition	Lab	Lab	Composition
11:45 AM				Specials										
12:00 PM	Recess	Recess	Recess			Citizenship		Lunch	Lunch	Lunch	Specials	Specials	Specials	Lunch
12:15 PM				Specials										
12:30 PM	Lunch	Lunch	Lunch			Lunch	Lunch	Personal Finance	Personal Finance	Personal Finance	Specials	Specials	Specials	Lunch
12:45 PM	Writing & Grammar	Lab	Lab	Literacy Workshop	Lab	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
1:00 PM				Literacy Workshop	Lab	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
1:15 PM	Lab	Lab	Lab	Literacy Workshop	Lab	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
1:30 PM	Lab	Lab	Lab	Literacy Workshop	Lab	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
1:45 PM	Lab	Lab	Lab	Writing & Grammar	Lab	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
2:00 PM	Lab	Lab	Lab	Writing & Grammar	Lab	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
2:15 PM	Citizenship	Writer's Workshop	Writer's Workshop	Writing & Grammar	Lab	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
2:30 PM				Recess	Recess	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
2:45 PM	Writer's Workshop	Lab	Lab	Lab	Lab	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
3:00 PM	Writer's Workshop	Lab	Lab	Math	Math	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
3:15 PM	Lab	Citizenship	Lab	Math	Math	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
3:30 PM	Lab	Citizenship	Lab	Math	Math	Composition	Lab	Lab	Lab	Lunch	Lunch	Specials	Specials	Specials
3:45 PM														

Indianapolis Academy of Excellence – A Challenge Foundation Academy

Enrollment Process

2014-2015 School Year

To apply:

IAE-CFA is non-selective and open to all applicants. When there are more applicants to our school than available spots, we are required to conduct a lottery or random selection of students to be awarded seats in our school. We strongly encourage families to apply during our open enrollment period in order to have the best chance of being awarded a seat in our school. Open enrollment begins at 7:30 a.m. on January 6, 2014 and ends on February 21, 2014 @ 4:30 p.m. When open enrollment ends, applications are counted. Again, if there are fewer applications than openings, all applications will be accepted. If there are more applications than openings, a lottery will be held.

Lottery:

The lottery is a random selection to determine who will be accepted and who will be placed on a waiting list. It will be held at 6:00 p.m. on March 5, 2014 in the CFA conference room. During the lottery, names will be randomly generated from our computer system. Preference is given for any available openings to siblings of students already enrolled. Parents will be notified by mail of the lottery results during the week of March 10, 2014. Applications received after open enrollment are accepted on a first-come, first-serve basis for any remaining openings or put on a waiting list.

If your child is on a Waiting List:

You will be notified of acceptance by mail or phone if an opening becomes available for your child. Please make sure you notify IAE-CFA immediately if your contact information changes after you have turned in your application.

To Enroll:

If your child has a spot in our school for the '14-'15 school year, you **must** attend a New Family Orientation. Orientation information will be sent out with your letter of acceptance. Parents must submit to the school all of the following items by the date specified in the letter: Official Release of Records Form, Admissions Form, original Birth Certificate, and the most recent Immunization Records. If these are not received by that date, your child may be removed from the school's accepted list.

IMPORTANT NOTES:

- Your child must be in attendance on the first day of school.
- Please notify the office if you do not intend to send your child to Indianapolis Academy of Excellence – A Challenge Foundation Academy.
- It is your responsibility to notify the school of address and/or phone number changes. If we are unable to reach you because of wrong address or phone – your child's name will be removed from our list.
- Each application is valid for one school year only. Students enrolled do not need to apply for future years.
- The wait list will expire September 12, 2014. Students on the wait list must reapply after September 12, 2014 if they wish to enroll upon an opening for a specific grade.

Indianapolis Academy of Excellence – A Challenge Foundation Academy is a public charter school. Challenge Foundation Academy admits students of any gender, race, color, religion, disability, national and ethnic origin to all the rights privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, race, color, religion, disability,

national, and ethnic origin in administration of its educational policies, admissions policies, athletic, and other school-administered programs.

Indianapolis Academy of Excellence – A Challenge Foundation Academy

Application & Enrollment Calendar

2014-2015 School Year

- Jan. 6 Enrollment Window for '14-'15 Begins
Begin Accepting Applications for '14-'15 School Year
- Jan. 30 IAE-CFA Open House for Prospective Families (6PM)
- Feb. 21 Application Deadline for New Students
- Mar. 5 Lottery for New Applications (6PM)
- Mar. 10 Letters go home to Applicants with a spot in our school
- Mar. 28 Deadline for New Families to Register for New Family Orientation
- Apr. 12 New Family Orientation Day
- Apr. 25 Registration Packets Due for New Families

***Enrolling Your Child:
What Do You Do Once You've Secured a Spot at IAE-CFA?
Attend New Family Orientation!***

Parents and/or Guardians of new students need to attend an IAE-CFA Family Orientation. At that time, we will distribute the IAE-CFA Family Handbook and other critical information and introduce families to IAE-CFA mission, program, rules and expectations. If your child is accepted, you will receive registration information about the New Family Orientation in your child's acceptance letter. All New Family Orientations will be held on Saturday, April 12, 2014.

New Applicants to CFA must complete and return the following:

1. Initial Application by Feb. 21
2. Attend New Family Orientation Apr. 12
3. Registration Packets Due April 25
4. Phone confirmation with your teacher sometime between July 28- August 1.

*Indianapolis Academy of Excellence – A Challenge Foundation Academy is a tuition-free, public charter school **open to all students**, grade k-3. All students are welcome to apply. Please contact our office at (317-608-2991) with any questions you may have.*

REGISTRATION PACKET CHECK LIST (2014-2015)

The items listed below need to be returned to complete your child's file.
Please provide these items by May 7, 2014.

New Students

- Student Registration Form
- Health History Form
- Physical Exam Form
- Home Language Survey
- Student Services Intake Information
- Emergency Notification Cards (2)
- Authorization to Pick Up Form
- Transfer of Records Form
- Copy of Birth Certificate
- Copy of Social Security Card
- Copy of Immunization Record
- Proof of Residence (e.g. Copy of Utility Bill)
- Copy of Individual Education Plan (if applicable)
- Free and Reduced Meal Form

Indianapolis Academy of Excellence – A Challenge Foundation Academy Discipline Plan

Expectations and Rules for Student Conduct

Standards of Student Safety and Security

The Board of Directors has set forth rules and expectations addressing student safety and security. Much like the rules that govern our cities, violations of these rules carry penalties, fines, and consequences, etc. that are prescribed by law. The purpose of penalties under these federal, state, and local laws is to insure an orderly and safe society.

The Board of Directors sets the standards for safety and security and has set penalties for violation of these standards. These standards address the safety and security of both children and school staff. They are not up for interpretation at the school level, just as the laws for our state, city, and/or country statutes are not up for interpretation or revision by local school administrators.

ZERO TOLERANCE RULES

The following is a list of rules established by the Board of Directors, Indianapolis Academy of Excellence – A Challenge Foundation Academy:

The penalties or consequences for violating these rules cannot be excused or changed by the school administrator or staff.

Safety and Security Rules

- Students may not possess or use illegal drugs on school property or school related events
- Students may not possess or use alcohol or tobacco on school property or school related events
- Students may not commit acts or threats of violence on school property or school related events
- Students may not possess weapons on school property or school related events
- Students may not possess or use dangerous articles on school property or school related events
- Students may not commit acts or threats of bullying on school property or school related events
- Students may not commit acts or threats of sexual harassment on school property or school related events

All rules related to safety and security are in effect at all times.

Penalties for Violation of Zero Tolerance Rules

The following penalties have been established by the Board of Directors, Indianapolis Academy of Excellence – A Challenge Foundation Academy:

- 1 – 5 Days of Out of School Suspension
- Expulsion from School
- Referral to Proper Authorities

SCHOOL RULES

Rules and Expectations Supporting the Orderly Operation of the School and the Educational Process

Rules and expectations covered in this section are designed to meet the following goals:

1. Maintain an orderly school operation.
2. Maintain optimal learning opportunities for students. School facilities and classrooms must be free of behaviors that interfere with teaching and learning.
3. Help students develop skills and behaviors necessary for healthy social interaction, both present and future.
4. Help students learn how their decisions affect the quality of theirs and others lives.
5. Help students develop responsibility and character.

Indianapolis Academy of Excellence – A Challenge Foundation Academy School Rules

1. Treat others with the same respect with which you are treated by the adults in this school.
2. Your actions, dress, possessions, etc., may not cause a problem for anyone else.
 - a. Problem actions include, but are not limited to:
 - i. Disregarding school and classroom procedures
 - ii. Shouting out in the classroom
 - iii. Disregarding established etiquette and manners in the cafeteria
 - iv. Defying the direction of a staff member
 - v. Committing an obscene act
 - vi. Damaging school or private property
 - b. Problems related to dress include, but are not limited to:
 - i. Disregarding the school dress code
 - ii. Wearing inappropriate or inflammatory clothing during non-dress code days
 - c. Problems related to possessions include, but are not limited to:
 - i. Items that disrupt the learning environment
 - ii. The use of non-school owned and approved electronic devices and equipment
3. If your actions, dress, or possessions cause a problem for anyone else, you will be asked to solve that problem.
4. If you cannot solve the problem, or choose not to, staff members will impose upon you an appropriate consequence. This consequence will depend upon the situation and the person or persons involved. Staff members will use their best judgment based upon the information they have at that time.
5. If a student and/or parents feel that the consequences are unfair, they should request a “due process” hearing.

A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet and share information related to the situation in question. In the event that this discussion provides additional information that sheds different light on the situation, or shows the consequences to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Core Beliefs that Guide Enforcement of School Rules and Expectations

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning

from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences. The Indianapolis Academy of Excellence – A Challenge Foundation Academy staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event that we operate in ways that appear to be inconsistent with these core beliefs.

Indianapolis Academy of Excellence – A Challenge Foundation Academy Core Beliefs

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school.

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process hearing” whenever the consequences appear to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Individual Classroom Rules

1. I will treat you with respect, so you will know how to treat me.
2. Feel free to do anything that doesn't cause a problem for anyone else.
3. If you cause a problem, you will be asked to solve it.
4. If you cannot solve the problem, or choose not to, I will do something. What I do will depend upon the situation and the person involved.

If you feel something is unfair, whisper to me, “I'm not sure that's fair,” and we will talk about it.



BOY SCOUTS OF AMERICA
CROSSROADS OF AMERICA COUNCIL

February 28, 2012

Office of the Mayor
2501 City-County Building
200 F. Washington Street
Indianapolis, Indiana 46204
Attention: Indianapolis Charter Schools Assistant Director

Dear Indianapolis Charter Schools Assistant Director:

On behalf of Reaching for Tomorrow we are writing this letter in response to the proposed Indianapolis Academy of Excellence (IAE) charter school to be located in the Forest Manor neighborhood. Reaching for Tomorrow feels that this is an excellent use of the property and will benefit the neighborhood by creating a highly desirable environment for parents, children, and families.

Reaching for Tomorrow is an in school character education program of the Boy Scouts and Girl Scouts of Central Indiana. Reaching for Tomorrow is an educational program designed to meet the needs of youth and schools. It is our objective to provide supplemental curriculum which will reinforce life skills needed to achieve self-sufficiency. Our program is available to boys and girls who are mildly to severely challenged, as well as at-risk youth. The program is delivered to students in grades K-12.

Reaching for Tomorrow sees great potential in having a ribbon of high quality family and educational support running through the community. Reaching for Tomorrow plans to have a close relationship with IAE in order to provide a high quality character education program for the children in the Forest Manor neighborhood.

Please do not hesitate to contact us with any questions you may have. Reaching for Tomorrow supports this exciting use of property within the Forest Manor neighborhood and welcomes Indianapolis Academy of Excellence to the neighborhood.

Sincerely,

Adam Cassady
Reaching for Tomorrow Director

Scout Education and Program Center
7125 Fall Creek Road North
Indianapolis, IN 46256
317-813-7125
www.crossroadsbsa.org

Anderson Scout Center
1420 E. Tenth St.
Anderson, IN 46012
765-644-6687

Hagerstown Scout Center
199 S. Plum St.
Hagerstown, IN 47346
765-489-4552

Muncie Scout Center
3400 E. Jackson St.
Muncie, IN 47303
765-288-0223

Terre Haute Scout Center
501 S. 25th St.
Terre Haute, IN 47803
812-232-9496



Prepared. For Life.™



Core Knowledge[®]
Educational Excellence and Equity for All Children

801 E. High Street
Charlottesville, Virginia 22902
434.977.7550 Ph | 434.977.0021 Fax
www.coreknowledge.org

Dear Joe,

Thank you for your interest in implementing the *Core Knowledge Sequence* at Indianapolis Academy of Excellence. I am pleased to describe how we at the Core Knowledge Foundation plan to work closely with you and your faculty pending formal approval of your charter school application.

Our staff of expert professional development trainers will support you and your faculty through the curriculum planning process. Our *Getting Started* workshop represents the first step in the curriculum planning process. During the workshop, we work with your faculty to define for each grade level, which Core Knowledge domains will be taught and when. This plan is then used to develop individual maps for each domain that define instructional content and demonstrate how Core Knowledge aligns with your required standards.

We also provide on-site consultation and follow-up visits to ensure that your faculty's professional development is a journey, not just an event. These visits will provide continuous feedback on your implementation of Core Knowledge, and will assist you in maximizing strengths and identifying opportunities for improvement.

We encourage you to engage actively with the Core Knowledge Foundation to make the most of your implementation. We host an annual National Conference, conduct quarterly principals & coordinators webinars, have an active blog, and are always available to consult with you via phone or email.

All of us at the Core Knowledge Foundation look forward to working with you and your staff and are confident that they will find the Core Knowledge program beneficial.

Should you have further questions regarding Core Knowledge support for Indianapolis Academy of Excellence, please do not hesitate to call!

Sincerely,

Alice K. Wiggins
Vice President, School Consultation
Core Knowledge Foundation
434.220.3351
awiggins@coreknowledge.org

February 27th, 2012

Joseph Burleson
Principal
Indianapolis Academy of Excellence

Dear Joseph,

Re: Indianapolis Academy of Excellence and Girl Scouts of Central Indiana

I write to extend our support for the Indianapolis Academy of Excellence in its pursuit of charter school status, and to confirm the involvement of Girl Scouts of Central Indiana within the school's extra curricular activities.

Girl Scouts of Central Indiana provides outreach programming to support the academic, social, emotional, and physical development of girls. To this end, Girl Scouts commit to supporting the Indianapolis Academy of Excellence by providing in-school and/or after-school programming to develop the leadership potential of young women, and complement the school's wider agendas to provide holistic education and support to students.

Girl Scouts of Central Indiana create partnerships and provide programming at schools and community locations across central Indiana, including at a number of charter schools. We recognize the importance of a wide range of educational opportunities and choices for students and their families, and to this end Girl Scouts of Central Indiana support the application for charter status by the Indianapolis Academy of Excellence, and hope to create a lasting partnership with the school to serve girls and their families.

Sincerely,

Nikki Watson
Membership Extension Manager
nwatson@girlscoutsindiana.org
317-924-6850

Girls Inc.[®]
of Greater Indianapolis

3935 N. Meridian Street
Indianapolis, IN 46208
Tel: 317.283.0086
Fax: 317.921.4179

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Helen Kurlander Goldstein
Chad Pittman
Doug Rowe

Patricia A. Wachtel
President & CEO

February 8, 2013

Mr. Joseph Burleson
Indianapolis Academy of Excellence
1145 E 22nd St
Indianapolis, IN 46202

Dear Mr. Burleson:

Girls Inc. of Greater Indianapolis is pleased to offer this letter of support related to the Challenge Foundation Academy's request for a charter for the Indianapolis Academy of Excellence.

Girls Inc. is dedicated to inspiring all girls to be strong, smart, and boldSM by teaching girls the skills needed to build healthy relationships, improve their sense of self-worth, and explore personal values.

Through our program collaboration with Challenge Foundation, we have had the opportunity to witness firsthand the genuine excellence of academic instruction that is delivered in your current school operations. We are fully in support of expanding that same opportunity to children in the Martindale Brightwood neighborhood.

Of course, we would also welcome the opportunity to engage in similar program collaboration—intended to help develop educated, independent, and healthy young women—at any and all future school sites for Challenge Foundation Academy.

Please do not hesitate to contact me or LaTasha Hudson, Program Director, should you have any questions about our partnership or our support of charter application.

Sincerely,



Patricia A. Wachtel
President & CEO
Girls Inc. of Greater Indianapolis

**girls
inc.**

Inspiring all girls
to be strong,
smart, and boldSM



**Junior
Achievement®**



empowering young people to
own their economic success

January 30, 2013

Mr. Joseph Burleson
Indianapolis Academy of Excellence

Dear Mr. Burleson,

On behalf of Junior Achievement (JA) of Central Indiana, I would like to express our support of the Indianapolis Academy of Excellence: A Challenge Foundation Academy. We are excited about the opportunity to build this partnership and are confident that the JA programming would align closely with your learning model.

Junior Achievement is an organization dedicated to educating young people in the areas of financial literacy, entrepreneurship and work readiness skills, and inspiring them to explore and create opportunities. JA's programs are hands-on, interactive and sequential in learning.

Since 1957, JA of Central Indiana has been partnering with local schools to help students connect the dots between what they learn in school and the real world. Its unique approach allows volunteers from the community to deliver the JA curriculum in the classroom while sharing their experiences. These weekly programs are grade-specific and prepare students for lifelong learning.

JA hopes to bring its economic education programs to more than 14,000 local students in grades K-12 this school year. Thanks to partnerships with schools such as the Indianapolis Academy of Excellence, the number of students impacted throughout Central Indiana will continue to grow.

Thank you for considering Junior Achievement programs in the Indianapolis Academy of Excellence. We are eager to work together to partner with your school, staff and students and look forward to hearing more about this exciting opportunity.

Sincerely,

Alyssa Andis
Education Director
Junior Achievement of Central Indiana

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

February 14, 2012

Office of the Mayor
2501 City-County Building
200 E. Washington Street
Indianapolis, Indiana 46204
Attention: Indianapolis Charter Schools Assistant Director

To whom it may concern:

This letter is in support of the proposed Indianapolis Academy of Excellence (IAE) charter school to be located in the Forest Manor neighborhood. At Teach For America, we believe that every child in Indianapolis deserves an excellent education. Schools that hold students to high expectations are essential to closing the achievement gap between low-income and higher income students in our city.

Teach For America plans to have a close relationship with IAE in order to provide high quality educators that will ensure exceptional educational opportunities for the children in the Forest Manor neighborhood. We are looking forward to a robust partnership with the school.

We support Indianapolis Academy of Excellence's application and welcome IAE to the Forest Manor neighborhood.

Sincerely,

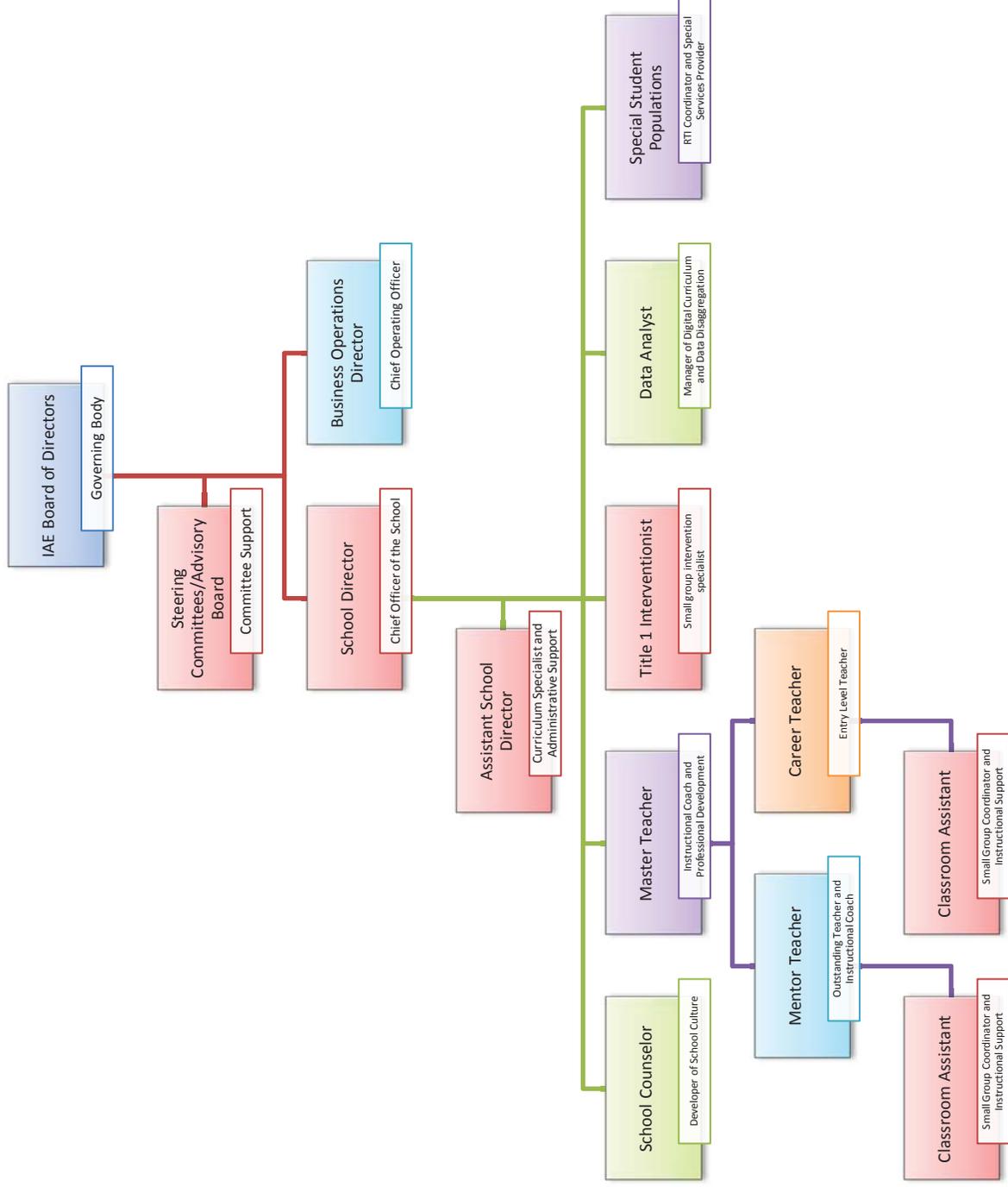


Patrick O'Donnell
Executive Director
Teach For America - Indianapolis



AN AMERICORPS PROGRAM

Indianapolis Academy of Excellence – A Challenge Foundation Academy Organizational Structure



Start-Up Plan

Below is a timeline of tasks and responsibilities we will undertake to open Indianapolis Academy of Excellence – A Challenge Foundation Academy. It includes specific tasks associated with a gradual development of a school community, tasks and duties dependent upon acquiring/building a new school building, and opening a new elementary school. This is a working document, and we expect to revise this timeline multiple times, based on feedback from multiple stakeholders in the school’s long-term success.

Month	Task	Responsibility
Ongoing	Student Recruitment/Enrollment	School Director
January 2013	Develop Community Partnerships	School Director
	Contact Neighborhood Liaison	School Director
	Identify and Contact Potential Board Members	School Director
	Hold Monthly Board Meeting	Board of Directors
	Contact Bookkeeping Plus	School Director
	Research Targeted Areas and Community	School Director
	Draft Application to the State of Indiana and the Mayor’s Office	School Director & Board of Directors
	Attend TeamCFA Business Practices Training in Phoenix, AZ	School Director
	Conduct Site Visits to TeamCFA Schools in Phoenix, AZ	School Director
February 2013	Secure Budget from Bookkeeping Plus	School Director
	Complete Applications to the State Charter Board & Mayor’s Office	School Director & Board of Directors
	Complete Walton Business Plan	School Director & Board of Directors
	Identify Leaders within Target Area to Build Relationships	School Director & Board of Directors
	Develop Public Relations Plan in Collaboration with TeamCFA Public Relations Committee	School Director
	Attend Core Knowledge Symposium in Charlotte, NC	School Director
	Begin Developing Entrepreneurship and Financial Literacy Instruction in Collaboration with Community Partnerships	School Director
	Gather Written Community Support Letters	School Director
	Meet with Brandon Brown and Claire Fiddian-Green	School Director
	Hold Board of Directors Meeting	Board of Directors

	Submit Walton Business Plan	School Director
	Finalize Marketing Plan with TeamCFA Marketing	School Director
March 2013	Submit Applications to the State Charter Board and the Mayor's Office	School Director
	Attend TeamCFA Governance Training in Indianapolis	School Director
	Applicant Interviews for the Mayor's Office	Board of Directors & School Director
	Work with TeamCFA Properties to Begin Site Acquisition	School Director & Board of Directors
	Begin Website Development with TeamCFA Marketing	School Director
	Continue to Develop Relationships with Community Leaders and Neighborhood Liaisons	School Director
	Hold Board of Directors Meeting	Board of Directors
	Attend Community Meetings	School Director
	Identify Local Philanthropic Groups	School Director
April 2013	Charter School Advisory Board Meeting with the Mayor's Office	Board of Directors & School Director
	Attend Community Meetings	School Director
	Begin Community Outreach and Marketing the School	School Director
	Attend Walton Interview	Board of Directors & School Director
	Applicant Interviews for Indiana State Charter Board	Board of Directors & School Director
	Work with TeamCFA Public Relations Committee with Development of Public Relations Plan	School Director
	Public Hearings for Indiana State Charter Board	Board of Directors & School Director
	Submit Full Application to the Mayor's Office	School Director
	Speak to Local Philanthropic Groups	School Director
	Continue to Solidify and Recruit Community Partnerships	School Director
	Hold Board of Directors Meeting	Board of Directors
May 2013	Public Hearings for Indiana Charter School Board	Board of Directors & School Director
	Mayor's Office Charter School Advisory Board Meeting	Board of Directors & School Director

	Indiana Charter School Board Meeting	Board of Directors & School Director
	Secure Building Site in Collaboration with TeamCFA Properties	School Director
	Revise Budget with Bookkeeping Plus	School Director
	Begin Full Marketing Campaign in Collaboration with TeamCFA Marketing	School Director
	Continue Community Outreach in Collaboration with TeamCFA Community Relations	School Director & Board of Directors
	Hold Local Town Hall Meeting in Collaboration with TeamCFA Community Relations	School Director & Board of Directors
	Attend Local Community Meetings	School Director
	Continue Building Relationships with Community Leaders and Residents	School Director
	Complete Job Openings/Descriptions	School Director
	Mayoral Decision on Application	
	Search and Apply for Additional Grants	School Director
	Hold Board of Directors Meeting	Board of Directors
	Speak to Local Philanthropic Groups	School Director
	Work with TeamCFA Educational Technology Committee to Solidify the Blended Learning Plan	School Director
	Work with TeamCFA Academic Committee to Solidify School Curriculum	School Director
June 2013	Attend TeamCFA Conference in Indianapolis	Board of Directors & School Director
	Attend the Challenge Foundation Academy Summer Institute	School Director
	Attend Local Community Meetings	School Director
	Solicit Support from Local Philanthropic Groups	School Director & Board of Directors
	Search and Apply for Additional Grants	School Director
	Recruit Local Community Members for Potential Board Positions	School Director & Board of Directors
	Hold Board of Directors Meeting	Board of Directors
July – December 2013	Monthly Board of Directors Meeting	Board of Directors
	Hire Office Manager	School Director
	Attend Local Community Meetings	School Director
	Hold Informational Sessions at Local Venues	School Director

	Continue Marketing Campaign to Build Awareness	School Director
	Finalize Application and Enrollment Process	School Director & Office Manager
	Recruit Local Community Leaders for Board of Directors	Board of Directors & School Director
	Begin Talent Search for Teaching Positions in Collaboration with TeamCFA	School Director
	Finalize Family and Staff Handbooks	School Director & Board of Directors
	Search and Apply for Additional Grants	School Director
	Hold Fundraising Event in Collaboration with TeamCFA Community Relations Committee	Board of Directors & School Director
	Continue Seeking Out Community Partnerships	School Director
	Begin Building Renovations in Collaboration with TeamCFA Properties	Board of Directors & School Director
January – August 2014	Begin Enrollment Process on January 6, 2014	School Director & Office Manager
	Hold Monthly Board Meetings	Board of Directors
	Search and Apply for Additional Grants	School Director
	Post Open Positions for Hiring in May 2014	School Director
	Conduct Interviews for Open Positions May through August 2014	School Director & Board of Directors
	Purchase Curricular Materials	School Director
	Purchase Technology for Blended Learning Plan	School Director
	Hired Staff Receives Professional Development on Core Knowledge, Singapore Math, Compass Learning, and Blended Learning Technology beginning July 28, 2014	School Staff
	Attend Local Community Meetings	School Director
	Hold Open House for Prospective Families on January 30, 2014	School Staff
	Continue Renovations in Collaboration with TeamCFA Properties	School Director & Board of Directors
	Solicit Support from Local Philanthropic Groups	School Director & Board of Directors
	Continue Marketing Plan in Collaboration with TeamCFA Marketing	School Director
August 2014	Board of Directors Meeting	Board of Directors
	Complete Renovations	

	Ribbon Cutting Ceremony & Fundraiser	School Staff, Board of Directors, & TeamCFA
	Attend Local Community Meetings	School Director
	Hold Back to School Barbeque for New Families on August 9, 2014	School Staff
	Teacher Professional Development Week: Goals, Mission, Community; Expectations, Culture; Curriculum, Schedule, Duties; School-Wide Procedures; Evaluations, Merit Pay System; Teacher Work Day weeks of July 28 – August 8, 2014	School Staff
	Doors Open for Students on August 11, 2014	School Staff

GREGORY & APPEL
INSURANCE

March 6, 2013

Joseph Burleson
Indianapolis Academy of Excellence

RE: Charter School Insurance Estimate for ICSB Application

Mr. Burleson,

Based on the exposure information you provided to me, our firm's experience with other Charter Schools, and a conversation with underwriting I can provide you with the following insurance cost estimate for your planning purposes. This estimate is based around Hanover Insurance's school program. Please note that this is not to be interpreted as a bindable quote and actual terms and conditions will be arrived at through the application and underwriting process. The intent of this letter is to provide an indication only for your planning and approval purposes.

Commercial Package (Including Property, Inland Marine, General Liability, School Leader's Errors & Omissions, Sexual Abuse and Molestation, Non-Owned and Hired Auto, Employee Benefits Liability)
Annual Premium - \$7,500

\$5,000,000 Umbrella Liability Policy
Annual Premium - \$5,000

Workers Compensation
Annual Premium - \$3,720

Hopefully these indications provide you the information you need to complete you budget and Charter application. Should you require a actual quote in the future please let me know and we can begin the application process.

Sincerely



Andrew Appel
Direct: 317-686-6484
Fax: 317-634-6629
E-mail: appel@gregoryappel.com

INDIANA CHARTER SCHOOL BOARD

|General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in ORANGE
 - Complete the Year 0 - Budget and Cash Flow tab in PURPLE
 - Complete ALL FIVE annual budget tabs in BLUE
 - Complete ALL FIVE staffing tabs in GREEN
 - Enter information into the WHITE cells
 - Do not enter information into the GREY cells
- NOTE: Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional office - of the Indiana network.

School Name: Indianapolis Academy of Excellence - A Challenge Foundation Academy

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2014-2015	60	60	60	60										240	3%	24%	89%
Year 2: 2015-2016	60	60	60	60	60									300	3%	24%	89%
Year 3: 2016-2017	60	60	60	60	60	60								360	3%	24%	89%
Year 4: 2017-2018	60	60	60	60	60	60	60							420	3%	24%	89%
Year 5: 2018-2019	60	60	60	60	60	60	60	60						480	3%	24%	89%

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2014-2015	3	1	1	1										6
Year 2: 2015-2016	3	1	1	1	1									7
Year 3: 2016-2017	3	1	1	1	1	1								8
Year 4: 2017-2018	3	1	1	1	1	1	1							9
Year 5: 2018-2019	3	1	1	1	1	1	1	1						10

School Name: Indianapolis Academy of Excellence - A Challenge Foundation Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 714,000	\$ 1,632,000	\$ 2,040,000	\$ 2,448,000	\$ 2,856,000
Common School Loan		\$ -	\$ 210,000	\$ 210,000	\$ 210,000	\$ 210,000
Charter School Start-Up Grant		\$ 714,000				
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000	\$ 144,000
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 23,730	\$ 34,624	\$ 42,319	\$ 50,013	\$ 57,707
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 125,000	\$ 250,000	\$ 225,000			
Facilities Assistance Program Grant		\$ 40,000	\$ 54,000			
Title I		\$ 147,000	\$ 188,500	\$ 247,820	\$ 311,833	\$ 375,667
Title II		\$ 18,000	\$ 22,950	\$ 28,050	\$ 33,150	\$ 38,250
Federal Lunch Program		\$ 69,255	\$ 119,550	\$ 143,640	\$ 167,370	\$ 191,280
Federal Breakfast Reimbursement		\$ 23,085	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)	\$ -	\$ 45,000	\$ 58,050	\$ 70,950	\$ 83,850	\$ 96,750
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ 54,000	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
Other (please describe)	\$ 250,000	\$ 3,300	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 3,200	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 375,000	\$ 2,294,570	\$ 2,844,174	\$ 2,928,279	\$ 3,449,716	\$ 3,971,154
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 48,750	\$ 1,232,268	\$ 1,395,042	\$ 1,700,175	\$ 1,970,194	\$ 2,209,809
Substitutes		\$ 17,250	\$ 21,218	\$ 25,304	\$ 30,663	\$ 35,033
Professional Development	\$ -	\$ 25,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 5,000
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 15,000	\$ 2,000	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total Personnel Expenses	\$ 63,750	\$ 1,278,018	\$ 1,423,260	\$ 1,732,479	\$ 2,007,857	\$ 2,249,842
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 49,939	\$ 51,437	\$ 62,753	\$ 74,049	\$ 85,156
Library, periodicals, etc	\$ -	\$ 2,500	\$ 2,575	\$ 3,142	\$ 3,707	\$ 4,263
Technology	\$ -	\$ 18,525	\$ -	\$ -	\$ -	\$ -
Assessment materials	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -
Computers	\$ -	\$ 86,275	\$ 121,300	\$ 121,300	\$ 121,300	\$ 121,300
Software	\$ -	\$ 10,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Other classroom supplies	\$ -	\$ 28,080	\$ 28,922	\$ 35,285	\$ 41,637	\$ 47,882
Field trips, other unclassified items	\$ -	\$ 4,400	\$ 5,665	\$ 7,002	\$ 8,414	\$ 9,904
Co-curricular & Athletics	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 207,219	\$ 224,900	\$ 244,482	\$ 264,107	\$ 283,506
Support Supplies and Resources						
Administrative Computers	\$ -	\$ 6,700	\$ 11,700	\$ 11,700	\$ 11,700	\$ 11,700
Administrative Software	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
Administration Dues, fees, misc expenses	\$ 21,000	\$ 1,200	\$ 1,545	\$ 1,910	\$ 2,295	\$ 2,701
Office supplies	\$ 7,000	\$ 12,000	\$ 15,450	\$ 19,096	\$ 22,947	\$ 27,012
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 30,000	\$ 21,900	\$ 30,695	\$ 34,706	\$ 38,942	\$ 43,413
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ -	\$ 2,000	\$ 2,060	\$ 2,122	\$ 2,185	\$ 2,251
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 2,500	\$ 2,500	\$ 2,575	\$ 2,652	\$ 2,732
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ -	\$ 4,500	\$ 4,560	\$ 4,697	\$ 4,838	\$ 4,983
Professional Purchased or Contracted Services						
Legal Services	\$ 1,600	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,628
Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payroll Services	\$ -	\$ 4,200	\$ 4,326	\$ 4,456	\$ 4,589	\$ 4,727
Accounting Services	\$ 13,000	\$ 46,000	\$ 50,380	\$ 54,891	\$ 56,538	\$ 58,234

Printing/Newsletter/Annual Report Services	\$ -	\$ 3,200	\$ 4,120	\$ 5,092	\$ 6,119	\$ 7,203
Consultants	\$ 10,000	\$ 12,000	\$ 15,360	\$ 18,821	\$ 19,385	\$ 19,967
Internet Services	\$ -	\$ 6,000	\$ 6,600	\$ 7,260	\$ 7,986	\$ 8,785
Telephone/Telecommunication Services	\$ -	\$ 1,200	\$ 1,320	\$ 1,452	\$ 1,597	\$ 1,757
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 30,350	\$ 33,992	\$ 38,071	\$ 42,640	\$ 46,904
Travel	\$ -	\$ 3,000	\$ 3,090	\$ 3,183	\$ 3,278	\$ 3,377
Postage	\$ -	\$ 2,400	\$ 3,090	\$ 2,652	\$ 3,187	\$ 3,752
Special Education Services	\$ -	\$ 45,000	\$ 46,350	\$ 48,019	\$ 49,459	\$ 50,943
Student Information Services	\$ -	\$ 5,500	\$ 5,665	\$ 5,835	\$ 6,010	\$ 6,190
Food service	\$ -	\$ 103,770	\$ 133,604	\$ 165,134	\$ 196,510	\$ 229,074
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 300	\$ 309	\$ 318	\$ 328	\$ 338
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 6,500	\$ 3,015	\$ 3,105	\$ 3,199	\$ 3,295
Other (please describe)	\$ -	\$ 21,600	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 24,600	\$ 296,020	\$ 316,371	\$ 363,594	\$ 406,290	\$ 450,172
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 180,000	\$ 220,000	\$ 240,000	\$ 280,000	\$ 320,000
Furniture	\$ 190,000	\$ 100,000	\$ 103,000	\$ 81,090	\$ 258,523	\$ 266,278
Gas/electric	\$ -	\$ 60,000	\$ 66,000	\$ 72,600	\$ 79,860	\$ 87,846
Water/Sewer	\$ -	\$ 3,000	\$ 3,300	\$ 3,630	\$ 3,993	\$ 4,392
Grounds Keeping	\$ -	\$ 12,000	\$ 12,360	\$ 12,731	\$ 13,113	\$ 13,506
Maintenance Services	\$ 700	\$ 9,000	\$ 9,270	\$ 9,548	\$ 9,834	\$ 10,129
Custodial	\$ -	\$ 42,000	\$ 43,260	\$ 44,558	\$ 45,898	\$ 47,275
Waste disposal	\$ -	\$ 3,600	\$ 3,708	\$ 3,819	\$ 3,934	\$ 4,052
Other (please describe)	\$ -	\$ 2,400	\$ 2,472	\$ 2,546	\$ 2,622	\$ 2,701
Other (please describe)	\$ -	\$ 9,000	\$ 9,270	\$ 9,548	\$ 9,834	\$ 10,129
Other (please describe)	\$ -	\$ 1,200	\$ 1,320	\$ 1,452	\$ 1,597	\$ 1,757
Other (please describe)	\$ -	\$ 10,500	\$ 10,815	\$ 11,139	\$ 11,473	\$ 11,817
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 190,700	\$ 432,700	\$ 484,775	\$ 492,661	\$ 720,680	\$ 779,882
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 14,280	\$ 32,640	\$ 40,800	\$ 48,960	\$ 57,120
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 10,500	\$ 1,200	\$ 1,236	\$ 1,273	\$ 1,311	\$ 1,351
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ 10,500	\$ 15,480	\$ 33,876	\$ 42,073	\$ 50,271	\$ 58,471
Total Expenditures	\$ 319,550	\$ 2,255,837	\$ 2,518,436	\$ 2,914,691	\$ 3,492,985	\$ 3,870,270
Carryover/Deficit	\$ 55,450	\$ 38,733	\$ 325,738	\$ 13,588	\$ (43,269)	\$ 100,884

Cumulative Carryover/(Deficit)	\$ 55,450	\$ 94,183	\$ 419,921	\$ 433,509	\$ 390,240	\$ 491,124

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 714,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Common School Loan	\$ -	One-half of first year's ADM funding. NOTE: Only virtual charter schools are eligible for Common Loan funds during Year 1.
Charter School Start-Up Grant (NOTE: this is Indiana's state-funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)	\$ 714,000	One-half of first year's ADM funding. NOTE: Virtual charter schools are ineligible for this state-funded start-up grant.
State Matching Funds for School Lunch Program		
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 144,000	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 23,730	
Summer School	\$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 250,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ 40,000	
Title I	\$ 147,000	
Title II	\$ 18,000	
Federal Lunch Program	\$ 69,255	
Federal Breakfast Reimbursement	\$ 23,085	
Federal APC SPED	\$ 45,000	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations	\$ 100,000	TeamCFA Forgivable Loan
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Student Lunch	\$ 3,300	
Student Breakfast		
Textbook Fees	\$ 3,200	
Other (please describe)		
Total Revenue	\$ 2,294,570	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,232,268	Use staffing workbook
Substitutes	\$ 17,250	15 teachers based on 10 sub days per teacher
Professional Development	\$ 25,000	
Bonuses	\$ -	
Professional Development Supplies	\$ 2,000	
Professional Development Travel	\$ 1,500	
Other (please describe)		
Other (please describe)		

Other (please describe)			
Total Personnel Expenses	\$	1,278,018	
Instructional Supplies and Resources			
Textbooks	\$	49,939	
Library, periodicals, etc	\$	2,500	
Technology	\$	18,525	Includes interactive projectors for classrooms
Assessment materials	\$	2,000	
Computers	\$	86,275	Includes teacher and lab computers
Software	\$	10,000	reference to your hardware/software b136
Classroom supplies	\$	28,080	
Field trips, other unclassified items	\$	4,400	Field trips & includes transportation
Co-curricular & Athletics	\$	2,000	
Other (please describe) Travel	\$	1,500	
Other (please describe) Supplies	\$	2,000	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Instructional Supplies and Resources	\$	207,219	
Support Supplies and Resources			
Administrative Computers	\$	6,700	reference to your hardware/software b136
Administrative Software	\$	2,000	reference to your hardware/software b136
Administration Dues, fees, misc expenses	\$	1,200	Copier lease
Office supplies	\$	12,000	
Other (please describe)			
Total Support Supplies and Resources	\$	21,900	
Board Expenses			
Charter Board Services, including Board Training, retreats	\$	2,000	TeamCFA sponsors board development yearly
Charter Board Supplies & Equipment	\$	-	
Charter Board Dues, fees, etc	\$	-	
Other - Printing and Supplies	\$	2,500	
Other (please describe)			
Total Board Expenses	\$	4,500	
Professional Purchased or Contracted Services			
Legal Services	\$	5,000	
Audit Services	\$	-	Services included in accounting below
Payroll Services	\$	4,200	
Accounting Services	\$	46,000	Includes audit services
Printing/Newsletter/Annual Report Services	\$	3,200	
Consultants	\$	12,000	School event planning and coordination
Internet Services	\$	6,000	
Telephone/Telecommunication Services	\$	1,200	Phone services provided by Skype
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	30,350	
Travel	\$	3,000	Community relations building
Postage	\$	2,400	
Special Education Services	\$	45,000	
Student Information Services	\$	5,500	
Food service	\$	103,770	
Transportation	\$	-	We will not provide transportation

Bank Fees	\$	300	
Contracted business services	\$	-	Human resources contracted work
Advertising/Marketing Supplies	\$	6,500	Includes print services
Technology Maintenance and Repair	\$	21,600	
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	296,020	
Facilities			
Rent, mortgage, or other facility cost	\$	180,000	
Furniture	\$	100,000	
Gas/electric	\$	60,000	
Water/ Sewer	\$	3,000	
Grounds Keeping	\$	12,000	
Maintenance Services	\$	9,000	
Custodial	\$	42,000	
Waste disposal	\$	3,600	
Security	\$	2,400	
Equipment Rental	\$	9,000	
Exterminating	\$	1,200	
Janitorial Supplies	\$	10,500	
Other (please describe)			
Total Facilities	\$	432,700	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	14,280	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$	-	Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshops	\$	1,200	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	15,480	
Total Expenditures	\$	2,255,837	
Carryover/Deficit	\$	38,733	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,632,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan	\$ 210,000	
State Matching Funds for School Lunch Program		
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ 144,000	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 34,624	
Summer School	\$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 225,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant	\$ 54,000	
Title I	\$ 188,500	
Title II	\$ 22,950	
Federal Lunch Program	\$ 119,550	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 58,050	
Facility Grant	\$ 54,000	
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations	\$ 100,000	TeamCFA Forgivable Loan
Before and After Care Fees	\$ -	
Interest Income	\$ 1,500	
Student Lunch		
Student Breakfast		
Textbook Fees		
Other (please describe)		
Total Revenue	\$ 2,844,174	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,395,042	Use staffing workbook
Substitutes	\$ 21,218	
Professional Development	\$ 7,000	
Bonuses		
Professional Development Supplies		
Professional Development Travel		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,423,260	
Instructional Supplies and Resources		
Textbooks	\$ 51,437	
Library, periodicals, etc	\$ 2,575	
Technology		
Assessment materials		

Computers	\$	121,300
Software	\$	15,000
Classroom supplies	\$	28,922
Field trips, other unclassified items	\$	5,665
Co-curricular & Athletics		
Other-Travel		
Other-Supplies		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	224,900
Support Supplies and Resources		
Administrative Computers	\$	11,700
Administrative Software	\$	2,000
Administration Dues, fees, misc expenses	\$	1,545
Office supplies	\$	15,450
Other (please describe)		
Total Support Supplies and Resources	\$	30,695
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	2,060
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Other - Printing and Supplies	\$	2,500
Other (please describe)		
Total Board Expenses	\$	4,560
Professional Purchased or Contracted Services		
Legal Services	\$	5,150
Audit Services	\$	-
Payroll Services	\$	4,326
Accounting Services	\$	50,380
Printing/Newsletter/Annual Report Services	\$	4,120
Consultants	\$	15,360
Internet Services	\$	6,600
Telephone/Telecommunication Services	\$	1,320
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	33,992
Travel	\$	3,090
Postage	\$	3,090
Special Education Services	\$	46,350
Student Information Services	\$	5,665
Food service	\$	133,604
Transportation	\$	-
Bank Fees	\$	309
Contracted business services		
Advertising/Marketing Supplies	\$	3,015
Technology Maintenance and Repair		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	316,371
Facilities		

Rent, mortgage, or other facility cost	\$	220,000	
Furniture	\$	103,000	
Gas/electric	\$	66,000	
Water/ Sewer	\$	3,300	
Grounds Keeping	\$	12,360	
Maintenance Services	\$	9,270	
Custodial	\$	43,260	
Waste disposal	\$	3,708	
Security	\$	2,472	
Equipment Rental	\$	9,270	
Exterminating	\$	1,320	
Janitorial Supplies	\$	10,815	
Other (please describe)			
Total Facilities	\$	484,775	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	32,640	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshop	\$	1,236	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	33,876	
Total Expenditures	\$	2,518,436	
Carryover/Deficit	\$	325,738	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,040,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan	\$ 210,000	
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 144,000	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 42,319	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 247,820	
Title II	\$ 28,050	
Federal Lunch Program	\$ 143,640	
Federal Breakfast Reimbursement		
Federal SPED	\$ 70,950	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,500	
Other (please describe)		
Total Revenue	\$ 2,928,279	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,700,175	Use staffing workbook
Substitutes	\$ 25,304	
Professional Development	\$ 7,000	
Bonuses		
Professional Development Supplies		
Professional Development Travel		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,732,479	
Instructional Supplies and Resources		
Textbooks	\$ 62,753	
Library, periodicals, etc	\$ 3,142	
Technology		
Assessment materials		
Computers	\$ 121,300	
Software	\$ 15,000	
Classroom supplies	\$ 35,285	
Field trips, other unclassified items	\$ 7,002	

Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$	244,482
Support Supplies and Resources		
Administrative Computers	\$	11,700
Administrative Software	\$	2,000
Administration Dues, fees, misc expenses	\$	1,910
Office supplies	\$	19,096
Other (please describe)		
Total Support Supplies and Resources	\$	34,706
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	2,122
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Other - Printing and Supplies	\$	2,575
Other (please describe)		
Total Board Expenses	\$	4,697
Professional Purchased or Contracted Services		
Legal Services	\$	5,305
Audit Services	\$	-
Payroll Services	\$	4,456
Accounting Services	\$	54,891
Printing/Newsletter/Annual Report Services	\$	5,092
Consultants	\$	18,821
Internet Services	\$	7,260
Telephone/Telecommunication Services	\$	1,452
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	38,071
Travel	\$	3,183
Postage	\$	2,652
Special Education Services	\$	48,019
Student Information Services	\$	5,835
Food service	\$	165,134
Transportation	\$	-
Bank Fees	\$	318
Contracted business services		
Advertising/Marketing Supplies	\$	3,105
Technology Maintenance and Repair		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	363,594
Facilities		
Rent, mortgage, or other facility cost	\$	240,000
Furniture	\$	81,090
Gas/electric	\$	72,600
Water/ Sewer	\$	3,630

Grounds Keeping	\$	12,731	
Maintenance Services	\$	9,548	
Custodial	\$	44,558	
Waste disposal	\$	3,819	
Security	\$	2,546	
Equipment Rental	\$	9,548	
Exterminating	\$	1,452	
Janitorial Supplies	\$	11,139	
Other (please describe)			
Total Facilities	\$	492,661	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	40,800	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshop	\$	1,273	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	42,073	
Total Expenditures	\$	2,914,691	
Carryover/Deficit	\$	13,588	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,448,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan	\$ 210,000	
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 144,000	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 50,013	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 311,833	
Title II	\$ 33,150	
Federal Lunch Program	\$ 167,370	
Federal Breakfast Reimbursement		
Federal SPED	\$ 83,850	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,500	
Other (please describe)		
Total Revenue	\$ 3,449,716	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,970,194	Use staffing workbook
Substitutes	\$ 30,663	
Professional Development	\$ 7,000	
Bonuses		
Professional Development Supplies		
Professional Development Travel		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 2,007,857	
Instructional Supplies and Resources		
Textbooks	\$ 74,049	
Library, periodicals, etc	\$ 3,707	
Technology		
Assessment materials		
Computers	\$ 121,300	
Software	\$ 15,000	
Classroom supplies	\$ 41,637	
Field trips, other unclassified items	\$ 8,414	

Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$	264,107
Support Supplies and Resources		
Administrative Computers	\$	11,700
Administrative Software	\$	2,000
Administration Dues, fees, misc expenses	\$	2,295
Office supplies	\$	22,947
Other (please describe)		
Total Support Supplies and Resources	\$	38,942
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	2,185
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Other - Printing and Supplies	\$	2,652
Other (please describe)		
Total Board Expenses	\$	4,838
Professional Purchased or Contracted Services		
Legal Services	\$	5,464
Audit Services	\$	-
Payroll Services	\$	4,589
Accounting Services	\$	56,538
Printing/Newsletter/Annual Report Services	\$	6,119
Consultants	\$	19,385
Internet Services	\$	7,986
Telephone/Telecommunication Services	\$	1,597
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	42,640
Travel	\$	3,278
Postage	\$	3,187
Special Education Services	\$	49,459
Student Information Services	\$	6,010
Food service	\$	196,510
Transportation	\$	-
Bank Fees	\$	328
Contracted business services		
Advertising/Marketing Supplies	\$	3,199
Technology Maintenance and Repair		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	406,290
Facilities		
Rent, mortgage, or other facility cost	\$	280,000
Furniture	\$	258,523
Gas/electric	\$	79,860
Water/ Sewer	\$	3,993

Grounds Keeping	\$	13,113	
Maintenance Services	\$	9,834	
Custodial	\$	45,898	
Waste disposal	\$	3,934	
Security	\$	2,622	
Equipment Rental	\$	9,834	
Exterminating	\$	1,597	
Janitorial Supplies	\$	11,473	
Other			
Total Facilities	\$	720,680	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	48,960	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshop	\$	1,311	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	50,271	
Total Expenditures	\$	3,492,985	
Carryover/Deficit	\$	(43,269)	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,856,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan	\$ 210,000	
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ 144,000	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 57,707	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 375,667	
Title II	\$ 38,250	
Federal Lunch Program	\$ 191,280	
Federal Breakfast Reimbursement		
Federal SPED	\$ 96,750	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income	\$ 1,500	
Other (please describe)		
Total Revenue	\$ 3,971,154	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 2,209,809	Use staffing workbook
Substitutes	\$ 35,033	
Professional Development	\$ 5,000	
Bonuses		
Professional Development Supplies		
Professional Development Travel		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 2,249,842	
Instructional Supplies and Resources		
Textbooks	\$ 85,156	
Library, periodicals, etc	\$ 4,263	
Technology		
Assessment materials		
Computers	\$ 121,300	
Software	\$ 15,000	
Classroom supplies	\$ 47,882	
Field trips, other unclassified items	\$ 9,904	

Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$	283,506
Support Supplies and Resources		
Administrative Computers	\$	11,700
Administrative Software	\$	2,000
Administration Dues, fees, misc expenses	\$	2,701
Office supplies	\$	27,012
Other (please describe)		
Total Support Supplies and Resources	\$	43,413
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	2,251
Charter Board Supplies & Equipment	\$	-
Charter Board Dues, fees, etc	\$	-
Other - Printing and Supplies	\$	2,732
Other (please describe)		
Total Board Expenses	\$	4,983
Professional Purchased or Contracted Services		
Legal Services	\$	5,628
Audit Services	\$	-
Payroll Services	\$	4,727
Accounting Services	\$	58,234
Printing/Newsletter/Annual Report Services	\$	7,203
Consultants	\$	19,967
Internet Services	\$	8,785
Telephone/Telecommunication Services	\$	1,757
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	46,904
Travel	\$	3,377
Postage	\$	3,752
Special Education Services	\$	50,943
Student Information Services	\$	6,190
Food service	\$	229,074
Transportation	\$	-
Bank Fees	\$	338
Contracted business services		
Advertising/Marketing Supplies	\$	3,295
Technology Maintenance and Repair		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	450,172
Facilities		
Rent, mortgage, or other facility cost	\$	320,000
Furniture	\$	266,278
Gas/electric	\$	87,846
Water/ Sewer	\$	4,392

Grounds Keeping	\$	13,506	
Maintenance Services	\$	10,129	
Custodial	\$	47,275	
Waste disposal	\$	4,052	
Security	\$	2,701	
Equipment Rental	\$	10,129	
Exterminating	\$	1,757	
Janitorial Supplies	\$	11,817	
Other (please describe)			
Total Facilities	\$	779,882	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	57,120	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
Parent Workshop	\$	1,351	
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	58,471	
Total Expenditures	\$	3,870,270	
Carryover/Deficit	\$	100,884	

Cumulative Carryover/(Deficit)

Budget Narrative

Revenues

IAE-CFA's budget was created using a conservative approach. We have estimated revenues low and expenditures high in order to build a cushion in the event our financial needs exceed our revenues. We based our per pupil revenues on \$6,800 which is lower than the per pupil rate for our anticipated location in the Indianapolis Public Schools district. We will apply for a \$714,000 start-up grant to cover the cost of operation from July to December, 2014. Our student lunch revenue is based on \$2.85 per day at 180 school days per year with 240 students. This is the standard federal reimbursement rate. We also expect to receive \$23,730 in textbook reimbursement based on the number of free/reduced lunch applications that are turned in.

For the first three years of operation we will receive a \$100,000 forgivable loan from TeamCFA each year to aid in the funding of quality educational programs such as implementation of Core Knowledge. We are also applying for the Walton Family Foundation Grant which could award IAE-CFA an additional \$250,000 during the first year of operation. We intend to apply for the federal start-up grant which could provide us \$125,000, \$250,000, and \$225,000 in the first three years of operation respectively.

Based on an average of the special education population in surrounding schools, our budget reflects the revenues we anticipate from the federal special education funds. Our special education staff will include a coordinator/teacher and one additional teacher. IAE-CFA will ensure that all equipment and needs of our special education population will be met according to each student's IEP.

Staffing Expenditures

Utilizing a rotational model of blended learning, IAE-CFA will be able to utilize a unique staffing structure that will help lower staffing expenditures and allow us to pay high quality teachers higher than the average salary structure in surrounding schools. With the exception of Kindergarten, each grade level will have one experienced teacher and one new or inexperienced teacher who will be mentored. With 60 students per grade level broken into three groups of 20, it will allow us to pay the experienced, or mentor, teachers a higher salary and save the money required for hiring a third teacher. A computer lab assistant will monitor two grade levels in a computer lab while students are learning online. This staffing structure will allow us to save nearly \$175,000 in certified teaching salaries compared to a traditional school staffing structure.

IAE-CFA plans to offer enrollment in both TRF and a 403b option. IAE-CFA will contribute the minimum employer contribution as required by law. This cost is reflected in our staffing budget.

Contingency Plan

In the event that our financial needs exceed our revenues, IAE-CFA will make budget cuts in areas that are non-essential first. We will look to lessen the cost of our facilities expenses by looking at contracts and fees associated with services and determining if they are necessary for operation.

We will also look to make staffing cuts in the first 10 days of school based on our student enrollment. If we do not have an excess of 50 students per grade level, one grade level teacher will be cut until student numbers are up to levels that will support an additional staff member. Teachers will know upon accepting employment that they may be cut within the first 10 days depending on student enrollment. Every effort will be made to recruit and maintain our projected student enrollments every year.

Existing Non-Profit Entry

This section does not apply. We do not have any financial statements, balance sheets, or income statements.