

Exhibit B

**Renewal Proposal Overview**

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

**Charter School Name:** Indianapolis Academy of Excellence

**Charter School Address:** 1145 E. 22nd St. Indianapolis, IN 46202

**Designated Representative and Contact Information (Phone & Email):** Tara Gustin tgustin@iaetb.org

**Mission Statement:** The mission of Indianapolis Academy of Excellence: A Challenge Foundation Academy is to develop students into virtuous American citizens who will become the next generation of entrepreneurs. Indianapolis Academy of Excellence encourages all students to excel within their own frameworks of talent and ambition, to become well informed, and engaged citizens. As a partnership involving students, teachers, and parents, IAE-CFA promotes development of sound moral character, leadership qualities, commitment to the community, and high academic and intellectual standards.

**School Leader/Principal:** Tara Gustin

<b>Current Board of Directors</b>	
Bill Harris	Andrew Bloch
Charlie Garcia	
LaToya Pitts	
Austin Smith	
Mark Beebe	
Keyon Whiteside	

<b>Current Grades Served</b>	<b>Future Enrollment</b>	<b>Grade Span for Next Charter Term</b>	<b>Maximum Enrollment for Next Charter Term</b>
K-6	Year 6	K-6	175
K-6	Year 7	K-6	200
K-6	Year 8	K-6	225
K-6	Year 9	K-6	250
K-6	Year 10	K-6	275
K-6	At Capacity	K-6	350

**Identify ESP or partner organization (if applicable):** N/A

## **Charter Renewal Information Cover Sheet**

**Name of Proposed Charter School:** Indianapolis Academy of Excellence (9780-5761)

**ICSB Charter Renewal Submission Date:** December 31, 2018

**School Director:** Tara Gustin

**Applicant's Designated Representative:** Tara Gustin

**Email Address:** [tgustin@iaetb.org](mailto:tgustin@iaetb.org)

**School Address:** 1145 E. 22nd Street, Indianapolis, IN 46202

**School Phone:** (317) 653-4009

### **Indianapolis Academy Board of Directors**

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# Indianapolis Academy of Excellence

## ICSB Charter School Renewal Application

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# Indianapolis Academy of Excellence

## ICSB Charter School Renewal Application

### I. Introduction: Charter Renewal Preparation

The information presented in this Indianapolis Academy of Excellence (IAE) Charter Renewal Application was prepared in partnership with Equitable Education Solutions (EES). IAE selected EES as the Technical Assistance Provider for the Indiana Title I School Improvement Grant (SIG): Single School Improvement Model Planning Grant. Using funds from the \$50K SIG Planning Grant, EES was contracted to facilitate a Comprehensive Needs Assessment and School Improvement Planning Model (CNA/SIP) designed to take advantage of our strengths and develop a SMART plan of action. Much of the data analysis in this narrative is a result of our collaboration. With the help of EES, we plan to apply for the SIG Implementation Grant in Year 1 of our charter renewal.

Through November and December 2018, EES facilitated focus groups and individual conversations with students, parents, and staff members to discuss the state of the school. Staff members also attended several meetings to discuss qualitative and quantitative data and share insights. Administrators and EES conducted classroom visits, shared relevant data, and dove deeply into the results collected through EES’s data-gathering process. Key areas of discussion were: Safety/Learning Environment, Curriculum, Instruction, Assessments, Cultural Competency, Attendance, Family and Community Engagement, Technology, and Transitional Supports for joining IAE and for leaving IAE after 6th grade.

From this feedback, a Vision of Excellence was collectively crafted from statements that resonated to our staff. We then dove into our current state as a school in order to identify and close the gaps for our students (I.a). EES led IAE staff in data-driven discussions about student achievement, academic growth, subgroup performance, SEL indicators, curriculum, instruction, and assessment. From the gap analysis we developed a Professional Development Plan and Implementation Roadmap as identified through the Comprehensive Needs Assessment.

**I.a** **Current School Profile –**  
The current school profile identifies IAE’s current educational state.



We appreciate this opportunity to share with the Indiana Charter School Board our analysis of IAE’s performance on the Indiana and Federal ESSA Accountability Systems. Through this Charter Renewal Application, we hope to make evident our methodical strategies for school improvement resulting in increased student achievement and sustained success.



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## II. IAE Vision of Excellence

Indianapolis Academy of Excellence strives to develop successful students by pairing academic approaches to social-emotional supports in order to foster critical thinking and prepare students for success in the 21st century. We create meaningful learning experiences for students to expand their confidence in both themselves and their ability to learn. We empower our students to believe in the magnitude of their own potential and the knowledge that they are equipped to overcome any obstacle they encounter.

Our students are successful because of the high-expectations they are challenged to meet on a daily basis. They are expected to self-regulate their behavior, engage in rigorous academic development, and participate as an active member of the classroom learning environment. The growth mindset permeates all students, staff, and families as we endeavor to continue growing together in order to create a strong, connected community in which respect and kindness abound.

Faculty and staff work to ingrain compassion, empathy, and determination into daily instruction. Our challenging academic coursework is designed to foster academic development while encouraging inquiry and using positive feedback to promote lifelong learning. IAE students and staff recognize opportunity for growth and work toward continuous improvement with fervor and commitment.

Collectively, we cultivate supportive relationships with local stakeholders to better serve IAE students and provide more robust resources and supports. We listen to all stakeholders, including community members, regarding insight and expertise that can benefit our students academically, socially, and emotionally. By expanding these partnerships, we can enrich the learning environment and incorporate hands-on project-based learning experiences into the curriculum. This will support important social and academic growth while fostering engagement.

By demonstrating data-informed decision making, we tailor instruction and funnel curricular supports to target individualized student needs. We use formative and interim assessments to gauge student progress, set goals, and revisit areas of struggle to maximize skill development and retention. These strategies increase student achievement on standardized assessment and equip them with the skills they need to read, write, and speak their way through adversity and into the high-quality lives they deserve. Here at IAE, we are growing engaged, thoughtful, intelligent world-changers, who deserve adults willing to be their tireless champion.



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### III. School Background

IAE opened in 2014 and is a public K-6 charter school located on the near east side of Indianapolis. We currently have 146 students enrolled per the STN Application Center and have consistently increased enrollment as we grew from K-3 to K-6 (III.a). Please note: The IDOE and ICSB Accountability Dashboard show enrollment at 148 because the demographic PE is based off of that metric<sup>1</sup>. IAE served 72 students our founding year and doubled enrollment by our fifth year. Our attendance rate has declined from 96.8% to 91.5% over 4 years<sup>2</sup> (III.b). Our goal is 96%. ***Increasing the attendance rate will be addressed in this narrative and is identified as one of our 4 Focus Areas for School Improvement.***

Grade	2014-15	2015-16	2016-17	2017-18	2018-19
Kindergarten	26	20	24	25	23
Grade 1	17	19	15	20	24
Grade 2	15	19	14	19	23
Grade 3	14	15	15	19	18
Grade 4		12	10	22	22
Grade 5			16	11	26
Grade 6				14	12
Total Enrollment	72	85	94	130	148

Grade	2014-15	2015-16	2016-17	2017-18
Kindergarten	96.7%	92.1%	90.6%	90.8%
Grade 1	96.7%	92.7%	93.3%	90.0%
Grade 2	96.8%	92.7%	94.9%	91.7%
Grade 3	97.3%	95.7%	93.9%	91.7%
Grade 4		94.8%	95.1%	92.2%
Grade 5			94.6%	93.8%
Grade 6				91.6%
All Grades	96.8%	93.3%	93.4%	91.5%

#### Leadership

Our school has had consistency in leadership. Mrs. Tara Gustin, our School Director since May 2015, has been an administrator at IAE since the founding date. The Assistant School Director, Mrs. Sueann Graham, joined the IAE family in July 2015. Under Mrs. Gustin’s leadership spanning the past 4.5 years:

- A. Academic Success has seen profound growth as measured by Indiana’s Growth Model and reported through Student Growth Percentiles (SGP). The number and percentage of students achieving proficiency in English Language Arts (ELA) and math have not yet met the standard per the ICSB Accountability System Dashboard. The 2017-2018 school year was the first year IAE received a grade from the state; 53 points with an “F”; the students and staff earned 46/50 growth points and 7/50 performance points. ***Increasing both student proficiency and growth in these subject areas are two of our 4 Focus Areas for School Improvement.***
- B. Financial Health has dramatically increased, improving from a \$128K deficit in Fiscal Year (FY) 2015 to a \$52K surplus in FY2018.
- C. Organizational compliance has met standard for all 4 years in every category except “3.2.a., Attendance Goals.” As stated earlier in this section, attendance is one of our 4 focus areas for school improvement.



# Indianapolis Academy of Excellence

## ICSB Charter School Renewal Application

### Staff Demographics and Experience

Strategic hiring by the leadership team has created a diverse and caring staff dedicated to growing the students in our school both academically and socially/emotionally (III.c). Staff has expressed an elevated need to incorporate culturally relevant teaching practices into classrooms. This need was confirmed by a triangulation of data including instructional observations, a curriculum audit, and analyzing student-level holistic data. Moreover, the root cause of why our subgroup of Black students are underperforming according to the federal report card indicated a lack of cultural competency development for all staff. **Increasing the growth rates for ELA and math in the Black subgroup will be addressed in this narrative and is identified as one of our 4 Focus Areas for School Improvement.**

III.c Demographics of Full-Time Instructional Staff	SY15-16		SY16-17		SY17-18		SY17-18	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
All instructional staff	9		13		14		14	
Male	1	11%	3	23%	3	21%	2	14%
Female	8	89%	10	77%	11	79%	12	86%
Black or African American	1	11%	4	31%	7	50%	6	43%
Hispanic or Latino	0	0%	0	0%	0	0%	0	0%
White	8	89%	9	69%	7	50%	8	57%

Demographics of Full-Time Non-Instructional Staff	SY15-16		SY16-17		SY17-18		SY17-18	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
All non-instructional staff	2		2		2		6	
Male	0	0%	0	0%	0	0%	2	33%
Female	2	100%	2	100%	2	100%	4	67%
Black or African American	1	50%	1	50%	1	50%	3	50%
Hispanic or Latino	0	0%	0	0%	0	0%		0%
White	1	50%	1	50%	1	50%	3	50%

Social and Emotional Health of the students and staff has been a focus since our award of the Lilly Endowment Comprehensive Counseling Initiative Planning Grant in January 2017. IAE's initiatives involving Positive Behavior Intervention Supports (PBIS), trauma-informed practices, restorative practices, and extra behavior support for teachers have created a culture that helps us hire and retain excellent teachers (III.d). Our Financial Health has also allowed us to offer competitive salaries to experienced candidates who agree with our mission and vision.

III.d. Instructional staff including School Director	SY15-16			SY16-17			SY17-18			SY18-19		
	0-1	2-5	5+	0-1	2-5	5+	0-1	2-5	5+	0-1	2-5	5+
# of years in the classroom	6	1	2	6	5	2	6	6	2	6	4	4
# of years at this school	5	4	0	10	3	0	10	4	0	10	4	0

Students who do not feel safe and/or cannot regulate their behavior may have problems socially and academically in school<sup>3</sup>. Embracing social and emotional learning (SEL) and integrating its teachings throughout the school day has helped deepen IAE's warm, family culture. This in turn has strengthened students' growth mindsets and the integrity of our learning environment.



# Indianapolis Academy of Excellence

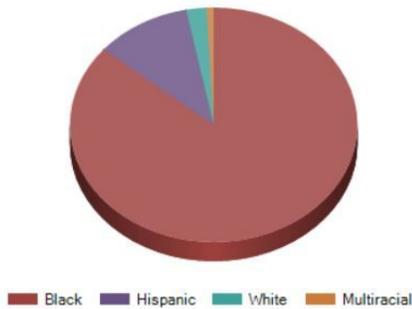
## ICSB Charter School Renewal Application

### Student Demographics

We serve students in the Martindale-Brightwood area which was named the neighborhood with the highest poverty rate in Marion County in an Indiana Business Journal article released in May 2018<sup>4</sup>. Last year our students were comprised of the following subgroups: 86% Black, 11% Hispanic, 2% Caucasian, and 1% Multi-racial (III.e). IAE is a high-need school. Per our 2017-2018 data from the DOE, 98.5% of our students qualify for free or reduced lunch, so all students receive a free breakfast and lunch each day (III.e.).

111.e

Enrollment 2017-18 by Ethnicity



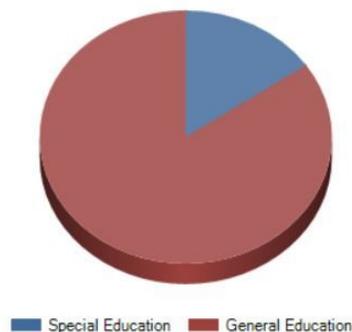
Enrollment 2017-18 by Free/Reduced Price Meals



ELL Learners made up 7% of our population in 2017-2018 (III.f). We had 15% receiving special education services but that number will grow as more students in our RTI program are identified for services and our enrollment increases (III.f).

111.f

Enrollment 2017-18 by Special Education



Enrollment 2017-18 by English Language Learners



### Social and Emotional Learning Initiatives/ SEL Grant Awards

IAE has been working toward trauma-informed instruction and restorative practices since February 2017. It is the goal of IAE to increase significantly the number of students who are emotionally healthy, realize academic success, and graduate from high school to obtain valuable postsecondary credentials for meaningful employment. It is our mission to develop



# Indianapolis Academy of Excellence

## ICSB Charter School Renewal Application

students into virtuous American citizens who will become the next generation of entrepreneurs.

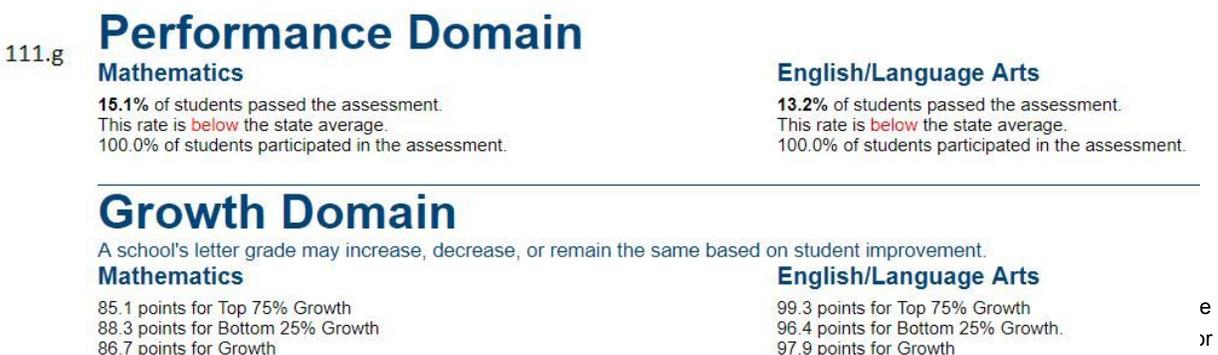
In the past 18 months, IAE received funding for the Lilly Endowment Comprehensive Counseling Initiative Planning Grant (\$30K) and the Richard M. Fairbanks Prevention Matters Planning Grant (\$15K). With these funds, most members of our administration and teaching staff attended conferences to learn about PBIS, MTSS, counseling strategies, restorative practices, student leadership and motivation, engaged learning practices, and trauma-informed schools. Even though we were not awarded implementation grants from these generous providers for over a year, we implemented much on our own. Our motivated and caring staff continued to meet regularly to develop and implement a schoolwide PBIS program and new behavior matrix. We also earned a competitive Title IV grant (\$93K) that has allowed us to continue our SEL initiatives and hire extra behavior support for almost every classroom. Through our grant research and dedication to implementing evidence-based programs with fidelity, we have become increasingly successful at helping students self-regulate while staying in the classroom.

In December 2018 we learned IAE was awarded over \$144K from the Prevention Matters grant to purchase Second Step SEL Program materials and hire a Social and Emotional Learning Coordinator through the 2020-2021 school year. (This grant funding is contingent upon the renewal of our charter.) Our in-house survey data showed our priorities were to enhance our social/emotional health initiatives in order to provide quality wraparound care for our students and their families. The addition of Second Step daily interactive lessons for all grades will build student-staff and peer relationships as well as improve their social and emotional health. We also plan to invite parents and families in for SEL sessions before and after school hours once we are able to hire this new staff member and implement our Second Step program with fidelity.

With our enrollment numbers, we do employ a small staff that strongly believes in our family-oriented approach to school. We work as a team to ensure each child feels safe and loved as well as motivated to give their best effort in class.

### Academic Performance

In school year 2017-2018 IAE earned its first school Accountability grade because it was the 4th year of our charter. Our ELA and math pass rates are well below state averages but our growth has been high in both. Year 2017-2018 results are in image III.g below. Our proficiency and growth trends will be discussed further in Section I of this narrative: Performance Review.





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## ICSB Charter School Renewal Application

### Our Current State vs. Vision of Excellence

In congruence with the data analysis of ELA and math as it relates to proficiency and growth, we also set out to analyze our curriculum, instruction, and assessment in order to identify the gaps between our current state and our Vision of Excellence. Our findings are in the table below.

<p><b>Curriculum Review</b></p> <ul style="list-style-type: none"> <li>● Serve more as a scope and sequence</li> <li>● May not intentionally align to Indiana Academic Standards</li> <li>● May not be relevant for our students</li> <li>● Lack several core curricular elements</li> <li>● May not address literacy across the curriculum</li> </ul>	<p><b>Assessment Audit</b></p> <ul style="list-style-type: none"> <li>● Multiple choice makes up 36% of assessment questions</li> <li>● Extended response and essay make up 0% of assessment questions</li> <li>● 46% of assessment questions demonstrate a DOK level 1, with 40% at DOK level 2</li> <li>● 0% opportunity for metacognition in assessments</li> </ul>
<p><b>Instructional Investigation</b></p> <ul style="list-style-type: none"> <li>● Lesson objectives were posted</li> <li>● Various instructional strategies observed</li> <li>● Students were well-managed over highly engaged</li> <li>● 69% of observations provided no opportunity for critical thinking</li> <li>● Culturally relevant practices were not evident in 78% of observations</li> </ul>	<p><b>Focus Group and Survey Data</b></p> <ul style="list-style-type: none"> <li>● Understand, build, and implement comprehensive curriculum maps including tiered assessments to measure student learning</li> <li>● Evidence-based instructional practices as it relates to culturally relevant practices</li> <li>● Opportunities to think critically through problem solving</li> </ul>

## IV. Section I: Performance Review

### Academic Success

In 2017-2018, the fourth year of our charter, IAE did not meet the standard for Indiana’s K-12 Accountability System with an overall grade of 53.3 points, an “F” (IV.a<sup>6</sup>). As a result of our “F” rating, IAE was eligible for and was awarded the Indiana Title I School Improvement Grant (SIG): Single School Improvement Model Planning Grant. We used these funds to hire Equitable Education Solutions as our Technical Assistance provider, as explained in our Introduction.

The results of our collaboration and continued partnership with EES span throughout this charter renewal submission. For that reason, our overall CNA/SIP process is explained in the Introduction. For Sections I and II in this narrative, our findings and steps taken are grouped by Focus Area. Our explanation for ICSB Accountability categories and subcategories will be grouped by Focus Area, as well.



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## ICSB Charter School Renewal Application

This section identifies where IAE did not achieve “Meets Standard” or higher ratings on the ICSB 2017-2018 Accountability Dashboard. It describes our root cause analyses as well as steps taken to address 4 main Focus Areas elevated during the CNA/SIP process:

- **Focus Area 1: Student proficiency rates in ELA and math remain low**
- **Focus Area 2: Growth rates in ELA and math are not sufficient**
- **Focus Area 3: Data is not sufficiently collected and analyzed within a short cycle to provide proactive behavior, attendance, and academic supports.**
- **Focus Area 4: The number of students in the Black subgroup moving from low growth to proficiency is low in both ELA and math.**

### Focus Area 1: Student proficiency rates in ELA and math remain low.

*The students enrolled at Indianapolis Academy of Excellence have demonstrated a consistent decline in proficiency in the content area of ELA as identified through state assessment data. Although proficiency in math has not significantly declined, it has remained stagnant during a three-year trend. In order to focus on academic proficiency for all students, Indianapolis Academy of Excellence will take measures to increase student proficiency rates in both ELA and math in the spring of the 2018-2019 school year and will refine those measures for 2019-2020.*

### Proficiency-Related Categories

1.1a: Meeting Indiana’s K-12 Accountability System  
DOES NOT MEET STANDARD

Spring 2018 was the first time IAE had a large enough cohort to earn an Indiana Accountability Grades. Although IAE students have shown strong growth scores in ELA and math the past 2 years, the proficiency level of our students remained low. In that year, IAE earned 92.3 points overall, which, when weighted, attributed to 46.15 growth points out of 50 (IV.FA1.a, IV.FA1.b, IV.FA1.c<sup>5</sup>). We earned 14.2 proficiency points overall, or 7.10 weighted points out of 50. The remaining categories in this section will explain with more detail how the proficiency and growth scores attributed to our low 2018 state Accountability Grade and the steps we’ve already taken with EES to address them.

IV.FA1.a	Overall Summary		
	Points	Weight	Weighted Points
Performance Domain Grades 3-8	14.20	0.500	7.10
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	92.30	0.500	46.15
Growth Domain Grade 9-12	0.00	0.000	0.00
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			53.3
Overall grade			F

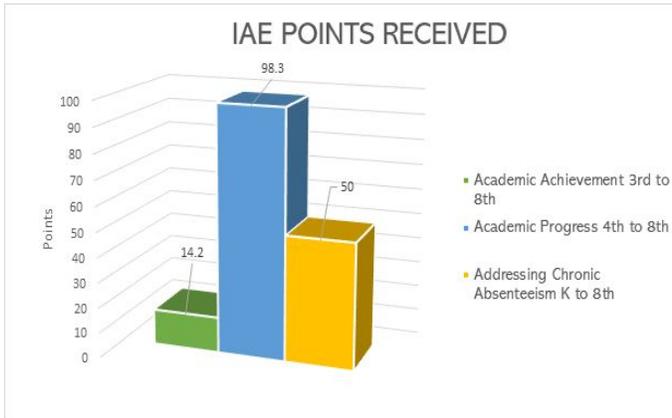
Indianapolis Academy of Excellence  
Contact: Tara Gustin, School Director



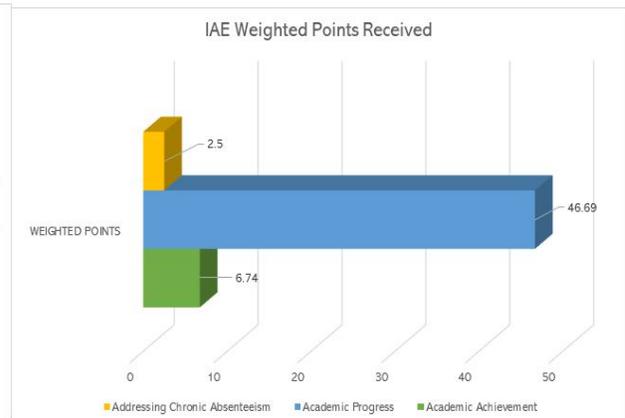
# Indianapolis Academy of Excellence

## ICSB Charter School Renewal Application

### IV. FA1.b



### IV.FA1.c



### ICSB Accountability System Dashboard Ratings (IV.FA1.d)

#### ISTEP

- 1.2.a: Students achieve proficiency on state assessments in ELA
  - 1.2.d: Students perform better on state examinations in ELA than students in comparable schools
  - 1.2.b: Students achieve proficiency on state assessments in math
  - 1.2.e: Students perform better on state examinations in math than students in comparable schools
- DOES NOT MEET STANDARD (2014-2018)**

#### IREAD

- 1.2.c: Students achieve proficiency on the IREAD-3 state assessment
- IMPROVEMENT NECESSARY (2018), EXCEEDS STANDARD (2016)**

### IV.FA1.d

Indianapolis Academy of Excellence Academic Success		Indiana Charter School Board 2017-18 Accountability System Dashboard			
		2017-18	2016-17	2015-16	2014-15
1.1.a.	The school meets standards according to Indiana's K-12 Accountability System (A-F Model) under Public Law 221.	Does not meet standard	Not Available*	Not Available*	Not Available*
1.2.a.	Students achieve proficiency on state assessments in English Language Arts or English 10.	Does not meet standard	Does not meet standard	Does not meet standard	Does not meet standard
1.2.b.	Students achieve proficiency on state assessments in Math or Algebra 1.	Does not meet standard	Does not meet standard	Does not meet standard	Does not meet standard
1.2.c.	Students achieve proficiency on the IREAD-3 state assessment.	Improvement Necessary	Not Available*	Exceeds Standard	Does not meet standard
1.2.d.	Students perform better on state examinations in English Language Arts or English 10 than students at comparable schools.	Does not meet standard	Does not meet standard	Does not meet standard	Does not meet standard
1.2.e.	Students perform better on state examinations in Math or Algebra 1 than students at comparable schools.	Does not meet standard	Does not meet standard	Does not meet standard	Does not meet standard
1.2.f.	Students in all eligible subgroups (FRL, ELL, SPED, and race/ethnicity) achieve proficiency on state assessments in English Language Arts or English 10.	Not Available*	Not Available*	Not Available*	Not Available*
1.2.g.	Students in all eligible subgroups (FRL, ELL, SPED, and race/ethnicity) achieve proficiency on state assessments in Math or Algebra 1.	Not Available*	Not Available*	Not Available*	Not Available*

### Analysis of proficiency data in regards to ICSB 2017-2018 Accountability System Dashboard:

1.2.a, 1.2.d, 1.2.c: ELA proficiency data show we are demonstrating a decline in proficiency on the ISTEP state assessment (IV.FA1.e). The breakdown of student-level data allows us to note that we are moving the same amount of students from not passing the state assessment to passing the state assessment and vice versa (IV.FA1.f). IREAD data show a decline in proficiency;

Indianapolis Academy of Excellence  
Contact: Tara Gustin, School Director

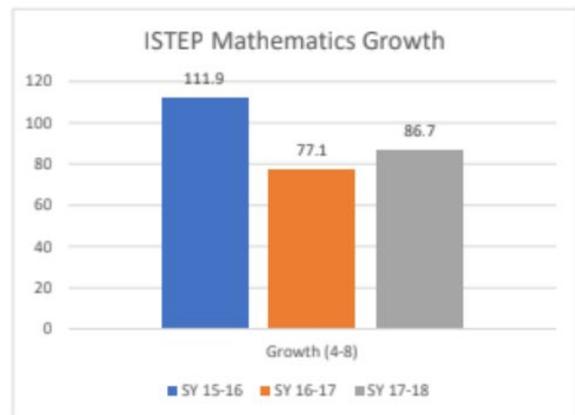
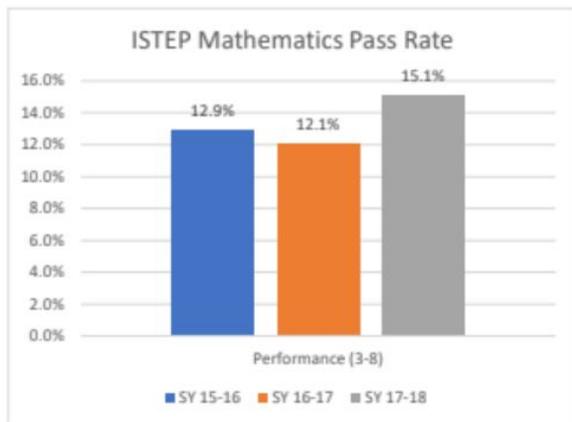
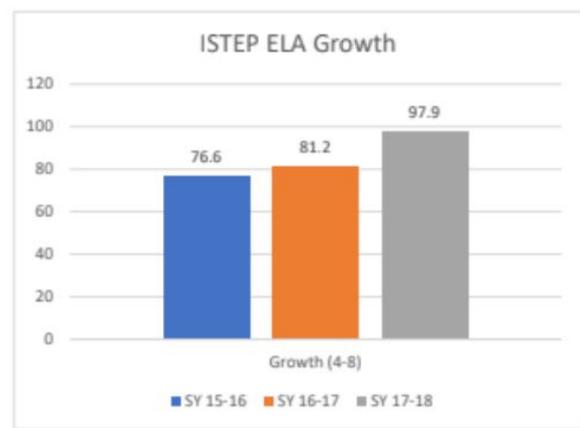
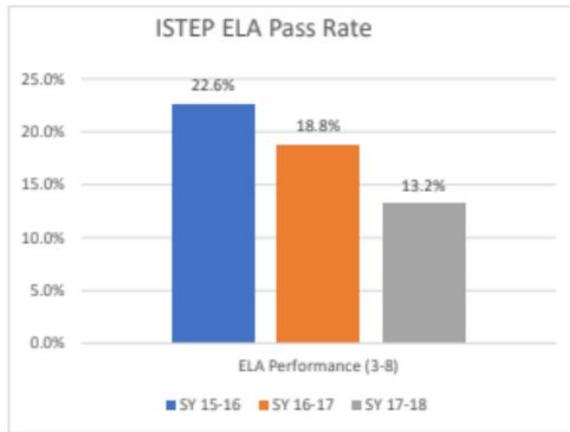


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Tara Gustin, the School Director, led pull-out intervention IREAD Bootcamp sessions in 2016 and the classroom teacher led the intervention sessions in 2018 during class time. We believe this is the reason for the decline and know to better structure and have accountability for this intervention in the future. 1.2.b, 1.2.e: Math proficiency data show we are demonstrating a slight increase in proficiency on the state assessment (IV.FA1.e). The breakdown of student level data allows us to note that we are moving more students from not passing the state assessment to passing the state assessment than from passing to not passing the assessment (IV.FA1.g). Last year, other comparable schools in the area (KIPP, Andrew .J. Brown, and School #56) had 12-27% more students pass ELA ISTEP and 8-16% more students pass math<sup>6</sup>. After analyzing this set of data, we set out to perform a root cause analysis and then inspect growth data as it relates to ELA and math.

### IV.FA1.e





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## ICSB Charter School Renewal Application

IV.FA1.f

### Data Depicting our Current State: ELA Proficiency

Whole School Analysis-Student Proficiency by Previous Performance



N/A represents students with no 2016-2017 data for comparison

According to the state assessment, 40 students did not pass the ELA portion of the assessment in the 2016-2017 school year. Of those 40 students that did not pass, 3 students moved to passing the state assessment in 2017-2018. Further, of the 7 students that passed the state assessment in 2016-2017, 4 of those students remained in the pass category.

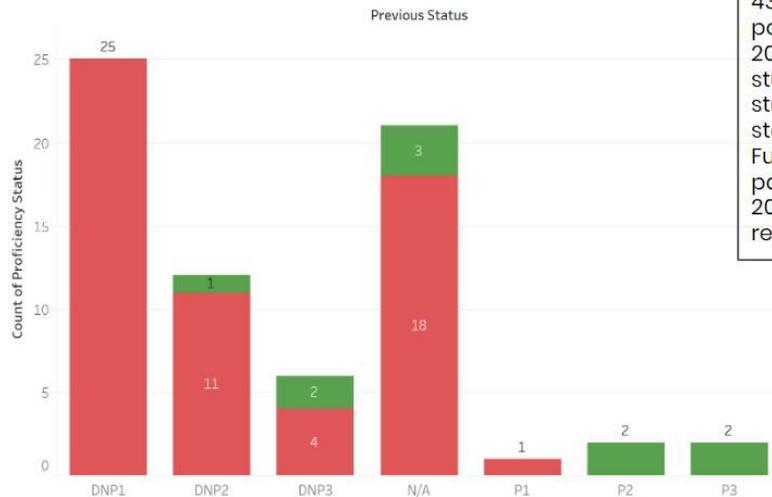
Three-year ELA Proficiency

- 22.6% 2015-2016
- 18.8% 2016-2017
- 13.2% 2017-2018

IV.FA1.g

### Data Depicting our Current State: Math Proficiency

Whole School Analysis-Student Proficiency by Previous Performance



N/A represents students with no 2016-2017 data for comparison

According to the state assessment, 43 students did not pass the Math portion of the assessment in the 2016-2017 school year. Of those 43 students that did not pass, 3 students moved to passing the state assessment in 2017-2018. Further, of the 5 students that passed the state assessment in 2016-2017, 4 of those students remained in the pass category.

Three-year Math Proficiency

- 15.1% 2017-2018
- 12.1% 2016-2017
- 12.9% 2015-2016



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**Focus Area 2: Growth rates in ELA and math are not sufficient.**

After analyzing data utilizing the state assessment measurement of growth, IAE has maintained students receiving low growth in the content areas of ELA and Math. Although the percentage of students receiving high growth in math has declined, ELA high growth percentages have steadily increased from SY 2015-2017. In order to focus on the academic growth for all students, IAE will take measures to increase the percentage of students receiving low growth to earn either standard or high growth in both content areas assessed in the spring of the 2018-2019 school year. IAE will refine those measures for 2019-2020.

### Growth-Related Categories

#### ICSB Accountability System Dashboard Ratings (IV.FA2.a):

1.3.a: The school’s lowest performing quartile makes expected annual growth in ELA EXCEEDS STANDARD (2018), DOES NOT MEET STANDARD (2017)

1.3.b: The school’s lowest performing quartile makes expected annual growth in math MEETS STANDARD (2018), IMPROVEMENT NECESSARY (2017)

1.3.c: The school’s top performing 75% makes expected annual growth in ELA IMPROVEMENT NECESSARY (2018), MEETS STANDARD (2017)

1.3.d: The school’s top performing 75% makes expected annual growth in math IMPROVEMENT NECESSARY (2018), IMPROVEMENT NECESSARY (2017)

		2017-18	2016-17	2015-16	2014-15
IV.FA2.a	1.3.a. The school's lowest performing quartile makes expected annual growth in English/Language Arts to maintain or achieve proficiency, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (SGP).	Exceeds Standard	Does not meet standard	Not Available*	Not Available*
	1.3.b. The school's lowest performing quartile makes expected annual growth in Math to maintain or achieve proficiency, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (SGP).	Meets Standard	Improvement Necessary	Not Available*	Not Available*
	1.3.c. The school's top performing 75% makes expected annual growth in English/Language Art, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (SGP).	Improvement Necessary	Meets Standard	Not Available*	Not Available*
	1.3.d. The school's top performing 75% makes expected annual growth in Math, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (SGP).	Improvement Necessary	Improvement Necessary	Not Available*	Not Available*

#### Analysis of growth data in regards to ICSB 2017-2018 Accountability System Dashboard:

1.3.a, 1.3.c: ELA growth data inform our team that 48% of students in the DNP academic band in 2016-2017 demonstrated high growth on the 2017-2018 state assessment (IV.FA2.b). These data indicate that we are able to grow students academically as they maintain enrollment at IAE for two consecutive years. Although we are very proud to display our three-year ELA growth point trend, we are still highly concerned about the 4 out of 6 students in the passing range that demonstrated low growth on the 2017-2018 state assessment. 1.3.b, 1.3.d: Math growth data inform our team that 34% of students in the DNP academic band in 2016-2017



# Indianapolis Academy of Excellence

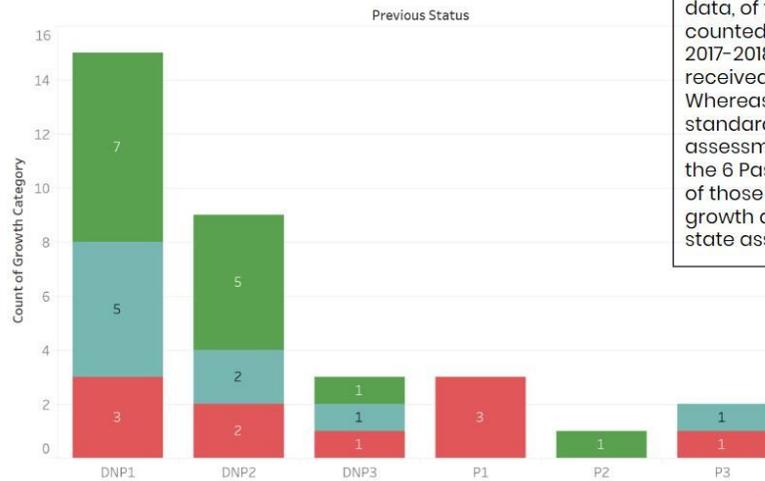
## ICSB Charter School Renewal Application

demonstrated high growth on the 2017-2018 state assessment (IV.FA2.c). Moreover, of the students that passed the state assessment in 2016-2017, 100% of students demonstrated high growth. These data indicate that we are able to grow students academically as they maintain enrollment at IAE. Although we recognize the inconsistency in order to create a positive growth trend in math, we would like to highlight the 9.6 point differential from SY 2016-2017 to SY 2017-2018.

IV.FA2.b

### Data Depicting our Current State: ELA Growth

Whole School Analysis-Student Growth by Previous Performance



According to state assessment data, of the 27 DNP students that counted towards growth in the 2017-2018 school year, 13 of them received high academic growth. Whereas 8 DNP students received standard growth on the 2017-2018 assessment. On the contrary, of the 6 Pass students in 2016-2017, 4 of those students received low growth according to the 2017-2018 state assessment

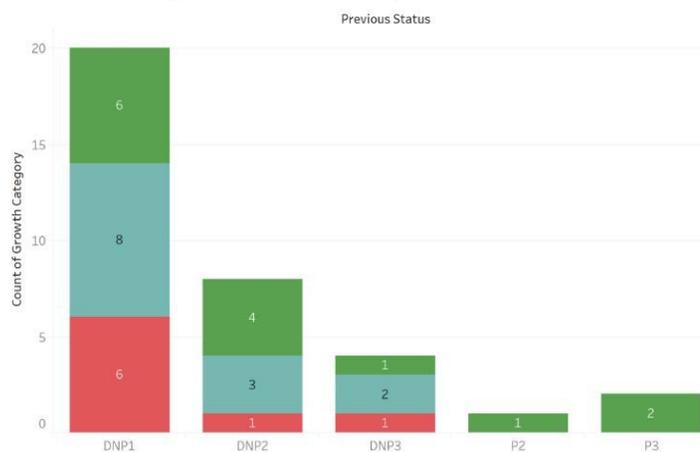
#### Three-year ELA Growth Points

1. 97.9 points 2017-2018
2. 81.2 points 2016-2017
3. 76.6 points 2015-2016

IV.FA2.c

### Data Depicting our Current State: Math Growth

Whole School Analysis-Student Growth by Previous Performance



According to state assessment data, of the 32 DNP students that counted towards growth in the 2017-2018 school year, 11 of them received high academic growth. Whereas 13 DNP students received standard growth on the 2017-2018 assessment. Further, of the 3 Pass students in 2016-2017, all 3 students received high growth according to the 2017-2018 state assessment data.

#### Three-year Math Growth Points

1. 86.7 points 2017-2018
2. 77.1 points 2016-2017
3. 111.9 points 2015-2016

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**Focus Area 3: Data is not sufficiently collected and analyzed within a short cycle to provide proactive behavior, attendance, and academic supports.**

While analyzing academic data, the staff at Indianapolis Academy of Excellence elevated the need for a consistent and robust system for short cycle data analysis that merges both academic and behavioral data in order to foster individual learning plans for students. Specifically, a need was elevated in order to track attendance as it relates to each student’s opportunity of learning in maximizing the instructional minutes spent in the classroom. Therefore, Indianapolis Academy of Excellence will focus on supporting all staff through the creation, initial implementation, active application, and sustained use of a short cycle, comprehensive system for data analysis.

### Root Cause Analysis for Focus Areas

The EES proprietary table below shows the Root Cause Analysis overview for our 4 Focus Areas. Focus Area 4 is a subgroup of the first 3 Focus Areas. Detail for the subgroup analysis is below.

**Cause Mapping**

Based on our collaboration with your team, we engaged in a root cause analysis protocol, cause mapping, to further define the root causes of current outcomes. Provided below is a high-level overview of your team’s work.



	ELA/MATH PROFICIENCY	ELA/MATH GROWTH	ACTING WITH DATA	SUBGROUP GROWTH
<b>BECAUSE STATEMENTS</b>	Students come to school low	Access to high rigor learning is inconsistent	Data collected but not shared with urgency	Majority of population is African-American and underperforming
<b>BECAUSE STATEMENTS</b>	Need for use of data to track student proficiency progress	Novice teachers require development	Shifts in leadership team creating role confusion regarding data	No strategic capacity-building with culture competence
<b>BECAUSE STATEMENTS</b>	Lack of comprehensive curriculum maps	Differentiation and small group instruction minimal	Not maximizing use of current systems	No vetting process for culture-based professional development
<b>OPPORTUNITIES</b>	Unpack standards, develop curriculum maps and aligned diagnostic tools	Develop common formative assessments and tiered assessments	Development of comprehensive data systems	Measure the current cultural skill levels to identify the most relevant PD

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Contact: Tara Gustin, School Director



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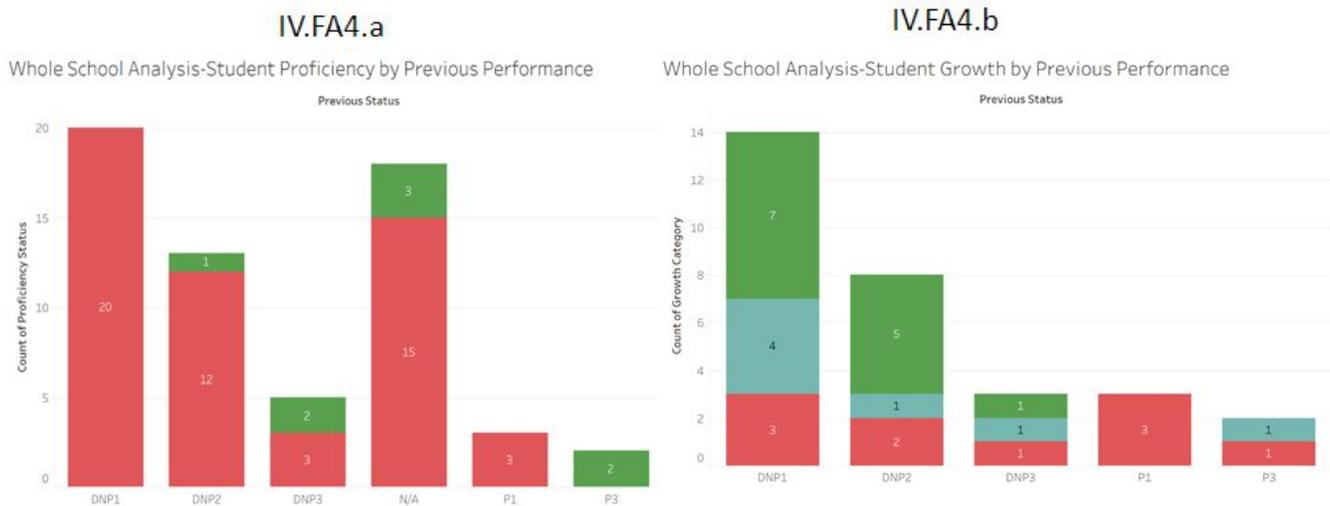
## ICSB Charter School Renewal Application

**Focus Area 4: The number of students in the Black subgroup moving from low growth to proficiency is low in both ELA and math.**

*Within the comprehensive needs assessment, proficiency and growth data were analyzed as it relates to the Federal report card for SY 2017-2018. Because Federal data disaggregates academic performance by subgroup, IAE was able to identify a targeted subgroup of focus for school improvement. Therefore, IAE will strive to increase the percentage of students in the Black subgroup receiving high and standard growth in order to move towards proficiency in both ELA and math.*

### Analysis of subgroup ELA proficiency and growth:

Proficiency: The 2017-2018 Federal pass rate for the subgroup of Black students in ELA was 10.9%. It is noted, of the 5 students who passed the ELA portion of ISTEP in 2016-2017, 60.0% (3 of 5 students) did not pass in 2017-2018. Furthermore, of the 38 students who did not pass in 2016-2017, 7.9% (3 of 38 students) received a passing score in 2017-2018 (IV.FA4.a).



Growth: The subgroup of Black students at ELA received 50.4 weighted growth points for the ELA portion for the 2017-2018 ISTEP. It is noted, of the 5 students who received a passing score in 2016-2017, 0 received high growth, 1 received standard growth, and 4 received low growth as a result of the 2017-2018 ISTEP. Furthermore, of the 25 students who did not pass in 2016-2017, 13 received high growth, 6 received standard growth, and 6 received low growth as a result of the 2017-2018 ISTEP (IV.FA4.b).

### Analysis of subgroup Math proficiency and growth:

Proficiency: The 2017-2018 Federal pass rate for the subgroup of Black students in math was 13.0%. It is noted, of the 3 students who passed the math portion of ISTEP in 2016-2017, 33.3% (1 of 3 students) did not pass in 2017-2018. Furthermore, of the 41 students who did not pass in 2016-2017, 7.3% (3 of 41 students) received a passing score in 2017-2018 (IV.FA4.c).

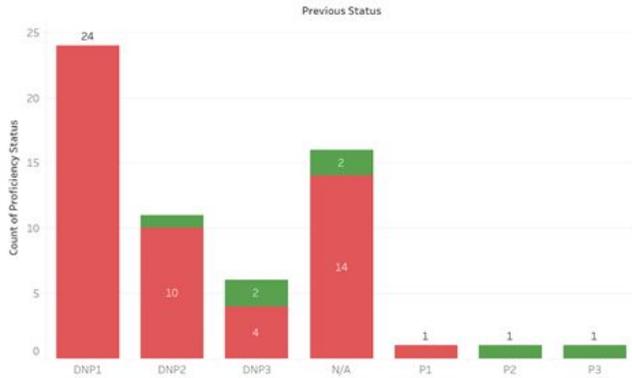


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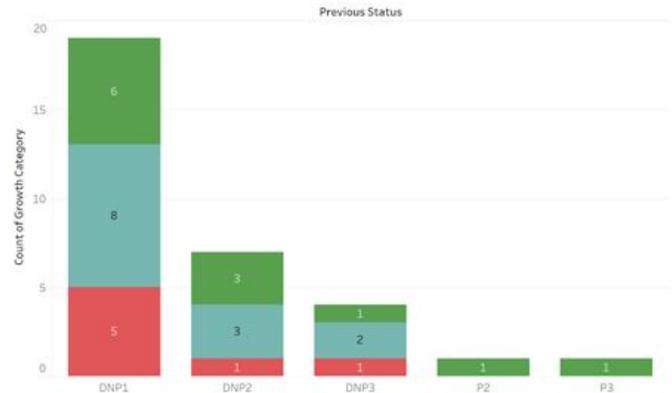
### IV.FA4.c

Whole School Analysis-Student Proficiency by Previous Performance



### IV.FA4.d

Whole School Analysis-Student Growth by Previous Performance



Growth: This subgroup received 50.4 weighted growth points for the math portion of the 2017-2018 ISTEP. It is noted, of the 2 students who received a passing score in 2016-2017, both received high growth as a result of the 2017-2018 ISTEP. Furthermore, of the 30 students who did not pass in 2016-2017, 10 received high growth, 13 received standard growth, and 7 received low growth as a result of the 2017-2018 ISTEP.

## Financial Health

### IV.FH.a

Indiana Charter School Board									
2017-18 Accountability System Dashboard									

	Standard	FY 2018	Rating	FY 2017	Rating	FY 2016	Rating	FY 2015	Rating
<b>Near Term</b>									
Current Ratio	1	2.89	MS	1.57	MS	0.89	DNMS	0.94	DNMS
Days cash on Hand	2	43	MS	36	MS	16	DNMS	16	DNMS
Enrollment Variance	3	31%	DNMS	25%	DNMS	24%	DNMS	21%	DNMS
Debt Default	4	No	MS	No	MS	No	MS	No	MS
<b>Long Term</b>									
Total Margin & 3 Yr Aggregated Total Margin	5	0.04	MS	(0.03)	DNMS	(0.06)	DNMS	(0.12)	DNMS
		-1.11%		-6.72%		-	N/A	-	N/A
Debt to Asset ratio	6	1.25	DNMS	1.45	DNMS	1.28	DNMS	0.94	DNMS
Cash Flow & 3 Yr Cumulative Cash Flow	7	\$ 113,614	MS	\$ 58,870	MS	\$ (4,165)	DNMS	\$ 50,674	MS
		\$ 312,011		\$ 202,562		-	N/A	\$ -	N/A
Debt Service Coverage Ratio	8	0.78	DNMS	0.46	DNMS	0.09	DNMS	(0.55)	DNMS

Tara Gustin has been successful in making Indianapolis Academy of Excellence financially successful since becoming school director at the end of our founding school year. Per the categories above (IV.FH.a), most of the following categories have trended up at least 3 of the 4 previous years and MET STANDARD:

- Current ratio is more than twice the requirements to meet standard



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- Days Cash on Hand consistently increases, we are working toward a goal of 90 days. Our grants receivable has increased from \$20K in 2017 to \$45K in 2018. With the renewal of our charter, the \$144K grant award will continue our upward trend.
- Debt Default, the only substantial debt we have is rent payment and have never defaulted
- Total Margin has seen a remarkable turnaround, trending positive each year with a stunning performance in FY2018.
- Cash Flow has been trending upward, almost doubling from \$59K in 2017 to \$114K in 2018. Our School Director prioritizes sustainability and long-term success for IAE.

The following metrics DID NOT MEET STANDARD:

- Enrollment Variance was projected with our initial charter before IAE opened. Our variance trend is not favorable as the initial charter enrollment estimates increased from 260 to 420 in 3 years. Our original enrollment ME was 56 and actual enrollment has trended upward to 131 in FY2018 and 146 in FY2019.
- IAE's Debt to Asset ratio decreased from 1.45 in FY2017 to 1.25 in FY2018. Our Total Assets increased \$32K from FY2016 to FY2018. Our Total Liabilities decreased by \$127K from FY2015-FY2018. The increase in debt through 2017 was due to our forgivable loan from TeamCFA, the network named in our original charter. Loan amounts are forgiven as the school continues to operate.
- Our Debt Service Coverage Ratio is .78, which is .42 below the standard. Our results have trended upward since our founding year. FY2015 reported (0.55) and FY2018 reported +0.78.

### Operational Compliance

IAE has a flawless record of MEETING STANDARD in this category with the exception of meeting attendance goals. The School Director is organized and turns in reports in a complete and timely manner. Tara Gustin leads with integrity and asks for legal and/or School Board assistance with any controversial decisions. Our current PBIS and SEL initiatives are proof the school leadership follow their mantra: "Do what's best for kids."

Category 3.2.a: The school meeting attendance goals DID NOT MEET STANDARD the past 3 years. Our goal is 96%. IAE has identified our need for short cycle data collection to provide proactive behavior, attendance, and academic supports. Our addition of a Community Liaison in 2017 was to increase attendance and family engagement as well as provide behavior support via contact with families. Our Community Liaison does this as best she can but she is often pulled for behavior intervention. Upon the renewal of our charter, we expect our new SEL Coordinator Role awarded via the Prevention Matters grant will alleviate the need for the Community Liaison's full-time behavior support. This will allow her to work with families to increase attendance rates and enrollment. Our improvement plan is discussed in Section II: Improvement.



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## V. Section II: Improvement

### EES Professional Development & Implementation Roadmap

Our collaboration with EES, our Core Needs Assessment and School Improvement Plan resulted in 3 Professional Development Goals and 3 Annual SMART Goals.

#### Professional Development Goals

**PD Goal 1:** All staff at Indianapolis Academy of Excellence will engage in creating cross-curricular, standards-based curriculum maps grades K-6 in order to foster the academic achievement of all students for implementation in the 2019-2020 school year.

**Rationale:** Academic achievement according to state assessment data has maintained a low percentile score as demonstrated by a grades 3-6 math and ELA analysis. The analysis of state academic data yielded the following findings: (1) a significant percentage (43%) of students who passed ELA in 2016-2017, did not pass ELA in 2017-2018, (2) 20% of students who did pass the math assessment in 2016-2017, did not pass in 2017-2018. Due to low performance in both ELA and math, Indianapolis Academy of Excellence will engage in curriculum map development in February 2019 in order to ensure students are receiving an opportunity for learning through a guaranteed and viable curriculum.

**PD Goal 2:** All staff will utilize a comprehensive system of data analysis that allows for the effective implementation of an RTI process in order to support the academic and social-emotional growth of all students, with initial implementation beginning in the 2018-2019 school year.

**Rationale:** Data is collected at Indianapolis Academy of Excellence in regard to behavior, attendance, interim assessments, and state assessments. However, that data currently lives in silos. In order to implement a true Response to Intervention aimed at growing students, a data analysis system must be actively applied in each grade level to support data-based decision making.

**PD Goal 3:** All staff at Indianapolis Academy of Excellence will engage in professional learning addressing cultural competency in order to support students academically and social-emotionally, thus leading to an increase in academic performance and model attendance.

**Rationale:** Staff has expressed an elevated need to incorporate culturally relevant teaching practices into classrooms. This need was confirmed by a triangulation of data including instructional observations, a curriculum audit, and analyzing student level holistic data. Moreover, the root cause of why our subgroup of Black students are underperforming according to the Federal report card indicated a lack of cultural competency development for all staff.



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### Annual Smart Goals

### EES Professional Development & Implementation Roadmap: Smart Goal 1

**Annual SMART GOAL 1:** By June of 2020, students at Indianapolis Academy of Excellence will increase their proficiency in ELA by 15% and their proficiency in Math by 15%; thus creating passing percentages of 28.2% and 30.1% respectively. Based on the 2017-2018 data, this means 36 students will be proficient in ELA and 39 students will be proficient in Math.

**Aligned Focus Area:** Focus Area 1 & 3- IAE seeks to increase proficiency in both Math and ELA as it relates to state assessment data. IAE elevates the need for a short cycle system of data analysis incorporating both academic and behavioral data, especially attendance data for each student.

**Timeline:** IAE will focus on this SMART goal in order to demonstrate results on the 2019-2020 state assessment.

<u>Improvement Strategy or Intervention</u>		<u>PD to be provided for strategy</u>		<u>Opportunities for district to provide support</u>
Key Action Steps	Person(s) Responsible	Timeline	Resources	Benchmark(s) of Success
Inventory current curricular supports and materials in order to evaluate further need	School Director EES	January-February 2019	Curricular supports, inventory tool, staff, school improvement funds	Inventory data will enable IAE to identify gaps in curricular supports in order to justify need for further supplemental materials aimed at differentiation in the classroom.
Develop comprehensive, standards-based curriculum maps grades K-6	School Director EES	March 2019-August 2019	Curriculum map template, professional learning supports for teachers, NEWTS, coaching cycle process, school improvement funds	Curriculum maps K-6 developed with 100% of staff understanding in relation to core curricular elements, teachers growing through observation data collected via NEWTS, student formative achievement demonstrating proficiency through scale
Implement all elements of comprehensive, standards-based curriculum maps grades K-6	School Director EES	August 2019-May 2020	Curriculum maps, NEWTS, coaching cycle, system for data analysis, school improvement funds	Observation data as collected through NEWTS will demonstrate an increase in teacher effectiveness, data analysis collaborations will focus on student proficiency levels in the priority standards, achievement data will increase for each grade level through tiered assessments
<b>Long-Term Vision of Success</b>	<b>Year 2 Goal</b> By June of 2021, students at Indianapolis Academy of Excellence will increase their proficiency in ELA by 25% and their proficiency in Math by 25%; thus, creating passing percentages of 38.2% and 40.1% respectively.		<b>Year 3 Goal</b> By June of 2022, students at Indianapolis Academy of Excellence will increase their proficiency in ELA by 35% and their proficiency in Math by 35%; thus, creating passing percentages of 48.2% and 50.1% respectively.	
	<b>Resources Needed</b> A cycle for curriculum map refinement built into Professional Learning Communities. Continued professional development on curriculum map implementation and supplemental resources available.		<b>Resources Needed</b> A cycle for curriculum map refinement built into Professional Learning Communities. Continued professional development on curriculum map implementation and supplemental resources available.	



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### EES Professional Development & Implementation Roadmap: Smart Goal 2

**Annual SMART GOAL 2:** By June of 2020, Indianapolis Academy of Excellence will increase the number of students receiving high growth in ELA and Math by 15%; thus creating high growth numbers of 19 students and 20 students respectively based on the 2017-2018 state assessment data.

**Aligned Focus Area:** Focus Area 2 & 3- IAE seeks to increase the percentage of students receiving standard or high growth in both Math and ELA as it relates to state assessment data. IAE elevates the need for a short cycle system of data analysis incorporating both academic and behavioral data, especially attendance data for each student.

**Timeline:** IAE will focus on this SMART goal in order to demonstrate results on the 2019-2020 state assessment.

Improvement Strategy or Intervention		PD to be provided for strategy		Opportunities for district to provide support
Key Action Steps	Person(s) Responsible	Timeline	Resources	Benchmark(s) of Success
Evaluate current data collection and data portals currently in use	School Director School Assistant Director Social/Emotional Coordinator	January-February 2019	Data collection portals Technical assistance from data management systems	Evaluation will identify what data is collected where and how it is aggregated/ disaggregated.
Identify and initially implement a comprehensive system of data analysis that is user-friendly for all staff	School Director EES All Staff	March 2019-June 2020	Data analysis system Partnership with EES School Improvement funds	Active application of data analysis system in order to drive PLC conversations and data-based decisions on an individual student level
Utilize data analysis system in order to develop a response-to-intervention process for grades K-6	School Director EES All Staff	March 2019-June 2020	Data analysis system RTI process Partnership with EES School Improvement funds	Utilization of the system for data analysis in order to identify student needs on an individual and aggregate basis forming fluid RTI supports
Observation of RTI effectiveness	School Director	March 2019-June 2020	Data analysis system RTI process NEWTS	Teacher effectiveness data during RTI increases Student growth data in relation to formative and summative assessments
<b>Long-Term Vision of Success</b>	<b>Year 2 Goal</b> By June of 2021, Indianapolis Academy of Excellence will increase the number of students receiving high growth in ELA and Math by 25% based on the number of students receiving high growth in Spring of 2020.		<b>Year 3 Goal</b> By June of 2022, Indianapolis Academy of Excellence will increase the number of students receiving high growth in ELA and Math by 35% based on the number of students receiving high growth in Spring of 2021.	
	<b>Resources Needed</b> RTI process System of Data Analysis State assessment data		<b>Resources Needed</b> RTI process System of Data Analysis State assessment data	



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### EES Professional Development & Implementation Roadmap: Smart Goal 3

**Annual SMART GOAL 3:** By June of 2020, all staff will actively apply culturally relevant teaching practices into their classrooms, thus increasing the percentage of student attendance by 5% and decreasing the amount of students referred to the fast track room by 10%.

**Aligned Focus Area: Focus Area 3 & 4** - IAE elevates the need for a short cycle system of data analysis incorporating both academic and behavioral data, especially attendance data for each student. IAE seeks to increase the percentage of students in the black subgroup moving from low growth to proficiency in both Math and ELA.

**Timeline:** IAE will focus on this SMART goal in order to demonstrate results on the 2019-2020 state data collection.

<u>Improvement Strategy or Intervention</u>		<u>PD to be provided for strategy</u>		<u>Opportunities for district to provide support</u>
<b>Key Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Benchmark(s) of Success</b>
Vet professional learning opportunities in relation to cultural competency	School Director Social/Emotional Coordinator	February – March 2019	Tool for vetting PL opportunities A list of PL opportunities in Indiana relating to cultural competency	Two candidates for learning opportunity to present to staff for choice based on a share rubric
Provide cultural competency professional learning to all staff	School Director Social/Emotional Coordinator Cultural Competency Partner	March 2019- June 2020	Cultural competency partner School improvement funds Professional development time allocation	100% staff participation in professional learning thus increasing the amount of cultural relevancy in the classroom thus increasing academic growth, social-emotional growth, and attendance rates
Track attendance data and minutes away from instruction	School Director Social/Emotional Coordinator EES	March 2019 - June 2020	Data analysis system School improvement funds	An increase in attendance data and a decrease in the <u>amount</u> of instructional minutes lost will be a result of culturally relevant instruction.
Track academic growth and achievement data in regard to formative assessment	School Director Social/Emotional Coordinator EES	March 2019 - June 2020	Data analysis system School improvement funds	An increase in the percentage of students mastering priority standards as culturally relevant teaching is evidenced by NEWTS.
<b>Long-Term Vision of Success</b>	<b>Year 2 Goal</b> By June of 2021, all staff will actively apply culturally relevant teaching practices into their classrooms, thus increasing the percentage of student attendance to 98% with a trend decrease of instructional minutes lost demonstrated.		<b>Year 3 Goal</b> By June of 2022, all staff will engage in peer to peer coaching in relation to culturally relevant teaching with attendance rates maintaining 98% or higher along with a continued decrease of instructional minutes lost due to behavior.	
	<b>Resources Needed</b> Continued professional learning in order to actively understand and apply culturally relevant teaching A system of data analysis		<b>Resources Needed</b> Continued professional learning in order to actively understand, apply, and coach peers through culturally relevant teaching A system of data analysis	



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### VI. Section III: Proposed Changes to the Charter Agreement

#### IAE's Affiliation with TeamCFA

IAE's only request for change is to remove any affiliation with TeamCFA, if applicable.

IAE is no longer part of the TeamCFA network, the group that helped found IAE in 2014. One week prior to the start of our 2018-2019 school year, TeamCFA communicated to IAE they would no longer pursue charters in Indiana. As a result, they would no longer be affiliated with the Indiana schools Indianapolis Academy of Excellence or Rock Creek Community Academy in Sellersburg, IN.

This excerpt from the TeamCFA website explains the role TeamCFA played in our partnership<sup>7</sup>:

*Our ultimate goal is to graduate thoughtful, articulate youth who are prepared to become productive, accountable, engaged citizens. We do so by ensuring that the Core Knowledge Sequence—a research-based, coherent, cumulative, content-specific K–8 curricular sequence in the language arts, history and geography, mathematics, science, art, and music—is implemented with fidelity. In TeamCFA schools, Core Knowledge content is infused into the teaching of skills such as reading and writing.*

*Schools in the TeamCFA network gain access to startup funding, grants, training, services, the Core Knowledge curriculum, and—in some cases—the necessary facilities. Within 5–7 years, schools become self-sustaining, and contribute to the thriving, collaborative network.*

Support received from TeamCFA:

- TeamCFA provided startup funds.
- TeamCFA Properties owns and will continue to own our current building. TeamCFA deferred our rent payments our first two years because IAE had low enrollment. We have been paying back the deferred rent for 3 years and will be caught up by June 2019.
- Subject matter experts came to IAE to deliver PD on subjects such as Core Knowledge, Singapore Math, NWEA, Technology Administration, Cultural Competency, and instructional strategies over the first 4 years of our charter. (IAE changed the math curriculum to Envision in 2017 so we did not receive network support in that area.)
- TeamCFA provided an Instructional Coach for the two Indiana schools. This coach was a welcomed part of our team. At IAE, her role was to ensure teachers were using the Core Knowledge curriculum with fidelity.

Most negative effects from the separation were felt in Marketing. We have incurred costs of creating a new logo, developing new marketing materials, and running a school website. Substantial grant awards have allowed us to send most staff members to conferences and



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trainings since February 2017, building leadership capacity for the entire school. The loss of our Instructional Coach was disappointing but it proved to be a positive change for IAE. The role of the Instructional Coach was to ensure we were using Core Knowledge with fidelity, but the weaknesses in the Core Knowledge curriculum were repeatedly elevated during our gap analysis. Core Knowledge lacks adequate curriculum maps, the content does not align to Indiana Academic standards, the students we serve cannot relate to the content, and using the curriculum with fidelity prohibits teachers from facilitating lessons involving employability skills.

This academic year, without ELA curriculum constraints, the School Director has enhanced her classroom visits into coaching visits using interactive journals. IAE teachers have included computer science, projects, and hands-on activities in their lessons. Our teachers are encouraged by their freedom to be original and creative. Our School Improvement Plan addresses the gaps in our current curriculum. One of our goals is: All staff at Indianapolis Academy of Excellence will engage in creating cross-curricular, standards-based curriculum maps grades K-6 in order to foster the academic achievement of all students for implementation in the 2019-2020 school year. IAE is using Title IV grant funding in February 2019 to attend training for curriculum mapping with EES.

## VII. Summary

### Comprehensive Needs Assessment and School Improvement Plan Summary

Ultimately, Indianapolis Academy of Excellence will increase student outcomes by directing our efforts toward the 4 Focus Areas identified in the Comprehensive Needs Assessment and the opportunities for improvement identified for each Focus Area during the cause-mapping process. We will unpack standards and develop curriculum maps aligned to our diagnostic tools to increase student proficiency in both ELA and math. Additionally, by developing common formative assessments and tiered assessments for each grade level, we will increase the percentage of students who earn standard or high growth in ELA and math. We will develop a comprehensive system to analyze data and use it to inform instruction. To target our lowest performing subgroup, we will measure the current cultural competency of our staff and use that data to identify the most relevant professional development that would equip teachers to support the black subgroup of students. By taking these steps, we will ensure that each Indianapolis Academy of Excellence student is receiving a robust and rigorous education to prepare them for a successful future.

We at IAE are grateful for the opportunity to share our 5-year journey. Our staff and community are cohesive, collaborative, and innovative. It is our hope the ICSB school board realize through our Charter Renewal Application and Budget Narrative that IAE has articulated SMART strategies and the capacity for sustaining success and improvement over the next 5 years.

Respectfully Submitted,

Indianapolis Academy of Excellence  
Contact: Tara Gustin, School Director



# Indianapolis Academy of Excellence

## ICSB Charter School Renewal Application

Tara Gustin, School Director

### VIII. Works Cited

<sup>1</sup> Website: Indiana Department of Education- Compass/ Enrollment

<https://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=5761>

<sup>2</sup> Website: Indiana Department of Education- Compass/ Attendance

<https://compass.doe.in.gov/dashboard/attendance.aspx?type=school&id=5761>

<sup>3</sup> PDF: Jodie McVittie, M.D.- Working with Students Exposed to Trauma

<https://www.schoolonwheels.org/wp-content/uploads/2016/04/Jody-mcVittie-Handouts.pdf>

<sup>4</sup> Article: IBJ- 1 in 5 Indianapolis Residents Lives in Poverty. And Many are Getting Worse.

<https://www.ibj.com/articles/68785-in-5-indianapolis-residents-lives-in-poverty-and-many-are-as-are-getting-worse>

<sup>5</sup> Website: Indiana Department of Education- Compass/ Report Card

<https://compass.doe.in.gov/dashboard/screportcard.aspx?type=school&id=5761>

<sup>6</sup> Website: Indiana Department of Education- Dashboard to locate individual schools

<https://compass.doe.in.gov/dashboard/overview.aspx>

<sup>7</sup> Website: TeamCFA-Who We Are

<http://teamcfa.org/who-we-are/>

### Instructions for 5-Year Pro Forma Budget Submission

= Information should be entered into light gray shaded cells.

Name of Proposed Charter School: Indianapolis Academy of Excellence  
 Planned Opening School Year (YYYY): 2019  
 Planned Location: Indianapolis Public Schools

1. <a href="#">Instructions</a>	<ul style="list-style-type: none"> <li>All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the 5-Year Pro Forma Budget Template. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells.</li> </ul>
2. <a href="#">Enrollment Projection</a>	<ul style="list-style-type: none"> <li>Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.</li> </ul>
3. <a href="#">Staffing Plan</a>	<ul style="list-style-type: none"> <li>Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets.</li> <li>The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances).</li> <li>"Other Insurance" includes health care, long-term care, life, disability.</li> <li>"Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).</li> </ul>
4. <a href="#">Year 0 - Budget and Cash Flow</a>	<ul style="list-style-type: none"> <li>Please provide budget and cash flow projections for the start-up year (Year 0).</li> </ul>
5. <a href="#">5-Year Budget</a>	<ul style="list-style-type: none"> <li>Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.</li> </ul>
Notes:	<ul style="list-style-type: none"> <li>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 back office/central office - of the Indiana network.</li> <li>This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.</li> </ul>

## School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: **Indianapolis Academy of Excellence**  
 Planned Opening Year: **2019**

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	40	40	42	45	45
Grade 1	25	40	43	45	45
Grade 2	25	25	40	43	45
Grade 3	25	25	25	42	45
Grade 4	23	25	25	25	45
Grade 5	22	25	25	25	25
Grade 6	15	20	25	25	25
Grade 7					
Grade 8					
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Adult					
<b>Total Enrollment:</b>	175	200	225	250	275
<b>Special Education #</b>	20	25	30	35	40
<b>English Learners #</b>	7	8	8	9	10
<b>FRL #</b>	173	197	222	245	270
<b>Basic Grant</b>	\$ 936,600.00	\$ 1,070,400.00	\$ 1,204,200.00	\$ 1,338,000.00	\$ 1,471,800.00
<b>Complexity</b>	\$ 287,327.05	\$ 327,187.45	\$ 368,708.70	\$ 406,908.25	\$ 448,429.50
<b>Adult Grant</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total:</b>	\$ 1,223,927.05	\$ 1,397,587.45	\$ 1,572,908.70	\$ 1,744,908.25	\$ 1,920,229.50

Indiana's Complexity Grant addresses vertical equity by utilizing demographic factors to provide additional funding to school corporations serving proportionally more students from low-income families. It is based on the percentage of the school corporation's students receiving SNAP, TANF, or foster care services. The above **Complexity** calculation is an estimate based on the complexity index for the school corporation in which the proposed charter school will be located. The school's actual complexity amount will likely differ.

**5-Year Projected Staffing Plan**

School Name: Indianapolis Academy of Excellence  
 Planned Opening Year: 2019

Complete all relevant Grey Shaded areas -> Name of Position, Number of Positions, Average Salary, Health Insurance, Retirement Contribution, and Other Benefits.  
 Projected salary and benefits should align with Year 0 and 5-Year budgets.

	Year 0			Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Average Salary	Total Expense															
<b>INSTRUCTIONAL STAFF</b>																		
Kindergarten Teacher	1.0	\$ 42,330.00	\$ 42,330.00	2.0	\$ 40,000.00	\$ 80,000.00	2.0	\$ 40,000.00	\$ 80,000.00	2.0	\$ 43,000.00	\$ 86,000.00	2.0	\$ 45,000.00	\$ 90,000.00	2.0	\$ 47,000.00	\$ 94,000.00
Kindergarten Assistant	1.0	\$ 28,000.00	\$ 28,000.00	1.0	\$ 25,000.00	\$ 25,000.00	1.5	\$ 25,000.00	\$ 37,500.00	2.0	\$ 25,000.00	\$ 50,000.00	2.0	\$ 25,000.00	\$ 50,000.00	2.0	\$ 25,000.00	\$ 50,000.00
1st Grade Teacher	1.0	\$ 35,000.00	\$ 35,000.00	1.0	\$ 37,000.00	\$ 37,000.00	1.0	\$ 40,000.00	\$ 40,000.00	2.0	\$ 42,000.00	\$ 84,000.00	2.0	\$ 44,000.00	\$ 88,000.00	2.0	\$ 46,000.00	\$ 92,000.00
1st Grade Assistant	1.0	\$ 18,000.00	\$ 18,000.00	1.0	\$ 25,000.00	\$ 25,000.00	1.0	\$ 25,000.00	\$ 25,000.00	2.0	\$ 25,000.00	\$ 50,000.00	2.0	\$ 25,000.00	\$ 50,000.00	2.0	\$ 25,000.00	\$ 50,000.00
2nd Grade Teacher	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 42,000.00	\$ 42,000.00	1.0	\$ 44,000.00	\$ 44,000.00	1.0	\$ 46,000.00	\$ 46,000.00	2.0	\$ 48,000.00	\$ 96,000.00	2.0	\$ 50,000.00	\$ 100,000.00
3rd Grade Teacher	1.0	\$ 38,000.00	\$ 38,000.00	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 42,000.00	\$ 42,000.00	1.0	\$ 44,000.00	\$ 44,000.00	1.0	\$ 46,000.00	\$ 46,000.00	2.0	\$ 48,000.00	\$ 96,000.00
4th Grade Teacher	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 42,000.00	\$ 42,000.00	1.0	\$ 44,000.00	\$ 44,000.00	1.0	\$ 46,000.00	\$ 46,000.00	1.0	\$ 48,000.00	\$ 48,000.00	2.0	\$ 48,000.00	\$ 96,000.00
5th Grade Teacher	1.0	\$ 49,500.00	\$ 49,500.00	1.0	\$ 51,000.00	\$ 51,000.00	1.0	\$ 53,000.00	\$ 53,000.00	1.0	\$ 55,000.00	\$ 55,000.00	1.0	\$ 57,000.00	\$ 57,000.00	1.0	\$ 59,000.00	\$ 59,000.00
6th Grade Teacher	1.0	\$ 40,290.00	\$ 40,290.00	1.0	\$ 42,000.00	\$ 42,000.00	1.0	\$ 44,000.00	\$ 44,000.00	1.0	\$ 46,000.00	\$ 46,000.00	1.0	\$ 48,000.00	\$ 48,000.00	1.0	\$ 50,000.00	\$ 50,000.00
Special Education Teacher	1.0	\$ 53,000.00	\$ 53,000.00	1.0	\$ 55,000.00	\$ 55,000.00	1.0	\$ 57,000.00	\$ 57,000.00	1.0	\$ 59,000.00	\$ 59,000.00	1.0	\$ 61,000.00	\$ 61,000.00	1.0	\$ 63,000.00	\$ 63,000.00
RTI/Interventionist	1.0	\$ 29,000.00	\$ 29,000.00	1.0	\$ 30,000.00	\$ 30,000.00	1.0	\$ 31,000.00	\$ 31,000.00	1.0	\$ 33,000.00	\$ 33,000.00	1.0	\$ 35,000.00	\$ 35,000.00	1.0	\$ 37,000.00	\$ 37,000.00
Special Area Teacher	1.0	\$ 38,000.00	\$ 38,000.00	1.0	\$ 39,000.00	\$ 39,000.00	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 42,000.00	\$ 42,000.00	1.0	\$ 44,000.00	\$ 44,000.00	1.0	\$ 46,000.00	\$ 46,000.00
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<b>Total Instructional Staff:</b>	<b>12.0</b>		<b>\$ 451,120.00</b>	<b>13.0</b>		<b>\$ 508,000.00</b>	<b>13.5</b>		<b>\$ 535,500.00</b>	<b>16.0</b>		<b>\$ 639,000.00</b>	<b>17.0</b>		<b>\$ 711,000.00</b>	<b>19.0</b>		<b>\$ 833,000.00</b>
<b>ADMIN &amp; SUPPORT</b>																		
School Director	1.0	\$ 78,000.00	\$ 78,000.00	1.0	\$ 82,000.00	\$ 82,000.00	1.0	\$ 85,000.00	\$ 85,000.00	1.0	\$ 88,000.00	\$ 88,000.00	1.0	\$ 91,000.00	\$ 91,000.00	1.0	\$ 94,000.00	\$ 94,000.00
Asst. School Director	1.0	\$ 62,500.00	\$ 62,500.00	1.0	\$ 70,000.00	\$ 70,000.00	1.0	\$ 73,000.00	\$ 73,000.00	1.0	\$ 75,000.00	\$ 75,000.00	1.0	\$ 78,000.00	\$ 78,000.00	1.0	\$ 81,000.00	\$ 81,000.00
Dean	1.0	\$ 50,000.00	\$ 50,000.00	1.0	\$ 50,000.00	\$ 50,000.00	1.0	\$ 52,000.00	\$ 52,000.00	1.0	\$ 54,000.00	\$ 54,000.00	1.0	\$ 56,000.00	\$ 56,000.00	1.0	\$ 58,000.00	\$ 58,000.00
Community Liaison	1.0	\$ 34,680.00	\$ 34,680.00	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 42,000.00	\$ 42,000.00	1.0	\$ 44,000.00	\$ 44,000.00	1.0	\$ 46,000.00	\$ 46,000.00
Nurse	1.0	\$ 29,000.00	\$ 29,000.00	1.0	\$ 30,000.00	\$ 30,000.00	1.0	\$ 30,000.00	\$ 30,000.00	1.0	\$ 30,000.00	\$ 30,000.00	1.0	\$ 30,000.00	\$ 30,000.00	1.0	\$ 30,000.00	\$ 30,000.00
Behavior Interventionists	3.0	\$ 28,000.00	\$ 84,000.00	1.0	\$ 30,000.00	\$ 30,000.00	2.0	\$ 30,000.00	\$ 60,000.00	3.0	\$ 30,000.00	\$ 90,000.00	5.0	\$ 32,000.00	\$ 160,000.00	5.0	\$ 32,000.00	\$ 160,000.00
Business Manager	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.5	\$ 60,000.00	\$ 30,000.00	1.0	\$ 60,000.00	\$ 60,000.00	1.0	\$ 60,000.00	\$ 60,000.00
"FILLER" added for locked cells to calculate due to staff changes during Year 0.	1.0	\$ (23,225.56)	\$ (23,225.56)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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<b>Total Admin &amp; Support Staff:</b>	<b>9.0</b>		<b>\$ 314,954.44</b>	<b>6.0</b>		<b>\$ 302,000.00</b>	<b>7.0</b>		<b>\$ 340,000.00</b>	<b>8.5</b>		<b>\$ 409,000.00</b>	<b>11.0</b>		<b>\$ 519,000.00</b>	<b>11.0</b>		<b>\$ 529,000.00</b>
		<b>Rate/Per Employee Expense</b>	<b>Total Expense</b>															
<b>BENEFITS</b>																		
Other Insurance		\$ 2,991.00	\$ 62,811.00		\$ 3,000.00	\$ 57,000.00		\$ 3,000.00	\$ 61,500.00		\$ 3,000.00	\$ 73,500.00		\$ 3,000.00	\$ 84,000.00		\$ 3,000.00	\$ 90,000.00
Retirement Contribution		\$ 400.00	\$ 8,400.00		\$ 375.00	\$ 7,125.00		\$ 380.00	\$ 7,790.00		\$ 390.00	\$ 9,555.00		\$ 395.00	\$ 11,060.00		\$ 400.00	\$ 12,000.00
Social Security		6.2%	\$ 47,496.62		6.2%	\$ 50,220.00		6.2%	\$ 54,281.00		6.2%	\$ 64,976.00		6.2%	\$ 76,260.00		6.2%	\$ 84,444.00
Medicare		1.45%	\$ 11,108.08		1.45%	\$ 11,745.00		1.45%	\$ 12,694.75		1.45%	\$ 15,196.00		1.45%	\$ 17,835.00		1.45%	\$ 19,749.00
Unemployment		2.5%	\$ 19,151.86		2.5%	\$ 20,250.00		2.5%	\$ 21,887.50		2.5%	\$ 26,200.00		2.5%	\$ 30,750.00		2.5%	\$ 34,050.00
Other Benefits		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -

<b>SUMMARY</b>	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staff	21.0	19.0	20.5	24.5	28.0	30.0
Total Salaries:	\$ 766,074.44	\$ 810,000.00	\$ 875,500.00	\$ 1,048,000.00	\$ 1,230,000.00	\$ 1,362,000.00
Total Benefits:	\$ 148,967.56	\$ 146,340.00	\$ 158,153.25	\$ 189,427.00	\$ 219,905.00	\$ 240,243.00
Total Salaries + Benefits:	\$ 915,042.00	\$ 956,340.00	\$ 1,033,653.25	\$ 1,237,427.00	\$ 1,449,905.00	\$ 1,602,243.00
Student/teacher ratio	N/A	13:1	15:1	14:1	15:1	14:1
Student/staff ratio	N/A	29:1	29:1	26:1	23:1	25:1



**Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30**

School Name: Indianapolis Academy of Excellence  
 Planned Opening Year: 2019

**Special Instructions for Schools Contracting with a Management Company:**

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMAA/CMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

REVENUES	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
<b>State Revenues - See Footnotes</b>							
1 State Tuition Support - From Tab 2 (1)	\$ 1,223,927.05	\$ 1,397,587.45	\$ 1,572,908.70	\$ 1,744,908.25	\$ 1,920,229.50		
2 State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3 Professional Development Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
4 Technology Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
5 Remediation/Preventive Remediation Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
6 Gifted and Talented Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
7 Textbook Reimbursement	\$ 13,770.00	\$ 15,738.00	\$ 17,705.00	\$ 19,672.00	\$ 21,639.00		
8 Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
9 Charter and Innovation Network School Grant (2)	\$ 87,500.00	\$ 100,000.00	\$ 112,500.00	\$ 125,000.00	\$ 137,500.00		\$100 per student
10 Charter and Innovation Network School Advance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
11 Formative Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
12 Performance Based Awards	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	\$ 4,500.00	Slightly increased amount from previous years
14 Other State Revenue (please describe)	\$ 2,700.00	\$ 2,700.00	\$ 2,700.00	\$ 2,700.00	\$ 2,700.00	\$ 2,700.00	NEP has been \$2700 in the past
15 Special Education Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
16 Special Education Preschool	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total State Revenues:</b>	<b>\$ 1,332,397.05</b>	<b>\$ 1,520,525.45</b>	<b>\$ 1,710,311.70</b>	<b>\$ 1,896,780.25</b>	<b>\$ 2,086,568.50</b>		
<b>Federal Revenues - See Footnotes</b>							
17 Public Charter School Program Grant (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
18 Charter Facilities Assistance Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
19 IDEA - Part A Grant (Special Education)	\$ 35,375.00	\$ 42,450.00	\$ 49,525.00	\$ 56,940.00	\$ 62,855.00	\$ 62,855.00	Per-pupil amount based on Year 0 per-pupil amount
20 Title I	\$ 175,000.00	\$ 200,000.00	\$ 225,000.00	\$ 250,000.00	\$ 275,000.00	\$ 275,000.00	Per-pupil amount based on Year 0 per-pupil amount
21 Title II	\$ 20,037.00	\$ 22,900.00	\$ 25,762.00	\$ 28,625.00	\$ 31,487.00	\$ 31,487.00	Per-pupil amount based on Year 0 per-pupil amount
22 Federal Lunch Program	\$ 106,744.00	\$ 121,994.00	\$ 137,244.00	\$ 152,494.00	\$ 167,744.00	\$ 167,744.00	Per-pupil amount based on Year 0 per-pupil amount
23 Federal Breakfast Reimbursement	\$ 56,698.00	\$ 64,798.00	\$ 72,897.00	\$ 80,997.00	\$ 89,097.00	\$ 89,097.00	Per-pupil amount based on Year 0 per-pupil amount
24 Other Federal Revenue (please describe) (4)	\$ 298,005.00	\$ -	\$ -	\$ -	\$ -	\$ -	Fed Breakfast/Lunch, Title I, Title II, Fed Special Ed.
<b>Total Federal Revenues:</b>	<b>\$ 298,005.00</b>	<b>\$ 393,854.00</b>	<b>\$ 492,142.00</b>	<b>\$ 510,427.00</b>	<b>\$ 563,054.00</b>	<b>\$ 615,680.00</b>	
<b>Other Revenues</b>							
25 Contributions and Donations from Private Sources	\$ 55,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	Yr 0: Lilly Grant not received, Yrs 1-5 No Grant projections
26 Student and Adult Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
27 Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
28 Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
29 Other Revenue (please describe)	\$ 1,265,020.00	\$ -	\$ -	\$ -	\$ -	\$ -	State tuition support, state sp. vs., charter facility rental, year
<b>Total Other Revenues:</b>	<b>\$ 1,320,020.00</b>	<b>\$ 1,000.00</b>					
<b>TOTAL REVENUES:</b>	<b>\$ 1,618,025.00</b>	<b>\$ 1,727,251.05</b>	<b>\$ 1,973,667.45</b>	<b>\$ 2,221,740.70</b>	<b>\$ 2,460,834.25</b>	<b>\$ 2,703,248.50</b>	
<b>EXPENSES</b>							
<b>Administrative Staff - See Footnotes</b>							
30 Executive Administration: Office of Superintendent (5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
31 School Administration: Office of the Principal (6)	\$ 82,000.00	\$ 85,000.00	\$ 88,000.00	\$ 91,000.00	\$ 94,000.00	\$ 94,000.00	School Director
32 Other School Administration (please describe) (7)	\$ 120,000.00	\$ 125,000.00	\$ 129,000.00	\$ 134,000.00	\$ 139,000.00	\$ 139,000.00	Asst. School Director and Dean
33 Business Manager/Director of Finance	\$ -	\$ -	\$ -	\$ 30,000.00	\$ 60,000.00	\$ 60,000.00	Gradual addition as enrollment increases
<b>Total Administrative Staff:</b>	<b>\$ 202,000.00</b>	<b>\$ 210,000.00</b>	<b>\$ 217,000.00</b>	<b>\$ 225,000.00</b>	<b>\$ 233,000.00</b>	<b>\$ 233,000.00</b>	
<b>Instructional Staff - See Footnotes</b>							
34 Teachers - Regular (8)	\$ 384,000.00	\$ 407,500.00	\$ 501,000.00	\$ 571,000.00	\$ 687,000.00	\$ 687,000.00	Includes K-6 teachers and K, L aides
35 Teachers - Special Education	\$ 55,000.00	\$ 57,000.00	\$ 59,000.00	\$ 61,000.00	\$ 63,000.00	\$ 63,000.00	Special Education Director
36 Substitutes, Assistants, Paraprofessionals, Aides	\$ 39,000.00	\$ 40,000.00	\$ 42,000.00	\$ 44,000.00	\$ 46,000.00	\$ 46,000.00	Specials Teacher
37 Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Instructional Staff:</b>	<b>\$ 478,000.00</b>	<b>\$ 504,500.00</b>	<b>\$ 600,000.00</b>	<b>\$ 676,000.00</b>	<b>\$ 796,000.00</b>	<b>\$ 796,000.00</b>	
<b>Non-Instructional/Support Staff - See Footnotes</b>							
38 Social Workers, Guidance Counselors, Therapists (9)	\$ 30,000.00	\$ 60,000.00	\$ 90,000.00	\$ 160,000.00	\$ 160,000.00	\$ 160,000.00	Behavior Interventionists
39 Other Support Staff (please describe) (10)	\$ 40,000.00	\$ 40,000.00	\$ 42,000.00	\$ 44,000.00	\$ 46,000.00	\$ 46,000.00	Community Liaison
40 Nurse Services	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	Nurse/Secretary
41 Instructional Support Staff (11)	\$ 30,000.00	\$ 31,000.00	\$ 33,000.00	\$ 35,000.00	\$ 37,000.00	\$ 37,000.00	ATI Interventionist
42 Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
43 Technology Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
44 Maintenance of Buildings, Grounds, Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
45 Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
46 Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Non-Instructional/Support Staff:</b>	<b>\$ 130,000.00</b>	<b>\$ 161,000.00</b>	<b>\$ 195,000.00</b>	<b>\$ 269,000.00</b>	<b>\$ 273,000.00</b>	<b>\$ 273,000.00</b>	
<b>Subtotal Wages and Salaries:</b>	<b>\$ 810,000.00</b>	<b>\$ 875,500.00</b>	<b>\$ 1,048,000.00</b>	<b>\$ 1,230,000.00</b>	<b>\$ 1,362,000.00</b>	<b>\$ 1,362,000.00</b>	
<b>Payroll Taxes and Benefits - See Footnotes</b>							
47 Social Security/Unemployment (12)	\$ 82,215.00	\$ 88,863.25	\$ 106,372.00	\$ 124,845.00	\$ 138,243.00	\$ 138,243.00	
48 Other Insurance (13)	\$ 57,000.00	\$ 61,500.00	\$ 73,500.00	\$ 84,000.00	\$ 90,000.00	\$ 90,000.00	Insurance
49 Retirement / Pension (14)	\$ 7,125.00	\$ 7,790.00	\$ 9,355.00	\$ 10,820.00	\$ 11,200.00	\$ 11,200.00	403b
50 Other Employee Benefits (15)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Payroll Taxes and Benefits:</b>	<b>\$ 915,042.00</b>	<b>\$ 146,340.00</b>	<b>\$ 199,227.00</b>	<b>\$ 219,665.00</b>	<b>\$ 239,443.00</b>	<b>\$ 239,443.00</b>	
<b>Total Personnel Expenses:</b>	<b>\$ 915,042.00</b>	<b>\$ 956,340.00</b>	<b>\$ 1,033,653.25</b>	<b>\$ 1,237,427.00</b>	<b>\$ 1,449,905.00</b>	<b>\$ 1,602,243.00</b>	
<b>Instructional Supplies and Resources - See Footnotes</b>							
51 Textbooks	\$ 5,000.00	\$ 2,000.00	\$ 3,000.00	\$ 12,500.00	\$ 15,000.00	\$ 17,500.00	Overpurchased so surplus through Year 2
52 Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
53 Instructional Supplies	\$ 28,500.00	\$ 32,000.00	\$ 36,000.00	\$ 40,000.00	\$ 44,000.00	\$ 48,000.00	Classroom supplies, consumables and reusable
54 Technology Supporting Instruction (16)	\$ 13,740.00	\$ 16,000.00	\$ 18,000.00	\$ 20,000.00	\$ 22,000.00	\$ 24,000.00	Internet access, copier rental, equipment expenses
55 Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	This NWEA funding is in Instructional Software category
56 Computers used for Instruction	\$ -	\$ 15,000.00	\$ 15,000.00	\$ 18,000.00	\$ 21,000.00	\$ 24,000.00	Surplus through Year 0, Chromebook/Tablets needed.
57 Instructional Software	\$ 16,465.00	\$ 18,000.00	\$ 21,000.00	\$ 24,000.00	\$ 27,000.00	\$ 30,000.00	Personalized learning tools, Accounting, NWEA, SIS
58 Enrichment Programs (17)	\$ 4,000.00	\$ 3,000.00	\$ 3,000.00	\$ 6,000.00	\$ 6,000.00	\$ 8,000.00	Field Trips
<b>Total Instructional Supplies and Resources:</b>	<b>\$ 67,705.00</b>	<b>\$ 86,000.00</b>	<b>\$ 96,000.00</b>	<b>\$ 120,500.00</b>	<b>\$ 135,000.00</b>	<b>\$ 151,500.00</b>	
<b>Support Supplies and Resources</b>							
59 Administrative Computers	\$ -	\$ -	\$ -	\$ 5,000.00	\$ -	\$ -	
60 Administrative Software	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
61 Administrative Technology Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
62 Administration Dues & Fees	\$ 2,880.00	\$ 3,000.00	\$ 3,000.00	\$ 4,100.00	\$ 4,400.00	\$ 4,700.00	Charter Network, Permits, Purchasing club fees
63 Operational Supplies	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
64 Professional Development	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 7,500.00	\$ 10,000.00	\$ 15,000.00	Most PD has been covered by planning grants and Title IV
65 Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Support Supplies and Resources:</b>	<b>\$ 8,880.00</b>	<b>\$ 14,000.00</b>	<b>\$ 14,000.00</b>	<b>\$ 22,600.00</b>	<b>\$ 20,400.00</b>	<b>\$ 25,700.00</b>	
<b>Governing Board Expenses</b>							
66 General Board Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
67 Legal Services	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	Nothing anticipated. Council consulted for contracts.
68 Board Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
69 Dues & Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
70 Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Board Expenses:</b>	<b>\$ 10,000.00</b>						
<b>Purchased or Contracted Services</b>							
71 Audit Services	\$ 15,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	Putting auditor services to bid Year 1.
72 Payroll Services	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00	\$ 5,500.00	\$ 6,000.00	Paycor
73 Financial Accounting	\$ 24,000.00	\$ 26,000.00	\$ 26,000.00	\$ 28,000.00	\$ 28,000.00	\$ 30,000.00	Changed to Milestone Accounting 2018 and will remain
74 Other Fiscal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
75 Printing, Publishing, Duplicating Services	\$ 15,000.00	\$ 20,000.00	\$ 22,500.00	\$ 25,000.00	\$ 27,500.00	\$ 30,000.00	Printing, signage, all marketing budget
76 Other Professional/Technical Services	\$ 2,250.00	\$ 2,250.00	\$ 2,700.00	\$ 2,700.00	\$ 2,700.00	\$ 2,700.00	Staff recruitment and contracted services
77 Telecommunication Services	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	
78 Insurance	\$ 16,300.00	\$ 19,170.00	\$ 20,670.00	\$ 22,170.00	\$ 23,670.00	\$ 25,170.00	Policy addition to leased property insurance
79 Travel	\$ 5,000.00	\$ 1,000.00	\$ 1,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	Field trip transportation, PD transportation
80 Postage	\$ 1,300.00	\$ 1,500.00	\$ 1,700.00	\$ 1,900.00	\$ 2,100.00	\$ 2,300.00	

Tab 3 and Tab 5 Values do not match.

79	Special Education Administration	\$ 20,000.00	\$ 22,500.00	\$ 25,000.00	\$ 27,500.00	\$ 30,000.00	\$ 32,500.00	Occupational therapy and speech therapy
80	Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
81	Food Services	\$ 123,614.00	\$ 163,442.00	\$ 186,792.00	\$ 210,140.00	\$ 233,489.00	\$ 256,833.00	Increases as enrollment increases
82	Contracted Transportation Services	\$ 53,033.00	\$ 62,445.00	\$ 62,445.00	\$ 62,445.00	\$ 62,445.00	\$ 62,445.00	Morning and afternoon bus service
83	Other Transportation Services (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
84	Promotion Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
85	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Professional Purchased or Contracted Services:</b>		<b>\$ 280,597.00</b>	<b>\$ 342,307.00</b>	<b>\$ 373,307.00</b>	<b>\$ 409,855.00</b>	<b>\$ 440,404.00</b>	<b>\$ 472,948.00</b>	
<b>Facilities Expenses</b>								
86	Rent of Buildings, Facilities, and Equipment	\$ 140,797.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	\$ 120,000.00	Deferred rent payments will be caught up Year 0
87	Purchase of Furniture & Equipment	\$ -	\$ 3,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	
88	Electric/Gas	\$ 43,000.00	\$ 45,000.00	\$ 47,000.00	\$ 49,000.00	\$ 51,000.00	\$ 53,000.00	
89	Water & Sewage	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00	\$ 4,500.00	\$ 5,000.00	\$ 5,500.00	
90	Repair and Maintenance Services (not provided by school personnel)	\$ 17,520.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	\$ 19,000.00	HVAC, plumbing, grounds/snow maintenance, other repairs
91	Custodial Services (not provided by school personnel)	\$ 13,000.00	\$ 16,000.00	\$ 17,000.00	\$ 18,000.00	\$ 19,000.00	\$ 20,000.00	Hours will increase as enrollment increases
92	Waste Disposal	\$ 1,400.00	\$ 2,800.00	\$ 2,800.00	\$ 2,800.00	\$ 2,800.00	\$ 2,800.00	Additional dumpster or services anticipated
93	Debt Service for Facilities (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
94	Debt Service for Equipment (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
95	Other (please describe)	\$ 48,125.00	\$ 38,000.00	\$ 40,000.00	\$ 42,000.00	\$ 44,000.00	\$ 46,000.00	Security, school vehicle repairs, gas, and maintenance
<b>Total Facilities Expenses:</b>		<b>\$ 266,842.00</b>	<b>\$ 247,300.00</b>	<b>\$ 251,800.00</b>	<b>\$ 257,300.00</b>	<b>\$ 262,800.00</b>	<b>\$ 268,300.00</b>	
<b>Other Expenses - See Footnotes</b>								
96	ICB Administrative Fee - From Tab 2 (18)	\$ -	\$ 4,683.00	\$ 5,352.00	\$ 6,021.00	\$ 6,690.00	\$ 7,359.00	
97	CMO/EMO Fee (19)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
98	Bank Fees	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	
99	Depreciation Expense	\$ 50,000.00	\$ 55,000.00	\$ 60,000.00	\$ 65,000.00	\$ 70,000.00	\$ 75,000.00	
100	Required Escrow (20)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Other Expenses:</b>		<b>\$ 50,100.00</b>	<b>\$ 59,783.00</b>	<b>\$ 65,452.00</b>	<b>\$ 71,121.00</b>	<b>\$ 76,790.00</b>	<b>\$ 82,459.00</b>	
<b>TOTAL EXPENSES:</b>		<b>\$ 1,598,966.00</b>	<b>\$ 1,715,730.00</b>	<b>\$ 1,844,212.25</b>	<b>\$ 2,128,803.00</b>	<b>\$ 2,395,299.00</b>	<b>\$ 2,613,150.00</b>	
<b>SURPLUS / (DEFICIT):</b>		<b>\$ 19,059.00</b>	<b>\$ 11,521.05</b>	<b>\$ 129,455.20</b>	<b>\$ 92,937.70</b>	<b>\$ 65,535.25</b>	<b>\$ 90,098.50</b>	

**Footnotes:**

- (1) The foundation amount for all charter schools in FY2019 is \$5,352, regardless of corporation of legal settlement. Students in Full Day Kindergarten are treated as 1 student, 1/2 day kindergarten is treated as 0.5 for purposes of ADM.
- (2) For the 2018-19 FY, new charter schools are entitled to \$500 per student to be used for capital, technology, and transportation costs. Subsequent awards depend on continued funding of the grant in the biennial budget. See IC 20-24-13 for additional criteria and more details.
- (3) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDEE's Office of Title Grants and Support for more information.
- (4) Unrestricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Through the State, etc.
- (5) Includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions.
- (6) Includes Vice- and Assistant Principals.
- (7) Includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (8) SB04/Form 9 Classification of teachers is as follows. Expenditure Accounts: Preschool - 11025; Full Day Kindergarten - 11050; Elementary School - 11100; Middle/Junior High School - 11200; and High School - 11300. Object Accounts: Certified Salaries - 110; Non-Certified Salaries - 120; (Temporary) Licensed Employees - 135; (Temporary) Non-Licensed Employees - 136; Stipends - 131; and (Temporary or Permanent) Overtime Salaries - 140.
- (9) Includes Social Workers; Counselors; Psychologists; and Speech, Occupational, and Physical Therapists.
- (10) Secretary; Receptionist; Attendance Clerk; Office Manager; Cafeteria Worker, and other full or part-time employees not specifically described.
- (11) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (12) Social Security for both Certified and Uncertified Workers.
- (13) Includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance (does not include Unemployment Insurance).
- (14) Includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).
- (15) Any other non-taxable benefits not otherwise classified above.
- (16) Includes Systems Analysis and Planning, Application Development, Systems Operations, Network Support, and Hardware Maintenance and Support.
- (17) Expenses associated with extra-curricular or athletic activities.
- (18) One half percent (0.5%) of the Basic/Adult Learner Grant amount.
- (19) include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All other amounts paid to a management company or affiliate of the management company must be accounted for elsewhere in this worksheet.
- (20) Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.



# ICSB Charter School Renewal Application

## Indianapolis Academy of Excellence- Budget Narrative

December 31, 2018

This Budget Narrative describes the 5-tab Budget and Staffing Workbook provided in the Indiana Charter School Board Charter Renewal Application. Please note many budget line items do not correspond to the ICSB budget template because the IAE budget is aligned with the Indiana account structure. All ICSB line items in IAE's budget will be described in this narrative.

### **I. Instructions**

Indianapolis Academy of Excellence (IAE) was not included on the drop-down list provided in "Planned Location." We chose Indianapolis Public Schools for this description.

### **II. Enrollment Projections**

**ADM:** In Fall 2018, IAE had an ADM count of 146 per the STN Application Center. The ICSB Dashboard shows the 2018-2019 enrollment as 148. For budgeting and narrative purposes, we use the enrollment number of 146 throughout our application.

**Enrollment Increases:** IAE continues to increase enrollment through events such as neighborhood walks, preschool visits, community involvement, and social media interactions. We project to increase enrollment by 25 each school year. In Year 1 the increased enrollment will start a second kindergarten class and fill vacancies in grades 1-6. In subsequent years IAE will continue to add 25 students and gradually become a 2-section K-6 school. Our enrollment for Year 5 is projected to be 275. We will continue to grow until we reach capacity of 350 students.

#### ***Student Subgroups:***

- **Special Education-** Each school year, 4-6 students join our special education program as a result of increased enrollment or recommendations based on RTI progress monitoring and testing. We currently have 15% of our learners receiving special education services and an additional 16% receiving RTI services. We anticipate our average special education population to increase each year as we increase enrollment and also have several students in RTI who may later qualify for special education services. In Year 0 we were awarded grants which allowed us to add online intervention programs Headsprout and Fasttmath to reach students inside and outside normal school hours and instructional times.
- **Free or Reduced Price Meals-** IAE has consistently had over 95% of our students qualify for Free or Reduced Price Meals. We expect to be included in the Community Eligibility Program (CEP) and National Lunch Program as we have in the past.



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**Indianapolis Academy of Excellence- Budget Narrative**  
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- *English Language Learners-* With an average enrollment of 6-8 qualifying students, IAE currently does not meet the student count to be eligible for Title III funds. There are consortium options that will be explored with other Charter schools/networks in the area should our population and need for resources grow. IAE has been awarded Non-English Speaking Program (NESP) funds of approximately \$2700 per year for the past two years to serve these students through academic interventions and we anticipate receiving these funds in future years.

### **III. Staffing Plan**

**Administration:** The current administrative structure will continue to include a School Director, Assistant School Director, Dean, and Community Liaison, as each role takes on many responsibilities in a stand-alone school. In Year 3 enrollment increases by 75 over Year 0; therefore, a Business Manager position is added gradually to help with office tasks and staff support. In our Year 0-5 Budget Projections:

- *School Administration: Office of the Principal* represents our School Director.
- *Other School Administration* includes the Assistant School Director and Dean.
- *Other Support Staff* represents our Community Liaison.
- *Not included in Budget Projections-* In December 2018 IAE was awarded funds from a Prevention Matters grant to hire a Social and Emotional Learning Coordinator to build capacity in our teachers from January 2019-June 2021. This funding is contingent upon the renewal of our charter and allocated for a new staff position.

### **Classroom Support:**

- *Teachers- Regular-* As enrollment is projected to increase by 25 each year, IAE will increase the number of Instructional Aides in grades K/1 from 2 in Year 0 to 4 by Year 5. IAE's K-6 teachers are in this line, as well, reflecting the school growing to be 2-sections per grade level.
- *Substitutes, Assistants, Paraprofessionals, Aides-* This line represents our Specials Teacher.
- *Social Workers, Guidance Counselors, Therapists-* Our past behavioral data showed extra classroom support from our K/1 Aides proactively addressed extreme dysregulated student responses which may have led to office referrals. As a result, beginning in October 2018 we added full-time and part-time Behavior Interventionists in grades 2-6 using Title IV grant funding. This change decreased office referrals by 25% in just two months. Behavior Interventionists have been a successful addition to our PBIS and Restorative Practice initiatives because extra behavioral support allows students to take breaks, reflect, and/or process with adults without leaving their classrooms. IAE plans to



## ICSB Charter School Renewal Application Indianapolis Academy of Excellence- Budget Narrative December 31, 2018

continue staffing part-time or full-time behavior interventionists in grades 2-6 classrooms Years 0 through 5 as budget allows.

- *Nurse Services*- IAE's full-time, retired nurse also serves as the office secretary. Nurse services are critical because IAE has students with extreme physical and/or mental disorders in need of daily medical attention.
- *Instructional Support Staff*- This line represents our RTI Interventionist.
- *Please note*: We added \$23,225.56 as a "filler" on Line 38 in the Staffing Plan tab to ensure our budget totals aligned with ICSB's locked cell totals: IAE has had staffing changes and the formulas in the locked cells of the Budget spreadsheet did not reflect our numbers from our original budget.

**Benefits:** Included in the budget are insurance, retirement, and payroll taxes. The line called Other Insurance represents our UHC insurance coverage. IAE currently helps employees by contributing \$4,000-\$6,500 of medical premiums based on coverage. We also match 403b contributions up to 3%. Currently, about 50% of our employees utilize our medical and 403b offerings.

### **IV. Budget and Cash Flow (Year 0- Year 5)**

**Revenues:** Total Revenues for Year 0 shows \$1.6M. The Total Revenues budget grows each year through Year 5, mostly due to increased funding based on student enrollment projections. For the Federal Revenue section, the Year 0 amount was divided by the Year 0 ADM of 146 to get a per-pupil allotment to predict our funding. The 2018-2019 state reimbursement amounts were used to calculate Federal Lunch and Breakfast amounts.

- *Charter and Innovation Network School Grant* shows the \$500 per-pupil allotment
- *Formative Assessment Grant Funds* are not budgeted as this amount is not guaranteed, but we have received this grant for our NWEA funding since the 2017-2018 school year.
- *Performance-Based Awards* were increased slightly based on past awards
- *Other State Revenue* is the NESP funding we have received in the past.
- *Other Federal Revenues* represents Federal Breakfast and Lunch reimbursement, Title I, Title II, and Federal Special Ed.
- *Other Revenues: Contributions and Donations from Private Sources* at \$55K represents budgeting in Year 0 for the Lilly Endowment Grant (not awarded) and private fundraising and contributions. We chose to budget \$1,000 in this category for Years 1-5 because funds are not guaranteed.
- *Other Revenue: Other Revenue* is comprised of our basic tuition support, State Special Education, the Charter Facility Grant, Textbook Reimbursement, and Medicaid.



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***Grants and In-Kind Support Not included in Budget Projections:***

- *Exhausted Funds Prior to Year 1-* Generally, competitive grants are not included in IAE budgets because they are not guaranteed funds. IAE secured over \$270K in grant funding since 2015 to support Social and Emotional Learning, School Improvement, Security, PBIS, Restorative Practices, Parent/Community Events, STEM, RTI, and other school initiatives. This total includes the \$50K Title I School Improvement Grant awarded in December 2018- IAE contracted Equitable Educations Solutions to perform our Comprehensive Needs Assessment, Root Cause Analysis, and School Improvement Plan. Much of our grant funding has been spent on conferences, travel, and professional development to build leadership capacity in our staff. Funding is not reflected in the budget and will be exhausted by the end of Year 0.
- *Award with Contingency-* IAE received a Prevention Matters implementation grant worth over \$144K contingent upon IAE's successful charter renewal. The funding will pay for additional Social and Emotional Learning personnel and materials upon renewal of IAE's charter (\$29K in Year 0, \$57K in Year 1, and \$58 in Year 2). This is not included in the budget.
- *Community Partner In-Kind Funding-* Crossroads Education received grant funding through the Gates Foundation in Fall 2018. This company chose IAE as 1 of 3 schools for which they will provide a full-time Learning Commons Director to provide instructional support K-6. This in-kind funding spans January 2019 through June 2020 and is worth approximately \$130K. Edna Martin Christian Center received grant funding for their 21st Century Learning Center spanning IAE's Year 0 through Year 4. The Community Center will provide in-kind funding of \$80,000 per year for before- and after-care for our IAE students. Neither Crossroads Education nor Edna Martin Christian Center supports are included in our budgets.
- *Future awards-* Although no additional grant funding is included in our 5-year budget, we do plan to apply for additional federal, state, and private grants and continue our momentum with school initiatives. All initiatives are developed with outcomes intended to increase students' academic growth and proficiency.

***Expenses increase each year based on increased enrollment projections:***

- *Textbooks-* IAE made many low budget projections for this section in Year 0, 1 and 2 because we made several purchases with our original PCSP and school implementation grants. We currently have a surplus of Core Knowledge and Envision textbooks for many grades that will be used through Year 2.
- *Instructional Supplies-* Classroom supplies such as workbooks, manipulatives, and all supplies used in classrooms.



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- *Technology Supporting Instruction-* Internet access, copier rental, and equipment expenses.
- *Student Assessment-* Nothing is budgeted in this area because our MAP:NWEA funds are budgeted in the Instructional Software category.
- *Computers Used for Instruction-* IAE has been 1:1 in grades 1-6 and has not had to purchase computers since the founding year. Additional Chromebooks and tablets will be purchased to help support our growing enrollment and provide computers for kindergarten. Microsoft Office will be purchased again in Year 1 for administrative computers only.
- *Instructional Software-* Software licenses for instructional software such as Compass Learning, IXL.com, SpellingCity.com, Headsprout, and FasttMath, as well as Blackbaud Accounting Software, MAP: NWEA assessments, our Student Information System Powerschool,
- *Enrichment Programs-* Funding for field trips
- *Administrative Dues-* Indiana State Charter Network, National Quality Education, our school elevator permit, and purchasing clubs such as Teacher's Treasures, Amazon, and Sam's Club. Many other professional fees for conferences are covered by grant funding.
- *Professional Development-* This is typically budgeted low and most funding for conferences, travel, and guest speakers comes from grants.
- *Legal Services-* No legal issues are anticipated, the \$10K budget allocation is a precaution. Sometimes IAE uses support of counsel to consult on affairs such as student issues, employee contracts, and terminations.
- *Printing, Publishing, Duplicating Services-* All printing and marketing is in this line item.
- *Other Professional;/Technical Services-* Staff recruitment and contracted services.
- *Insurance-* Property insurance for our lease increased via a new addition to our policy
- *Special Education Administration-* Occupational Therapy and Speech services
- *Contracted Transportation-* Miller Transportation began providing before and after-school bus service to our students in Year 0.
- *Rent of Buildings, Facilities, and Equipment-* Much of our rent was deferred by our landlord the first 2 years of our charter due to low enrollment. By the end of Year 0 we will be caught up with deferred payments and rent should remain steady Years 1-5.
- *Repair and Maintenance-* Large items include HVAC repairs, plumbing, grounds/snow maintenance
- *Waste Disposal-* Increased enrollment causes a need for additional dumpster service.
- *Other-* This includes authorizer fees for Year 0, as well as our white school bus repair and maintenance, gas, and school security for Years 0-5.
- *ICSB Administrative Fee-* As described in "Other" above, this line item is new Year 1. It is calculated at .05% of the basic grant.



**ICSB Charter School Renewal Application**  
**Indianapolis Academy of Excellence- Budget Narrative**  
December 31, 2018

Contact: Tara Gustin, IAE School Director  
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Address: 1145 E. 22nd Street, Indianapolis, IN 46202  
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Exhibit C

**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 ICSB and IDOE. 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 *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015* ("ESSA"), 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 ICSB, 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 ICSB may revoke the charter if ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

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.

Tara Gustin

Name



Signature

12/17/18

Date