

## PROPOSAL NARRATIVE

Please respond to the following questions, limiting your narrative response to all proposal sections to 55 pages total, excluding attachments. \*Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 60 pages total).

## EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the targeted community(ies) and your community engagement to date; the school design being proposed for replication; the replication or network growth plan; and the applicant's performance record and organizational capacity to execute the plan successfully. In five (5) pages or less, provide an Executive Summary that includes the following elements:

**Mission and Vision for Growth in Indiana.** State the mission and vision of the proposed schools and network as a whole. Provide an overview of the organization's strategic vision and five-year growth plan for developing schools in Indiana, including: years of opening; number and types of schools (grade levels); and projected number of students. Identify and briefly describe the targeted community(ies).

The proposed school ("Success Academy of South Bend" – "SASB") will be operated as part of a network including the applicant's existing Career Academy of South Bend ("CASB"), which currently offers grades 5-12 and is to be divided into a middle school (grades 5-8) and high school (grades 9-12). The network ("Career Academy Network" – "CAN") has detailed the mission and vision of the Career Academy in its change-of-authorizer application submitted February 26, 2015 (the "Prior Application"). With the current proposal to add a primary (K-4) school, the proposed SASB, the applicant believes that children in the greater South Bend area can be better served, and the mission of the existing Career Academy can be more successful, by offering the opportunity for strong preparation at the elementary school level. As stated in the Prior Application, students arriving at the Career Academy typically are at reading and math proficiency levels two or three years behind national norms for their grade level, reflecting conditions in the South Bend Community School Corporation schools.<sup>1</sup> Students who need remedial services to meet Indiana Core-40 graduation requirements do not have the scheduling freedom and flexibility to take CASB's innovative electives (e.g., welding, MicroSoft IT courses) or take internship positions offered by the Career Academy. A strong elementary-school preparation will benefit younger students wherever they go, and for those who go to the Career Academy, will position them to benefit from CASB's career-oriented program.

It is not anticipated at this point that the Career Academy Network will be expanded to include additional schools other than SASB.

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<sup>1</sup> In 2010, SBCSC ranked 288 of the 292 Indiana school systems in the percentage of students passing the English and math ISTEP tests: only Hammond, Gary, Indianapolis and East Chicago were lower. Indianapolis Star, 7/12/2011, [http://www.indystar.com/article/20110713/NEWS04/107130324/ISTEP-Improvement-not-much?odyssey=mod\\_sectionstories](http://www.indystar.com/article/20110713/NEWS04/107130324/ISTEP-Improvement-not-much?odyssey=mod_sectionstories).

**Educational Need.** Describe the educational needs and challenges of each community targeted and your rationale for choosing the community.

While there are a number of high-performing primary and intermediate<sup>2</sup> schools in the South Bend Community School Corporation, many SBCSC schools (ten of 18 primary schools and five of nine intermediate centers) have experienced difficulty as reflected by current “accountability” scores of “D” or “F” (see Appendix 1, following page). The relatively high-poverty neighborhoods on the west side of South Bend, where SASB will be located, have the greatest difficulty. Part of the rationale for the Career Academy’s decision to operate in South Bend was that the school’s founders, Larry Garatoni and Steve Hartz, were life-long residents of South Bend/Mishawaka and wanted to help their community. Within St. Joseph County, it is widely felt that the greatest area of need is on South Bend’s west side.

**Target Population.** Explain how the decision to serve the targeted population, including the grade levels you have chosen, would meet community needs.

This question is answered above.

**Community Engagement.** Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed schools. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.

A summary of existing CAN relationships with community organizations and plans for ties with the new school is attached as Appendix 2.

**Education Plan/School Design.** Provide an overview of the education program proposed for replication, including key innovations and non-negotiable elements of the school model. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

As described in the Prior Application, CAN’s educational program utilizes project-based learning,<sup>3</sup> which is more engaging and successful for students turned off by traditional academic/abstract teaching.<sup>4</sup>

**Network Governance and Leadership.** Provide an overview of the proposed network governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school replication plan over the long term.

SASB will be governed by the same board that governs the Career Academy and will be supervised by CASB’s superintendent, Paul Schlottman. The principal of SASB will be Dean Fecher, whose record of success in the Mishawaka school system is described below.

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<sup>2</sup> SBCSC operates 18 primary (K-4) schools and nine intermediate (grade 5-8) schools. In this application, “primary” refers to a K-4 school and “elementary” to a K-6 school.

<sup>3</sup> See *Pathways To Prosperity: Meeting The Challenge Of Preparing Young Americans For the 21st Century*, Pathways To Prosperity Project, Harvard Graduate School of Education, February 2011, available online at [http://www.gse.harvard.edu/sites/default/files/documents/Pathways\\_to\\_Prosperty\\_Feb2011-1.pdf](http://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperty_Feb2011-1.pdf).

<sup>4</sup> See *Pathways*, p. 27, describing Project Lead The Way, a project-based educational approach used by the Career Academy (described at <http://www.pltw.org/>).

Appendix 1: South Bend Community Schools Accountability Data (per IDOE Compass website)

<b>High Schools (9-12)</b>	2009-10	2010-11	2011-12	2012-13	2013-14
Adams	Probation F	C	C	C	C
Clay	Probation F	C	C	C	C
Riley	Probation F	C	C	C	C
Washington	Probation F	D	D	D	D
Rise-Up	Not available				
<b>Intermediate Centers (5-8)</b>					
Brown	Progress C	Progress C	D	C	F
Dickinson	Probation F	Probation F	A	B	D
Edison	Progress C	Progress C	C	D	D
Greene	Progress C	Probation F	D	F	C
Jackson	Progress C	Progress C	F	B	C
Jefferson	Watch D	Progress D	B	C	A
LaSalle	Exemplary A	A	A	A	A
Marshall	Progress C	D	D	F	D
Navarre	Progress C	Probation F	D	F	F
<b>Primary Centers (K-4)</b>					
Coquillard	Progress C	C	C	D	D
Darden	Progress C	C	D	A	A
Hamilton	Commendable B	A	A	A	A
Harrison	Probation F	Progress C	F	D	F
Hay	Progress	C	D	C	D
Kennedy	Exemplary A	A	A	A	A
Lincoln	Progress C	C	D	C	C
Madison	Probation F	Progress C	F	F	F
Marquette	Progress C	C	C	D	D
McKinley	Progress C	C	C	D	C
Monroe	Progress C	Progress C	F	D	F
Muessel	Progress C	F	F	C	D
Nuner	Progress C	D	D	F	D
Perley	Progress C	A	F	D	D
Swanson	Watch D	C	D	A	C
Tarkington	Commendable B	A	A	A	A
Warren	Progress C	C	F	A	C
Wilson	Progress C	C	D	B	F

Exemplary Progress = A  
 Commendable Progress = B  
 Academic Progress = C  
 Academic Watch = D  
 Probation = F

## Appendix 2: Community Engagement

Two staff CAN positions (Director of Development Chad Addie and Community Outreach Coordinator Susan Waltherhouse) focus on community engagement. Current and emerging community partnerships include:

1. Michiana Boys & Girls Clubs- CAN is working with MBGC to provide before and after school services at SASB.
2. LaSalle Square Library Branch- One of the libraries of the St. Joseph Public Library system is adjacent to SASB. CAN & the library branch management have met to lay out initial plans for partnering year round (during school year & summer programming).
3. Five Star Life- This regional youth character development organization features staff development for schools, school-wide character curriculum, and after-school programming for grades 6-8. Seth Maust, co-founder, met with Chad Addie to establish CAN as a pilot school for new and existing programs in the South Bend area. See [www.fivestarlif.org](http://www.fivestarlif.org).
4. Church Network Support- CAN hosts Challenge Day (<http://www.challengeday.org/>) events and similar mentoring opportunities that has opened a strong network of supporters through the faith community.
5. S.O.S. Network- Summer of Service is a local youth organization comprised of close to 50 youth ministries that partner to train youth and support community service projects throughout Michiana. Founder Mark Gardner, a middle school math teacher at Career Academy, indicates that approximately 700 area youths, including 40 from CAN, will participate. A new location to be centered on the LaSalle Square area (adjacent to SASB) has been added to the 2015 campaign. The surrounding community will enjoy food giveaways, free car washes, and a neighborhood kids' event, <http://summerofservice.net/>.
6. LWW Community Clean Up- Founder Consuella Hopkins leads teams of community members in community clean up events on South Bend's "west side corridor" - see [https://www.youtube.com/watch?feature=player\\_detailpage&v=pfGr\\_CHQ3Ek](https://www.youtube.com/watch?feature=player_detailpage&v=pfGr_CHQ3Ek). CAN is a proud community partner; CAN students will join in this year's clean up.
7. La Casa De Amistad- The primary support organization for the Latino community, La Casa de Amistad, and leader Sam Centellas is partnering with CAN to provide increasing positive educational options for Latino students in both primary and secondary school contexts. See <http://www.lacasadeamistad.org/>
8. Camp Ray Bird- South Bend has a long-standing relationship with this west side summer camp that specifically offers summer experiential learning for students from throughout Michiana. CAN partners with and utilizes facilities during the school year for team building and individual experiential learning. Key contact for CRB is Director David Mui, see <http://www.raybird.org/>.
9. Beacon Resource Center- The former Beacon Bowl is being rejuvenated into a community center with the mission to transform South Bend's west side. Founder Keith Walatka is a supporter and ally in the emerging neighborhood mission of educational and community change as shared by CAN. The Beacon Resource Center is located near the new Success Academy and is partnered in multiple programmatic efforts relative to CAN students, see <http://thebeacon.cc/about/the-story/>.

10. Michiana Youth Ministries- The MYM team has been supportive of mentoring opportunities with CAN and plans to continue. Founder Terry McBride and CAN plan to expand partnership as MYM will use CAN facilities to host weekend events beginning in the Fall of 2016. MYM represent hundreds of civic-minded 9<sup>th</sup> – 12<sup>th</sup> grade students in Michiana. See <http://michianayouth.org/>.
11. Goodwill Industries- A warm organizational relationship has been forged with local Goodwill programs. Specifically, utilizing shared space or programmatic partnering is being explored as Goodwill opens its “second chance high school” option in South Bend, known as the Excel Center (targeting students 18 and older looking to complete a high school diploma and receive specific career-oriented certifications). <http://excelatgoodwill.org/>
12. Unity Gardens- Located adjacent to the new Success Academy, the Unity Gardens is a collaborative network of community gardens originated to increase the availability, awareness, and accessibility of healthy, locally grown food through community-inclusive partnerships. SASB students will participate. <http://www.theunitygardens.org/>
13. Beacon Health Systems/South Bend Memorial Regional Hospital- CAN has been meeting with Memorial to establish more advanced certifications and support programs for students preparing to engage in community health careers. A representative from Memorial Hospital serves on the CAN Board.
14. HealthWorks! Kids Museum- Director Rebecca Zackowski and CAN have been pursuing specific plans for integrating CAN students with HealthWorks! Kids Museum outreach and programming. See <http://www.healthworkskids.org/healthworks/splash.cfm>.
15. American Red Cross- Student-initiated blood drives and health fairs are components of Career Academy’s biomedical learning community. A large, community-wide health fair & blood drive is planned for Thursday, May 28<sup>th</sup>.
16. Project Lead The Way/CPEG Initiative- CAN has been supportive and instrumental in the initiation of a pilot program for the national PLTW organization to provide STEM resourced education to schools in the St. Joseph area seeking to add advanced STEM education, see <http://www.insideindianabusiness.com/newsitem.asp?ID=63953>. [CPEG, the Corporate Partnership for Economic Growth, <http://www.cpeg.org/>, is a coalition of regional business leaders who seek to develop and leverage regional assets that spur long-term economic growth and prosperity of Northern Indiana.]
17. Indiana Fallen Heroes- CAN is the supporting organization behind an initiative to honor the 200 plus soldiers who have fallen in combat since the USS Cole attack. Large placards with pictures and bios are used in community events to honor and promote awareness of veterans who have recently paid the ultimate sacrifice.

**SECTION I: EVIDENCE OF CAPACITY**

**Founding Group**

**Founding Group Membership**

1. Identify the key members of the Founding Group for the proposed school(s). Identify *only* individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for any school or for the network as a whole. These may include network leadership, proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school or network development or operations.

The current members of the board of directors of Career Academy of South Bend, Inc., are:

Lawrence Garatoni President/Treasurer Finance Committee	Retired businessman/philanthropist. <sup>5</sup> Expertise in business, finance, and management.
Tracy Graham Finance Committee	Founder of multiple successful software businesses. Notre Dame graduate, active in many non-profit organizations. Served on transition team for South Bend mayor Pete Buttigieg. <sup>6</sup>
Vivian Sallie Secretary	Expertise in governance of non-profit organizations, marketing and community relations.
Jinny Longbrake	H.R. Director of Beacon Health System. Expertise in health careers. Serves as Chair of the Indiana Workforce Board Association and Northern Indiana Workforce Board. <sup>7</sup>
Larry Davis	President/Owner of Daman Products <a href="http://www.daman.com/">http://www.daman.com/</a> Expertise in advanced manufacturing, extensive experience in support of educational organizations. Indiana's Small Business Person of the Year 2005. Recipient of the South Bend Alumni Association's 2011 Corporate Contribution to Education Award
Suzanne Wiwi	Principal of St. Joseph Grade School, South Bend, which was named a 2011 National Blue Ribbon School <sup>8</sup> by the U.S. Department of Education. Expertise in education.
Thomas Coley, Ph.D.	Chancellor of Ivy Tech Community College, Northwest and North Central Regions. Expertise in education.

A key participant in development of the Success Academy elementary school will be Paul Schlottman, who as Superintendent will oversee the elementary school as well as the middle school and high school.

<sup>5</sup> See <http://www.uwsjc.org/news-and-events/e-news/388-philanthropist-of-the-year-winners-judy-a-larry-garatoni.html>.

<sup>6</sup> See <http://www.freshstartsouthbend.com/transition-team/tracy-graham>.

<sup>7</sup> See <http://www.gotoworkone.com/home/index.asp?page=135> – responsible for the training, educational attainment, workplace readiness, and soft skills of Northern Indiana's workforce.

<sup>8</sup> See <http://www2.ed.gov/programs/nclbbrs/index.html>.

Explain the Founding Group's collective qualifications for establishing high-quality schools in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

- School leadership, administration and governance
- Curriculum, instruction and assessment
- Financial, business and school operations management
- Performance management
- Parent and community engagement
- Facilities management

Mr. Garatoni, Mr. Graham, and Mr. Davis have been successful entrepreneurs. Much of Mr. Garatoni's business career involved real estate and construction; he worked extensively with architects from Panzica Building Group on the Career Academy's award-winning design<sup>9</sup> which will be replicated for SASB. Ms. Wiwi, Dr. Coley and Mr. Schlottman are experienced and successful educational leaders. Ms. Longbrake has expertise in career training. Ms. Sallie is an expert in marketing and has extensive experience with both organizations and markets in greater South Bend. The school where Mr. Schlottman served as principal before coming to CASB improved academically during his tenure.<sup>10</sup>

Provide, as Attachment 1, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the first school proposed in this application. **NOTE: There is no page limit for this attachment.**

Resumes are attached.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

As indicated above and at note 9, CAN is utilizing the same architectural and construction management firm, Panzica Building Corporation for SASB as for CASB.

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school replication plan.

The Founding Group first came together in 2010 when Larry Garatoni and Steve Hartz joined to create Career Academy of South Bend, Inc., to operate CASB. After the high school had operated for several years, CASB's board was advised by Mr. Schlottman, who became CASB's principal in January of 2014, that the mission of CASB would be better served if students were academically stronger before reaching high school. This led initially to CASB's decision to expand to include grade 5 and grade 6 as of the beginning of the 2014-15 school year, but Mr. Schlottman advised and the board agreed that a strong foundation is best achieved by beginning as early as possible, i.e., by offering a full K-12 program. Many parents of CASB students had expressed a strong desire that a similar school be available for their younger children. When the site was found, the board decided to proceed immediately.

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<sup>9</sup> CASB's design was recognized in 2012 by the American Society of Interior Designers with a Design Excellence Award for "Best Educational Facility" ("Career Academy South Bend Recognized for Architecture Innovation" – see <http://www.panzica.net/career-academy-south-bend-recognized-for-architecture-innovation/>).

<sup>10</sup> As shown by the IDOE Compass website, the percentage of students passing both the math and English ISTEP tests at Boone Grove Middle School increased from 67.7% in Mr. Schlottman's first year (2006-2007) to 79.5% in his last year (2012-13).

### School Leader and Leadership Team

1. For the first proposed school described in this application, identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as **Attachment 2**, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader. **NOTE: There is no page limit for this attachment.**

The principal of SASB will be Dean Fecher, an experienced and respected principal in the School City of Mishawaka (SCM) system.

When Mr. Fecher started his administrative career at Liberty Elementary in the winter of 2009, he entered a building midyear that was in its second year of probation for not meeting AYP. In the 2008-2009 school year, Liberty School had a poverty rate (students qualifying for free or reduced lunch) of 63.8%. By end of the 2009 -2010 school year (1 ½ years later), Liberty was an Indiana Four Star School - the only Indiana Four Star School with a free and reduced percentage greater than 65%. As reported at IDOE-COMPASS, the percentage of students at Liberty passing both the math and English ISTEP tests went from 67.1% before Mr. Fecher's arrival to 86.1% in 2012-13, while the percentage of students qualifying for free and reduced lunch increased from 63.8% to 72.1% (with enrollment increasing from 398 in 2010-11 to 473 in 2012-13).

When Mr. Fecher took over as principal of Beiger Elementary in 2012/2013, the school had received a "C" rating. Under Dean's leadership, Beiger improved to a "B" school in 2012-13 and 2013-14. The following year Beiger Elementary was honored as 2014-2016 National PTA School of Excellence, one of two schools in the state of Indiana to receive this distinction.<sup>11</sup> As reported by IDOE-COMPASS, the percentage of students passing both the math and English ISTEP tests at Beiger Elementary increased from 65.9% before his arrival to 75.8% in 2012-13, while the percentage of students qualifying for free and reduced lunch increased from 62.6% to 71% and enrollment increased from 465 to 549.

In addition to his proven success as a school principal working with high-poverty students in the South Bend/Mishawaka area, Mr. Fecher was a teacher and coach in Mishawaka beginning in 1992, as detailed in his resume (Attachment 2).

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

Mr. Schlottman and Mr. Fecher will lead the development of the school. Mr. Schlottman is a salaried employee of CASB. Mr. Fecher is working part-time (on a stipend basis) for CAN while continuing as principal at Beiger until the end of the 2014-15 school year (6/30/2015). He will become a full-time employee of CAN as of 7/1/2015.

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<sup>11</sup> See [http://www.pta.org/files/statereflectionslibrary/SOE/2014-2016%20National%20PTA%20Schools%20of%20Excellence%20List%20for%20web\\_1409857959904\\_2.pdf](http://www.pta.org/files/statereflectionslibrary/SOE/2014-2016%20National%20PTA%20Schools%20of%20Excellence%20List%20for%20web_1409857959904_2.pdf)

3. Describe the responsibilities and qualifications of the first proposed school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. **NOTE: There is no page limit for this attachment.**

In addition to Mr. Schlottman and Mr. Fecher, the administrative team for SASB will include:

- Michael Poynter, Athletic Director
  - Chad Addie, Director of Development (shared with CASB)
  - Rachell Davis, Special Education Director (shared with CASB)
  - Sarah Fine, Director of Student Service (shared with CASB)
  - Roger Johnson, IT Director (shared with CASB)
  - Tamara Collins, H.R. Director (shared with CASB)
  - Assistant Principal – Scott Braun.
  - Evan Henry, Facilities Manager (shared with CASB)
  - Sharon Roeske, Data Coordinator
- See resumes at Attachment 3.

## Governance

### Legal Status and Governing Documents

For the entity proposing to hold the charter(s), provide the following governance documents as **Attachment 4**:

- 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);
  - Copy of the Articles of Incorporation; and
  - Copy of Board Bylaws.
- NOTE: Applies only to non-profit corporations based outside of Indiana:** Evidence that the proposed charter holder is registered to do business in Indiana.

See Attachment 4.

As **Attachment 5**, provide one (1) complete and signed Statement of Assurances form.

See Attachment 5.

### Governing Board

1. **Governance Structure and Composition.** Describe the governance structure. Will the new school(s) have an independent governing board, or will there be a single network-level board governing multiple schools? Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In **Attachment 6**, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder. **NOTE: Please use the provided form included in this RFP. If a Board member's resume has already been included in Attachment 1, a duplicate resume should NOT be included in Attachment 6.**

SASB will be governed by the same board as CASB, as described above. The board currently has seven members but the corporation's articles allow a larger or smaller board and the founders are considering increasing the size of the board. See Attachment 6 for the Board Member Information Sheet signed by each board member.

2. **Pre-Existing Nonprofit Organization.** If this application is being submitted by an existing nonprofit organization or institution *other than* a charter school governing board, describe what steps the existing board

will take to transform its board membership, mission and bylaws to support the charter school expansion/replication, and to comply with Indiana's Public Access Laws, including the Open Door Law.

Not applicable.

3. **Governing Entity's Responsibilities.** Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of all Indiana charter schools in the network's portfolio.

The board will continue to meet on a near-monthly basis. Mr. Fecher will report to Mr. Schlottman; both will attend board meetings and keep the board informed of school operations. With a small network of three schools comprising a K-12 system, the board will have sufficient time to be receive the necessary information for making policy decisions.

4. **Procedures.** How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.

The board has met on a monthly basis, with some exceptions when no action was required, since first convening in February, 2011. The board has previously operated with an executive committee, finance committee, and marketing committee. The board will continue to comply with Indiana's public access laws by notifying any requesting news organization (to-date, the South Bend Tribune) in advance of meetings, posting notice of meetings on the entrance to the school, holding meetings in public, and making copies of minutes and other non-privileged documents available upon request.

5. **Ethics and Conflicts of Interest.** Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 7, the board's Code of Ethics and Conflict of Interest policy. **NOTE: There is no page limit for this attachment.**

The board's conflicts of interest policy is stated in Article V of its bylaws (included in Attachment 4) and is attached as Attachment 7.

6. **Advisory Bodies.** Describe any network- or school-level advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

No advisory bodies or councils will be formed.

7. **Grievance Process.** Explain the process that schools will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

A parent or student who is dissatisfied with an action by a teacher may appeal to the principal, and if dissatisfied with the decision of the principal, may appeal to the superintendent. While board meetings are public and anyone has the right to attend, CAN has not established a policy of allowing appeal to the board if dissatisfied with a decision of the superintendent, or a right to debate with the board about a board decision. Copies of board meeting minutes will be available to parents free of charge via the school's website.

**IMPORTANT NOTE:** If a charter is awarded by Education One, L.L.C., each Board member of the governing body (i.e., the legal entity that has been awarded the charter) is required to undergo an expanded background check prior to execution of the charter agreement.

## School Management Contracts

If the applicant does not intend to contract with an Education Service Provider (ESP), mark "Not Applicable" and skip to next section.

Not applicable. No Attachment 8.

## Network Vision, Growth Plan & Capacity

Provide the following information about the organization's growth plan and capacity to carry out that plan with quality and integrity.

1. Provide, as Attachment 9, the organization's 5-year business plan addressing the plan for network expansion in Indiana (and in other states, if applicable). If no business plan has been developed, please answer the remaining questions in this section. **NOTE: Experienced CMOs and ESPs are required to submit business plans containing all components of a traditional business plan. There is no page limit for this attachment.**

CAN does not have a five-year expansion plan.

2. If not clearly described in Attachment 9, or if no business plan exists, describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include: number and types of schools; planned opening years; all currently targeted geographies and criteria for selecting them; projected numbers of students; and measurable impact on student achievement.

CAN does not have plans for additional schools other than SASB.

3. If not clearly described in Attachment 9, or if no business plan exists, summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed. If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Indiana.

CAN's capability for capital expenditures and any other necessary funding beyond state tuition support is from the support of the Garatoni-Smith Family Foundation. CAN's capacity to make SASB an excellent school is through the proven leadership of Mr. Fecher and Mr. Schlottman.

4. If not clearly described in Attachment 9, or if no business plan exists, provide evidence of organizational capacity to open and operate schools successfully in accordance with the growth plan. Explain results of past replication efforts and lessons learned, including how you have addressed replication challenges in other markets.

This question is inapplicable since CAN does not have a growth plan for multiple schools and this application is not based on replicating an existing school. The Prior Application describes CAN's experience with its prior school.

5. If not clearly described in Attachment 9, or if no business plan exists, describe the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana. How will the organization meet these challenges and mitigate risks?

The risk/challenge of attracting students will be addressed by a thorough marketing effort similar to what was done in 2014 leading to the substantial growth in CASB's enrollment as of the beginning of the 2014-15 school year. As there are already almost 200 students signed up for SASB before the beginning of the media marketing campaign and the summer season when most moves are made, the marketing risk is considered manageable. The risk/challenge of achieving academic progress will be addressed by Mr. Fecher, who has demonstrated the ability to lead students to academic progress in the two schools where he previously served as principal.

## Network Management

1. Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services? *(In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter application.)*

CAN will provide SASB with administrative services including Human Resources management (including a 401k plan, available to all full-time employees including licensed personnel enrolled in the Indiana Teacher Retirement Fund), Special Education administration, marketing, budgeting/bookkeeping/accounts payable management, community outreach, and legal representation.

Costs for salaried personnel (such as H.R. Director and Special Education Director) will be allocated between CASB (high school and middle school) and SASB. There is no charge for legal representation (provided free of charge through Mr. Garatoni).

Service goals will be measured by personnel evaluations of the individuals responsible for each service, relying on visible metrics, e.g., enrollment levels as a measure for marketing, donation levels as a measure for development, and completion of appropriate IEPs as a measure for Special Education Services.

The governing board will receive ongoing operations reports from the principals of each school including SASB. The principals of each school will meet on an ongoing basis with Mr. Schlottman, who as Superintendent is responsible for supervising all aspects of school management and working with the board and school principals to make policy decisions to guide school operations.

2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals	Oversight	Primary authority
Curriculum	Oversight	Primary authority
Professional Development	Oversight	Primary authority
Data Management and Interim Student Assessments	Oversight	Primary authority

Function	Network/ Management Organization Decision-Making	School Decision-Making
Grade Level Promotion Criteria	Oversight	Primary authority
Culture	Oversight	Primary authority
Budgeting, Finance, and Accounting	Primary authority	
Student Recruitment	Primary authority	
School Staff Recruitment and Hiring	Oversight	Primary authority
HR Services (payroll, benefits, etc.)	Primary authority	
Development	Primary authority	
Community Relations	Oversight	Primary authority
Information Technology	Primary authority	
Facilities Management	Oversight	Primary authority
Vendor Management / Procurement	Primary authority	
Other operational functions, if any Legal compliance and contractual relationships	Primary authority	

3. Provide, as **Attachment 10**, the following organizational charts:
- Network as a whole, aligned with the 5-Year Business Plan
  - School-level organizational chart for School 1 in Year 1, and also at Full Capacity

**NOTE: Limit attachment to five (5) pages.**

The network and school-level organizational charts should clearly delineate the roles and responsibilities of the governing board, staff, and any Education Service Providers that will manage the school(s).  
See Attachment 10.

## SECTION II: SCHOOL DESIGN

For this section, describe the design and plan for each school for which you are applying. If you are applying for multiple schools designed around the same model, simply state so.

### Education Plan

#### Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Common Core Standards. More information about Indiana's adoption of the Common Core Standards and the implementation timeline can be found at <http://www.doe.in.gov/achievement/curriculum/resources-implementing-indianas-common-core-standards>.

Since Indiana no longer utilizes the Common Core Standards, SASB's instructional design will be based on the new Indiana standards, see <http://www.doe.in.gov/standards>.

The description of the instructional design should include, at a minimum, the following items:

- the basic learning environment (e.g., classroom-based, independent study, virtual)

#### **Instruction will be classroom-based**

- class size and structure,

#### **Classes will be small: limit of 20/class for K-2 and 23/class for grades 3-6**

- an overview of the curriculum,
- the use of technology in delivering instruction (if applicable),
- plans for ensuring the school is staffed with highly effective teachers, and
- evidence-based support.

The conceptual basis for SASB's instruction is described below. Success Academy will offer learners a quality primary education to prepare for a successful high school experience and the subsequent options of fulfilling employment and/or admission to an institution of higher education. This promise is made with the understanding that education is a shared responsibility of the public schools, the parents, the community and the individual learners. Success Academy values the energy, dedication and success of all schools while recognizing that a charter school offers an opportunity to use unconventional means not currently available in all public school settings, e.g., the Project Lead The Way "Launch" program for elementary schools, <https://www.pltw.org/our-programs/pltw-launch>.

The critical first step to academic progress is to develop the habits and attitudes conducive for learning. SASB believes that learning occurs when...

- learners construct meaning
- learners see connections between what they learn and the real world
- learners are actively engaged in purposeful tasks
- activities are integrated and meaningful

- learners work individually and as members of a group. Learners work side-by-side with community members to develop solutions and opinions to issues that can be presented to local policy makers
- learners are expected and encouraged to learn
- learners internalize that what they learn and do in school makes a positive change in the community
- learners are supported with coaches, mentors and advocates
- all learners have advanced learning opportunities
- all essential curriculum are determined by outcomes and the Indiana State standards, and are assessed through formative and summative performance activities

### **Rationale for SASB’s Program Design Elements**

***Small class size:*** Success Academy will maintain small class sizes (20/class for K-2 and 23/class for grades 3-4) as a way to ensure that learners get more individual attention. Research has shown this has a positive impact on educational outcomes.

***Small school to develop sense of community:*** According to the results from the National Longitudinal Study of Adolescent Health, students who attend small schools with small class sizes tend to feel better connected to their educators and one another and are less likely to engage in risky behavior such as drug use, violence or early sexual activity.

#### ***Parent/Family Participation:***

SASB believes that education is strengthened by a partnership of families, educators and administrators. Having value placed on education by the entire community strengthens the learner’s motivation to excel. The active participation of parents in the classroom allows for more individual attention and educational support. As a result of these beliefs, all Success Academy families are strongly encouraged to participate in volunteer activities for the school. Their participation is a crucial component for the success of the school.

### **Pedagogical Strategies**

The design of SASB’s curriculum is based on the theory that individuals learn best when they learn from their own personal experience. This is best described as the Constructivist Approach to learning. In addition, there is a belief that each individual’s approach to learning can be described by the concept of Multiple Intelligences, i.e. (linguistic, mathematical, intrapersonal, interpersonal, bodily-kinesthetic, spatial, naturalistic and musical). This suggests that individuals learn more easily when they have the opportunity to use the “Intelligence(s)” or learning approach(es) they prefer. Pedagogical strategies that are used at the school include: project based learning, integrated thematic curriculum units, authentic experience, inquiry-based instruction, integrated arts, personalized learning projects, enrichment sessions, and community service.

#### **Project based learning:**

Each thematic unit at the Success Academy ends with a final project created by either an individual or learner group. These projects are designed to provide the opportunity to apply

learning to complex problems as well as to develop products that utilize written and oral expression, technology, the arts, math, language arts, social science and science. It requires the learners to learn how to undertake extended research, analyze the information and synthesize the information into a presentation. It provides the learners an opportunity for self-directed in-depth learning and allows them the experience of being an educator through their presentations. Finally, it provides an opportunity for the learners to practice time management in accomplishing the multiple facets of the task. These same skills will be needed for success in high school, college, and the world beyond.

***Integrated Thematic curriculum units:*** To facilitate learning across subject areas, educators in core subject areas collaborate to integrate classes around the unifying thematic unit when designing classes. Educators will be provided one hour of collaboration during each school day with additional opportunities to collaborate both before and after the student school day.

***Integrated arts:*** Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Learners are provided a similar opportunity to incorporate the arts into their final projects.

***Authentic Experience:*** As the learners mature, the school provides them with “real world” opportunities to gain authentic experiences. One example of this is the learner’s participation in the school’s mandatory community service program described below.

***Inquiry-based instruction:*** Some learners learn best when they are posed with a series of questions. They then must work alone, in groups, or with an educator in working through the questions to find the answer. This process allows the student to approach the question using his/her preferred “intelligence(s)”. This approach also supports the school’s philosophy of not “teaching towards tests”. SASB would rather educate learners so they have the skills and knowledge base to solve their own problems when they become adults.

***Community Service:*** Community service is a vital and distinctive element of the Charter curriculum. The community service requirement is designed to instill a sense of individual responsibility, social responsibility and civic responsibility. It enables learners to use newly found knowledge to solve community problems. Students, together with SASB staff and based on interaction with community and government leaders, will determine specifics of the program.

***Enrichment:*** All students are given the opportunity to choose non-core curriculum courses called enrichment sessions. Enrichment sessions are taught by family and community volunteers. Enrichment topics include but are not limited to sewing, auto mechanics, community service, biking, cooking, electronics, robotics, computer graphics, science and visual and performing arts. These opportunities allow learners to expand the breadth of their education and perhaps identify a new passion to pursue.

## Curriculum

The curriculum of Success Academy is comprised of a variety of learning areas including language arts, science, environmental studies, social studies, mathematics, foreign language, health/physical education, and technology.

***Language Arts:*** The language arts goals are to develop learners who are effective communicators, who love literature, and who are lifelong readers and writers. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes a personal journal and creative and expository writing. Communication areas of focus include speaking, writing and presentation skills using modern technological tools.

***Mathematics:*** The mathematics curriculum at Success Academy strives to develop learners who are able to use their math skills effectively and efficiently in real life settings. Success Academy's math curriculum is driven by essential learnings that have been taken from the Indiana State Standards and the National Council of Teacher and Mathematics standards.

***Science:*** Success Academy's science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. While the specific disciplines are the same as presented in the Indiana State Science framework, the school curriculum differs in several areas. This approach involves experimentation, field trips and visits from guest scientists and local experts. Major concepts are re-emphasized as appropriate and relevant to the interrelationship of disciplines.

***Social Studies:*** This curriculum develops learners who understand that history and social science are about real people, in real places, solving problems relevant to the learners' own lives. Students understand the interrelationships between the peoples of the world and study the past as a background and a prelude to the present.

***Foreign Language:*** Study of a foreign language is an integral aspect of the Success Academy curriculum. All students will study Spanish for three thirty-minute sessions per week. The school will use local linguistic and cultural diversity to further the learners' development.

***Health and PE:*** Success Academy will provide an atmosphere that encourages all learners to enjoy physical activity and to incorporate it into their everyday lives. This program emphasizes "lifetime" or "individual" activities as well as "cooperative" sports to perpetuate the concept of lifelong activity.

***Technology:*** The Success Academy's technology program will include learning tools such as computers, interactive video equipment, audio-visual aids, scientific equipment and networks linked to local and nationwide resources. These tools help students guide their own education. They support a child's natural way of learning both through individual and group discovery as well as seeking solutions to real life challenges.

**Social Emotional Learning (SEL):** The SEL program at Success Academy is designed to teach to the whole child. The development of the whole child is accomplished by integrating social and emotional concepts into each of the curricular areas at Success Academy. Social Emotional Learning is regarded as a community responsibility, owned by educators, learners, parents and other community members at large. Research shows Social Emotional Learning is especially important for low-income students.<sup>12</sup>

### **Responsibility**

Responsibility is a fundamental focus of the entire community at the Success Academy. Areas of responsibility that receive attention include personal responsibility, personal mastery, personal integrity and self-esteem. Below are beliefs surrounding responsibility as shared by the community as a whole.

***Personal Responsibility:*** Students must learn to accept responsibility for how they act, express ourselves, and react, and to be accountable for the consequences.

***Personal Mastery:*** We strive for personal mastery, which we define as the process of continual improvement. We continually seek to surpass our previous personal best.

***Personal Integrity:*** As individuals we seek to understand ourselves, be clear about what we believe and live those beliefs. Our words, and most importantly, our actions are congruent with our beliefs. Children will do as we do, not as we say.

***Self-Esteem:*** Our self-image and vision of our future have a major impact on how we function throughout life. We seek to acknowledge individual achievements, validate personal goals, recognize each member's uniqueness and encourage interpersonal and intra-personal skill acquisition in order to foster development of self-esteem.

### **Time Management**

Success in extended projects in college and in a career is easier if one has the skill set of time management. This skill set assists the individual in planning so that projects can reach completion within the allotted time. The Success Academy staff will begin in the earlier grades to show learners how to manage their time by giving out homework at the beginning of the week. While the assignment includes a suggested plan of completion, the learner is encouraged to draft his/her own plan for completion as desired. This personal ownership combined with continued practice facilitates the learner's time management proficiency.

### **Ensuring the school is staffed with high-quality teachers.**

CAN offers attractive salaries as a crucial part of providing an extraordinary education for students. SASB will provide extensive professional development for all teaching staff and will reward staff members who are effective teachers and who by pursuing further education become more effective.

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<sup>12</sup> "5 reasons to invest in the social and emotional development of students" (Brookings Institute, 5/5/15), [http://www.brookings.edu/blogs/brookings-now/posts/2015/05/5-reasons-to-invest-in-the-social-and-emotional-development-of-students?utm\\_campaign=Brookings+Brief&utm\\_source=hs\\_email&utm\\_medium=email&utm\\_content=17527213&hsenc](http://www.brookings.edu/blogs/brookings-now/posts/2015/05/5-reasons-to-invest-in-the-social-and-emotional-development-of-students?utm_campaign=Brookings+Brief&utm_source=hs_email&utm_medium=email&utm_content=17527213&hsenc).

There are five components to CAN's compensation plan (attached as Appendix 3):

1. As all public schools are required to do under Indiana law, CASB will conduct annual performance evaluations to rate teachers within the four legally required categories: effective, highly effective, needs improvement, and ineffective. Indiana Code 20-28-11.5-4. CASB will rate teachers on a 4.0 scale, with 2.4 qualifying as effective and 3.5 qualifying as highly effective.
2. Under Indiana law, there can be no increase in compensation for teachers rated as ineffective or needing improvement, and not more than 1/3 of the consideration for increased compensation can be based on the combination of experience and educational attainment. Indiana Code 20-28-9-1.5(b)(1) and (c). Accordingly, while the plan includes increases based in part on experience and educational attainment, there is also a requirement to achieve at least an effective rating to qualify for the annual 2.5% increase in base pay and higher ratings for educational attainment stipends.
3. The plan provides for annual stipends for educational attainment together with a corresponding rating: (i) an annual stipend of \$2,000 for a MA or MS with a performance rating of at least 2.7; (ii) an annual stipend of \$4,000 for an MA/MS plus 15 credits of approved coursework towards a doctorate with a performance rating of at least 3.0; (iii) an annual stipend of \$5,000 for an MA/MS plus 30 qualifying credits and a rating of least 3.3; (iv) an annual stipend of \$7,000 for a Ph.D with a performance rating of at least 3.6.
4. CASB will pay annual bonuses ranging from \$364 for a performance rating of 2.5, \$4,000 for a "highly effective" rating (3.5), and \$6,500 for a performance rating of 4.0.

On an as-needed basis, CASB offers additional stipends for "Master Teachers" (who both teach and coach other teachers), teachers with needed bilingual skills or multiple certifications, teachers in "hard to hire" subject areas, and teachers who act as coaches or sponsors for school activities.

### Appendix 3: Career Academy Network Pay Plan

**Base Salaries and Bonus Based On Qualifying Experience, Educational Attainment and Performance Evaluation**

Years of Experience	BA/BS with 2.5+		MA/MS with 2.7+		MA/MS/+15 with 3.0+		MA/MS+30 with 3.3+		Base + Stipend with 3.6+	Highly Effective Bonus
	Base Pay with Effective Rating	Highly Effective Bonus	Base + Stipend with 2.7+	Highly Effective	Base + Stipend with 3.0+	Highly Effective	Base + Stipend with 3.3+	Highly Effective		
0	32,000	4,000	34,000	4,000	36,000	4,000	37,000	4,000	39,000	4,000
1	32,800	4,000	34,850	4,000	36,900	4,000	37,925	4,000	39,975	4,000
2	33,620	4,000	35,721	4,000	37,823	4,000	38,873	4,000	40,974	4,000
3	34,461	4,000	36,614	4,000	38,768	4,000	39,845	4,000	41,999	4,000
4	35,322	4,000	37,530	4,000	39,737	4,000	40,841	4,000	43,049	4,000
5	36,205	4,000	38,468	4,000	40,731	4,000	41,862	4,000	44,125	4,000
6	37,110	4,000	39,430	4,000	41,749	4,000	42,909	4,000	45,528	4,000
7	38,038	4,000	40,415	4,000	42,793	4,000	43,981	4,000	46,359	4,000
8	38,989	4,000	41,426	4,000	43,863	4,000	45,081	4,000	47,518	4,000
9	39,964	4,000	42,461	4,000	44,959	4,000	46,208	4,000	48,706	4,000
10	40,963	4,000	43,523	4,000	46,083	4,000	47,363	4,000	49,923	4,000
11	41,987	4,000	44,611	4,000	47,235	4,000	48,547	4,000	51,171	4,000
12	43,036	4,000	45,726	4,000	48,416	4,000	49,761	4,000	52,451	4,000
13	44,112	4,000	46,869	4,000	49,626	4,000	51,005	4,000	53,762	4,000
14	45,215	4,000	48,041	4,000	50,867	4,000	52,280	4,000	55,106	4,000
15	46,346	4,000	49,242	4,000	52,139	4,000	53,587	4,000	56,484	4,000
16	47,504	4,000	50,473	4,000	53,442	4,000	54,927	4,000	57,896	4,000
17	48,692	4,000	51,735	4,000	54,778	4,000	56,300	4,000	59,343	4,000
18	49,909	4,000	53,028	4,000	56,148	4,000	57,707	4,000	60,827	4,000
19	51,157	4,000	54,354	4,000	57,551	4,000	59,150	4,000	62,347	4,000

The pay plan also includes annual bonuses based on performance ratings:

Bonus Plan	
Rating	Bonus Amount
2.4	0
2.5	364
2.6	727
2.7	1,091
2.8	1,455
2.9	1,818
3.0	2,182
3.1	2,545
3.2	2,909
3.3	3,273
3.4	3,636
3.5	4,000
3.6	4,500
3.7	5,000
3.8	5,500
3.9	6,000
4.0	6,500

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

SASB will use the Core Knowledge Curriculum, widely used nationwide, a research-based sequence of information that prepares children to be knowledgeable and critical thinkers. See [http://www.coreknowledge.org/mimik/mimik\\_uploads/documents/480/CKFSequence\\_Rev.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/documents/480/CKFSequence_Rev.pdf) (description of the grades K-6 programs at pages 2-168).

SASB will also use

- Journey’s language arts program, see <http://www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys>
  - Supplemental language arts program to be determined
  - Spandel and Stiggins “Six Traits in Writing” method
  - Saxon math, see <http://www.hmhco.com/shop/education-curriculum/math/saxon-math>
  - Supplemental math program to be determined
3. Identify any key educational features that would *differ* from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.

The entire SASB program will differ from the existing (CASB) program since the new schools is for different grade levels.

4. As **Attachment 11**, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards and the Common Core. The scope and sequence should clearly reflect how the school’s curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. **NOTE: Limit attachment to thirty (30) pages.**

SASB will follow the Indiana Standards curriculum requirements, <http://www.doe.in.gov/standards>, as listed in Attachment 11.

### Pupil Performance Standards

State the proposed school model’s pupil performance standards, consistent with Indiana’s Academic Standards and the Common Core. In particular:

1. Provide, in **Attachment 12**, the school’s exit standards for graduating students *for each division of the school* as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. **NOTE: Limit attachment to fifteen (15) pages.**

Since Indiana does not have specified standards for promotion from one grade to the next, SASB will use, in its discretion and upon consultation with parents, the Michigan Grade Level Content Expectations as published at [http://www.michigan.gov/mde/0,1607,7-140-22709\\_28463-162769-,00.html](http://www.michigan.gov/mde/0,1607,7-140-22709_28463-162769-,00.html) (links listed in Attachment 12; for brevity, the linked materials are not printed out and attached).

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

See response to preceding question.

**High School Graduation Requirements** (*High Schools Only*) Not applicable

#### **School Calendar and Schedule**

1. Provide, in **Attachment 13**, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. **NOTE: Limit attachment to ten (10) pages.**

Attachment 13 is the school calendar for the first year of operation (2015-16). Since SASB will be an elementary school, students will stay with a single teacher for most of the day rather than go from class to class. The school day will be from 8:30 am to 4:00 pm. Each day will include two hours of instruction in language arts, two hours of math, one hour of science, one hour of social studies, 40 minutes for lunch/recess, and the remaining 50 minutes for electives (including foreign language: Spanish 30 minutes for three days per week). Intermural sports will be offered after school and during a break at the lunch hour.

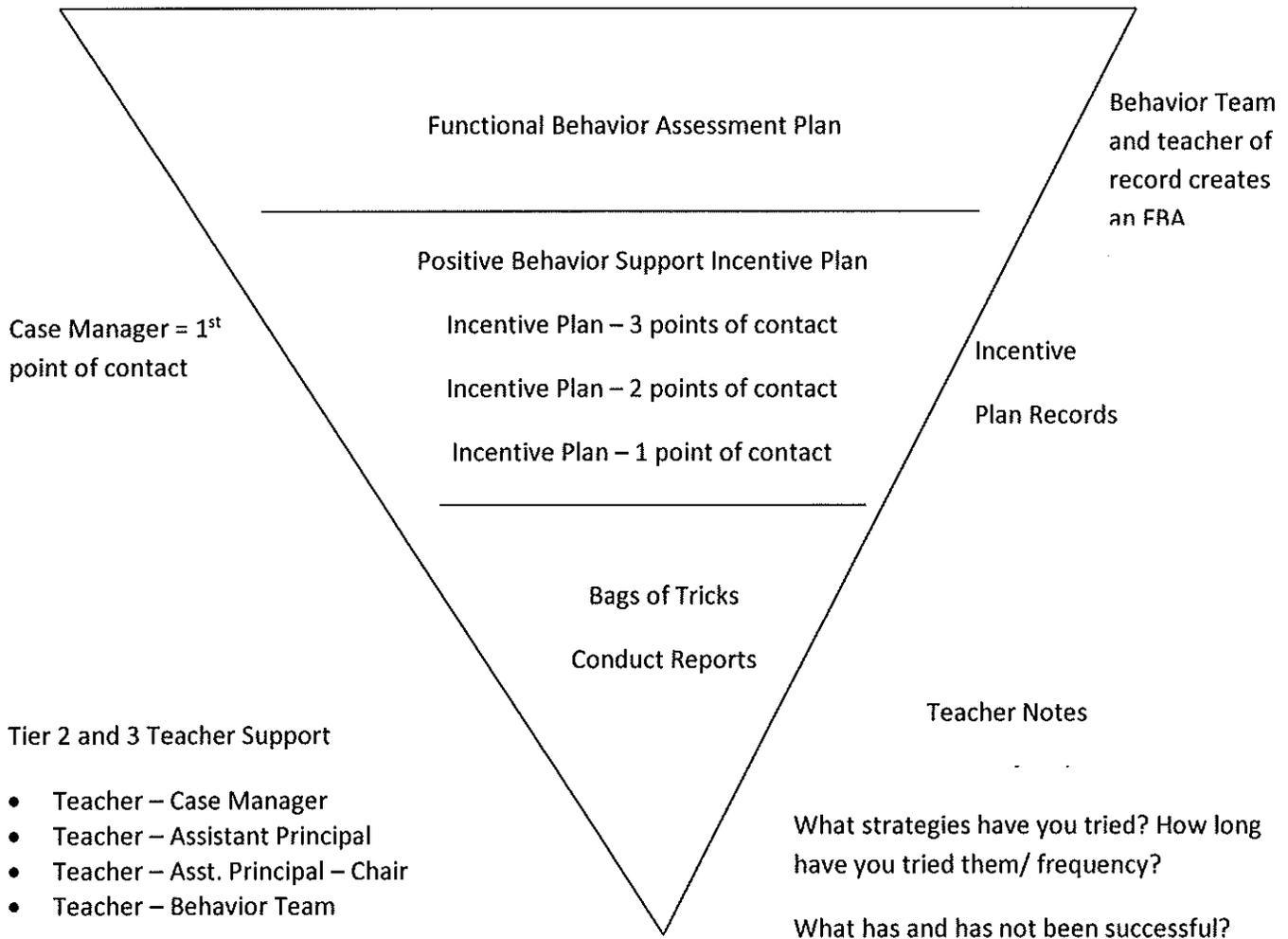
#### **School Culture**

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.  
The culture of the school will be based on positive behavior intervention supports (see [www.pbis.org](http://www.pbis.org)): incentivizing, rewarding and motivating positive behavior rather than relying on punitive deterrents. See Appendix 4.

## Appendix 4: School Culture: Positive Behavior Support

Success Academy will use multiple procedures and programs to provide students with a safe and disciplined learning environment. The school-wide Positive Behavior Support (PBS) is a framework for designing and implementing proactive and preventative interventions in an effort to create a positive and safe school environment. Success Academy has adopted “Success Academy where the **search** for excellence never ends.” Students will know they are to show **Self-respect, Effort, Academic Excellence, Responsibility, Cooperation and Honesty** in every part of the building. The system is illustrated as follows:

# RTI for Behavior



The School-Wide Positive Behavior Support System will increase our capacity to reduce school disruptions and educate all students about appropriate behaviors at school. This includes clearly communicated expectations, clearly defined outcomes, research-validated practices, supportive administrative systems, and supportive partnerships among school, families, and the community.

**Features of School-Wide Positive Behavior Support Include:**

- Establish regular, predictable, positive learning & teaching environments.
- Train adults & peers to serve as positive models.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback. Catch students “doing the right thing”.
- Improve social competence among students.
- Develop an environment that supports academic success.

**Teacher & Staff Responsibilities:**

- Classroom teachers are expected to teach their students consistent behavior expectations for all settings in the school. Teachers will prepare students by reminding them of appropriate behaviors before entering each critical area.
- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year with their class.
- Teachers and staff will acknowledge student behaviors that meet the expectations and provide specific positive feedback to students on a regular basis.

This implementation of the school-wide behavior plan should take place during the first week of school. Teachers are expected to take their class to each critical area during the first week to teach the lessons, model, and practice the procedures for that area. The critical areas addressed are the following: before school, cafeteria, recess, assemblies, hallway, restrooms, and after school. All staff members should follow the school-wide plan addressing behaviors in each of the areas.

SASB will use inserts in each school agenda providing students with information regarding life skills and bullying.

All SASB students and their parents will sign the attached Home/School Compact which provide a source for reference throughout the year.

SASB believe that students should be given the opportunity to make decisions and live with the results, whether consequences are good or bad. We believe students should have the opportunity to tell their side of the story (due process hearing) when consequences seem to be unfair, and we believe there should be a logical connection between misbehavior and resulting consequences.

Attachment 1 to Appendix 4: Success Academy School Education Agreement

Our mission is launching lifelong learners who are motivated and contributors to society; who help, respect, and trust each other and have high expectations in achievement.

We the community of Success Academy, established this compact in order to foster respectful behaviors and the core values of honesty, integrity, and responsibility.

**As a student** at Success Academy, I understand that my education is important to me so that I will be a lifelong learner. I pledge to:

- Work hard to do my personal best in class and complete homework on time.
- Discuss with my parents what I am learning in school.
- Have a positive attitude towards self, others, school, and learning.
- Respect the individual differences of other students, their families, and staff.
- Read at home daily.
- Display respect for self, others, learning, and property.
- Make wise choices in television viewing, playing video games, and use of internet.
- Make sensible choices in good nutrition and exercise.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**As a parent** of a student I realize that I am the child's first and most important teacher. To encourage my child's learning and success at Success Academy, I pledge to:

- Promote and foster high standards of academic achievement and respect.
- Find out how my child is doing by attending conferences, looking at my child's take home folder, agenda, and calling the school.
- Make sure my child gets appropriate rest each day and arrives to school on time.
- Provide a quiet work place for my child to study each night.
- Supervise completion and return of homework each day.
- Monitor my child's television viewing, playing of video games, and use of the internet.
- Spend 15 minutes each day with my child reading, writing, listening, or just talking.
- Respect, love, and encourage my child's growth and ideas.
- Attend school functions, observe in the classroom, and volunteer when possible.
- Help my child resolve conflicts in a positive nonviolent way.
- Encourage good nutrition and exercise.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**As a staff member** at Success Academy, I understand the importance of a positive school experience for every student and my role in the students' educational process. I pledge to:

- Promote and foster high standards of academic achievement and respect.
- Respectfully, frequently, and accurately inform parents of their child's progress.
- Exhibit high expectations for myself, students, and other staff.
- Respect the individual differences of students, their families, and staff.
- Help children to resolve conflicts in a positive, nonviolent way.
- Support school functions.
- Provide a safe place for children to learn
- Model respect for self, others, learning, and property.

Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

See Appendix 4. Student work will be displayed; prizes will be given; student-teacher relationships will be emphasized; team-building exercises will be used. For staff, the process will begin well before school opens (professional development is scheduled to begin 7/6/2015).

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

Students will arrive ready to learn at 8:30. From the perspective of a 2<sup>nd</sup> grade classroom, the classroom teacher will teach all subject areas throughout the course of the day. There will be a minimum of a 90 minute uninterrupted literacy block for English/Language Arts which includes reading, grammar, spelling, and writing, and a 90 minute block for math. In addition, each classroom teacher will also teach science and social studies. Students will have a one hour block for lunch and recess. Students throughout the course of the week will participate in gym, music, art, library, computers and Spanish, all taught by specialty teachers. The classroom day for students ends at 4:00 pm, providing students with an instructional day of six hours and 50 minutes.

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Teachers will start the school day at 8:00. This is time for teachers to prep for the day, collaborate, and participate in case conferences, behavior team meetings or academic intervention team meetings or an opportunity for a staff meeting. During the student lunch hour/recess, teachers will have a 1 hour block for lunch. While students are participating in specials (gym, music, art, library, computers and Spanish), teachers will have at minimum a one hour block each day for collaboration. Teachers will stay until 5:00 pm, which would be an 8-hour working day.

### **Supplemental Programming**

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

Yes. There will be two four-week sessions each summer, to be funded by the Indiana public school summer program fund (no parental tuition payments will be required). It is expected that roughly one-third of the enrolled students will participate in summer school. The school will contact the parents of students needing remediation to suggest summer school. In addition to remediation, the summer school will offer acceleration programs and “camps” in subjects expected to be of interest to students.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

The school will offer general music, band, choir, art, drama, and intermural sports, both during and after school and potentially in summer programs.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

The school will offer comprehensive guidance and social counseling (such as a children-of-divorce program).

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

SASB will include “Challenge Day” (see <http://www.challengeday.org/>) as part of its social-emotional education program. This program has been well-received at CASB and may be a factor in the success of CASB’s anti-bullying program.

### Special Populations and At-Risk Students

**IMPORTANT NOTE:** Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. **[NOTE: Questions 2-5 in this section request more detail about how the school will serve each of these student categories. Your response to Question 1 should be a brief summary only.]**

The school will meet the individual learning needs of all students by providing programs, curriculum and instruction in an inclusive setting to the extent possible. Students will receive support services through an inclusive and “pull out” environment depending on the student’s individual needs, including students with Individualized Education Plans, Section 504 Plans, English Language Learners, students who are at-risk and those students who are intellectually gifted.

Based on the organization’s experience with its existing school (CASB), it is expected that SASB will service a broad range of students within the South Bend community and other surrounding areas and that roughly 65% of the student population will be eligible for the free and reduced lunch program, 5-10 % will be English Language Learners, and 25% will require special education services.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:
  - a. How the school will identify students with special education needs.
    - The school will hold a move-in conference to develop and update the Individualized Education Plan (IEP) for new students who enroll with an IEP in place.
    - New Student Enrollment Process- The enrollment process will call for the parent/guardian to submit a registration packet, documentation from previous school

corporation, attendance/discipline records, and individualized education plan/504 plan, and evaluation testing, if applicable.

- The school will develop a Student Teacher Response Team (STRT) to identify at-risk students of academic failure. The team will consist of: a principal and/or assistant principal, at least one special education teacher, social worker, general education teachers, school counselor, and any other staff member the team deems necessary.
- To meet the requirement of the Individuals with Disabilities Act (IDEA) to provide services for all students in the least restrictive environment (LRE), the school's special education teachers and staff will work with general education teachers to provide consultation services, inclusion support, co-teaching and/or team teaching support, and/or other special education services as appropriate. Additionally, teachers and staff will provide remedial and enrichment support to students with individualized education plans in a one-to-one, small group or inclusive classroom setting when needed (but making every attempt to service students in the general education classroom setting). Special education teachers will provide support services to general education teachers with accommodations and modifications. Other LRE accommodations may be Resource Rooms, Self-Contained Cross-Categorical Classrooms, or a setting outside of the school when other options have been documented and agreed upon by the case conference committee to meet the student's educational needs. If an at-risk student is not making adequate progress, he/she will be referred to the Student Teacher Response Team.

b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

- Tier I, Tier II and Tier III Interventions\*
- Positive Behavioral Interventions and Supports (PBIS)
- Evidence-based practices and strategies such as: providing clear learning objectives, frequent checks for understanding, summarizing, supporting evidence with text, practice and feedback, real world connections, multi-sensory strategy approach, cooperative learning groups
- Reading/ Math Diagnostic Tools to measure benchmark and progress monitoring data- (literacy/numeracy)
- NWEA Map
- Mainstreamed classroom setting/environment

\* Response to Intervention (RTI):

- Tier I: Universal- (Benchmark): Approximately 80% of students will fall into this level and their needs are met in the classroom setting. Students will receive direct instruction from the classroom teacher. The teacher will use a variety of best practice instructional strategies to differentiate instruction to meet the individual learning needs of all students in the classroom setting. In Tier I, teachers will use NWEA MAP assessment to screen all students. Teachers will also use other formal and informal assessments to monitor student progress. Students will be benchmarked at their instructional level- (Tier I) three times a year (Fall, Winter, Spring).

- Tier II: Targeted- (Strategic): Approximately 5-15% of students require more target-specific interventions. Students who are not making adequate progress in the classroom setting, according to benchmark or classroom data, will receive additional support for 20-30 minutes 4 times each week in the morning or afternoon. The students will remain in the intervention groups for 6-8 weeks while being tested regularly using both formal and informal assessments to track progress/data. Students will be strategically monitored (Tier II) every 2-4 weeks for reading fluency, reading comprehension and/or math (According to the individual student's academic need.)
  - Tier III: Intensive- (Progress Monitor): Approximately 5% of students require intensive interventions because their grade level performance and benchmark assessments are significantly below grade level. Students who need intensive support will receive support for 30-60 minutes 5 times a week. Both general education and special education staff members will provide this level of support. At-risk students who are significantly behind in the areas of phonics, fluency and comprehension will receive intensive support, using strategies such as but not limited to Orton-Gillingham, Wilson Reading, and a variety of other evidence-based strategies. The students will remain in the intervention groups for 6-8 weeks while being progress monitored weekly using both formal and informal assessments to track progress/data. Students will be progress monitored (Tier III) every 1-2 weeks in reading fluency, reading comprehension, and/or math (according to the student's academic need).
  - If a student does NOT make adequate progress in Tier III interventions, the school will contact parents, recommend evaluation testing, and refer the student to the Multidisciplinary Team for follow up procedures.
- c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).
- The school will manage and progress-monitor IEPs through an online program called Indiana IEP. Every year, a student with an IEP has an annual case review (ACR) to monitor progress according to his/her IEP. At that time, the case conference committee (parent, general education teacher, special education teacher, public agency representative, support staff and any other staff necessary) review and update IEP goals, special education services and strategies based upon their progress toward goals and individual needs. The Case Conference Committee determines the implementation of special education services and support. A parent or special education teacher may request a case conference at any time to review update or revise an IEP prior to the annual case review.
  - In the most cases, the student's IEP progress reports are provided to parents at the end of each grading period or semester.
  - The school will provide progress reports to all students after each grading period.
- d. If applicable, the school's plan for promoting graduation for students with special education needs.  
Not applicable: this application is for a K-4 school.

- e. How the school will provide qualified staffing for students with special education needs.

The school will hire highly qualified Special Education Teachers. Teachers and staff will participate in professional development opportunities prior to the first day of school and throughout the school year in different areas of special education such as implementing IEP in the classroom, providing services in an inclusive setting, positive behavior intervention plans (PBIS), information on the 13 exceptionalities, providing multi-sensory strategies and other professional development topics.

- f. Provide examples from your existing network of schools of how you have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at your existing schools.

- Scope and Sequence- All students will be provided with the same educational opportunities.
- Daily Schedule-Career Academy South Bend provides a rigorous learning environment from 8:00 am to 5:00 pm. Students receive an hour for lunch and have the opportunity to take a full collection of classes with a 9-hour school day.
- Staffing Plans- Career Academy South Bend’s staff uses data-based decision-making in the development of groups, interventions, and monitoring of student data. Teachers and staff work directly in the development of providing opportunities for student success.
- The school is an at-will employer. Staff are evaluated on an ongoing basis to ensure that all staff members are effective.
- CASB has agreements in place for speech therapy services, occupational therapy services, and psychologist services which will be available for SASB.

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including:

- a. How the school will identify ELL students.

The school will ask about language status as part of the enrollment process as necessary for IDOE reporting purposes. See explanation of the Home Language Survey process at <http://media.doe.in.gov/WebEx/elme/2013-09-03-EnrollStpsEngLrnrs-1/index.html>. For all students identified by the parent as ELL, the school will administer the LAS Links test in accordance with IDOE procedures to identify the need for ELL services.

- b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

Since the definition of ELL students includes all who speak a foreign language at home, it is expected that for SASB, as with CASB, few if any ELL students will be at Level 1 or 2, requiring specialized classes. Indiana’s English Language Proficiency (ELP) Standards recognize that many ESL students spend most of their day in a mainstream academic setting in English. The ELP standards are intended as an instrument for mainstream classroom, content-area teachers as well as ESL staff and parents of ESL students. See IDOE website at <http://www.doe.in.gov/elme/english-learner-resources>. If the need arises, ELL classes will be taught by teachers licensed to teach English (which is sufficient to meet legal requirements).

- c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

Any student requiring specialized ELL services will continue to receive such services until tested as “proficient” per IDOE standards.

- d. How the school will provide qualified staffing for ELL students.

The school’s pay plan, including additional pay for bilingual teachers (see page 28 and Appendix 4 above) and high level of teacher support (see discussion of Master Teachers at Section IV below) will help attract qualified staff.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

The school will use multiple assessment systems:

- DIBELS will be given to each K-1 student on a quarterly basis starting with a beginning of the year assessment (5 assessments a year) and to 2nd grade RTI students who are in tier 2 and/or tier 3.
- NWEA will be given three times a year (fall, winter and spring).
- Fountas and Pinnell reading comprehension tests will be given to (i) kindergarten students at the beginning of the second semester and the end of the year; (ii) grade 1-2 students at the beginning of the year, mid-year and end of the year; (iii) grade 3-4 students who are in RTI (tier 2 and/or tier 3).

Data will be analyzed by classroom teachers, intervention teachers and administrators, and will be used to determine the appropriate targeted and focused intervention by classroom teachers and intervention teachers. Should the data show that tier 3 students are making minimal to no progress, the RTI team will reconvene to discuss possible psychoeducational testing.

Intervention teachers and classroom teachers are highly qualified licensed teachers who will receive professional development analyzing data. They will also be trained in providing focused and targeted instruction through the Comprehensive Intervention Model (CIM) and Orton Gillingham. Intervention teachers will provide tier two and tier three intervention in small groups for the RTI children. This will provide these students with a double dose of reading instruction. The data will be reviewed often to determine the best placement for each child.

Students performing below grade level may benefit from moving for parts of the day to a lower grade level (SASB will utilize multi-age classrooms).

RTI teams are comprised of the principal, a primary classroom teacher, an intermediate classroom teacher, social worker, school psychologist, intervention teacher and the classroom teacher who brought the child to the RTI team. Using assessment data, the RTI team will provide a student-specific intervention plan. The RTI team will reconvene every 8-12 weeks to discuss student growth and the possible next steps based on the data.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:
- a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

- b. How the school will provide qualified staffing for intellectually gifted students.
- c. How the school will assess and monitor the progress and success of intellectually gifted students.

Intellectually gifted students will be identified and monitored using NWEA scores, the CogAt (Cognitive Abilities Test) system, work samples and ISTEP scores.

SASB will use recognized educational methods appropriate for gifted students including acceleration <http://www.nagc.org/resources-publications/gifted-education-practices/acceleration> (in some cases, moving to a higher grade classroom for portions of the day), curriculum compacting, <http://www.nagc.org/resources-publications/gifted-education-practices/curriculum-compacting>, and pull-out or specialized classes, <http://www.nagc.org/resources-publications/gifted-education-practices/pull-out-programsspecialized-classes>.

SASB's focus on project-based learning is well-suited to gifted students. Teachers will encourage gifted students to undertake projects independently or in teams.

SASB's location next-door to a public library branch will benefit gifted children.

Recognizing that gifted students often wish to work independently, SASB will offer the ALEKS (Assessment and Learning in Knowledge Spaces) Internet-based tutoring and assessment program, <http://www.aleks.com/>.

Recognizing that parental involvement is an important factor for high ability students, SASB will encourage parents of gifted children to review leading resources on education and parenting of gifted children, including but not limited to:

- The ABCs of Gifted, <http://www.nagc.org/index.aspx?id=956> (National Association for the Gifted)
- Considerations and Strategies for Parenting the Gifted Child (National Research Center On The Gifted And Talented) <http://www.gifted.uconn.edu/nrcgt/reports/rm95218/rm95218.pdf>
- Parents' Frequently Asked Questions about Giftedness (Duke University) [http://www.tip.duke.edu/resources/parents\\_students/parent\\_faqs.html](http://www.tip.duke.edu/resources/parents_students/parent_faqs.html)
- SENG (Supporting Emotional Needs of the Gifted), <http://www.sengifted.org/>
- 10 Ways to Help You Raise Kids Who Love Reading (useful for all parents), <http://childrensbooks.about.com/od/forparents/a/resolutions.htm>
- "Super Thinkers ~ Parents' Page, <http://www.superpages.com/enlightenme/pta/>

### **Student Recruitment and Enrollment**

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.

Recruitment for SASB began with families of older children attending CASB (many of whom asked for expansion into lower grades) and includes engagement with community organizations (including but not limited to those listed in Appendix 2 at pages 4-5 above). As of May 8 there are nearly 200 students signed up, before even the beginning of SASB's primary marketing campaign, which will use online formats, warm marketing with dozens of community organizations, news outlets, over a dozen billboards at key locations in greater South Bend, and a

television advertising campaign. As CASB’s demographics reflect, SASB will be open to all Indiana residents.

2. Provide, as **Attachment 14**, the school's Enrollment Policy, which should include the following:
  - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
  - b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
  - c. Tentative lottery dates and procedures.
  - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

**NOTE: Limit attachment to ten (10) pages.**

See Attachment 14.

### **Student Discipline**

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

SASB’s philosophy of student discipline is based on positive behavior support as described at page 28 and Appendix 4 above. For protection of academic integrity, testing will be carefully monitored and inconsistent or surprising scores or student work will be reviewed and/or investigated as necessary.

2. Provide as **Attachment 15** the school's discipline policy, which should include a summary of the following:
  - a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
  - b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
  - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
  - d. A description of the appeal process that the school will employ for students facing expulsion.
  - e. How parents will be informed of the school's discipline policy.

**NOTE: Limit attachment to ten (10) pages.**

See Attachment 15.

## **Parents & Community**

1. What other school options exist in the targeted location for your proposed school(s)? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration. In the list or table, please include the following information for each school: the most recent enrollment figures by grade level, and the school's 2011-2012 A-F Model (Public Law 221) letter grade as reported by the Indiana Department of Education (“IDOE”). Letter grades can be found on the IDOE website: <http://www.doe.in.gov/improvement/accountability/f-accountability>.

For this purpose it is assumed that “immediate vicinity” means driving distance of less than four miles (as shown by Google or Yahoo maps). Within such geographic distance, the available public schools are as listed below:

K-4	Address	Enrollment 2014-15	Distance	2011-12	2012-13	2013-14
Coquillard	1245 N. Sheridan Ave.	490	0.5	C	D	D
		K: 95				
		Grade 1: 94				
		Grade 2: 116				
		Grade 3: 107				
		Grade 4: 78				
Muessel	1021 Blaine Ave.	410	1.99	F	C	D
		K: 88				
		Grade 1: 101				
		Grade 2: 87				
		Grade 3: 77				
		Grade 4: 57				
Marquette	1818 Bergan St.	428	2.24	C	D	D
		K: 96				
		Grade 1: 114				
		Grade 2: 94				
		Grade 3: 88				
		Grade 4: 36				
Harrison	3302 W. Western Ave.	621	2.46	F	D	F
		K: 117				
		Grade 1: 139				
		Grade 2: 134				
		Grade 3: 126				
		Grade 4: 105				
Madison	832 N. Lafayette Blvd	425	2.69	F	F	F
		K: 95				
		Grade 1: 99				
		Grade 2: 96				
		Grade 3: 82				
		Grade 4: 53				
Perley*	215 South St. Joseph St	232	2.92	F	D	D
		K: 56				
		Grade 1: 46				
		Grade 2: 40				
		Grade 3: 61				
		Grade 4: 29				
Wilson	56660 Oak Rd.	411	3.94	D	B	F
		K: 93				
		Grade 1: 82				
		Grade 2: 95				
		Grade 3: 90				
		Grade 4: 81				

Distances shown are taken from Yahoo Maps (driving distance, not straight-line). The above list excludes Kennedy Primary Academy (609 N. Olive St, 0.5 miles, K-4 enrollment of 490) and Hamilton Traditional School (1530 E. Jackson St, 3.43 miles, K-4 enrollment of 343), both of which were “A” schools for each reported period, since both are magnet schools requiring minimum scores/grades for admission, i.e., these schools are not available to all students, only the most gifted, [https://www.edline.net/pages/Kennedy\\_Primary\\_Academy](https://www.edline.net/pages/Kennedy_Primary_Academy), [https://www.edline.net/files/VXHy0/ad8fe92f7fbcf1b33745a49013852ec4/hamilton\\_brochure\\_1213.pdf](https://www.edline.net/files/VXHy0/ad8fe92f7fbcf1b33745a49013852ec4/hamilton_brochure_1213.pdf).

There are seven private schools within four miles:

K-4	Address	Enrollment 2014-15	Distance	2011-12	2012-13	2013-14
St John The Baptist	3616 Saint Johns Way	42	0.5	C	A	C
		K: 6				
		Grade 1: 6				
		Grade 2: 11				
		Grade 3: 8				
		Grade 4: 11				
Holy Cross Elementary	1020 Wilber St	129	1.5	D	D	C
		K: 19				
		Grade 1: 24				
		Grade 2: 23				
		Grade 3: 29				
		Grade 4: 34				
St. Adalbert Elementary	519 S Olive St	117	2.0	D	C	A
		K: 22				
		Grade 1: 26				
		Grade 2: 21				
		Grade 3: 22				
		Grade 4: 26				
Corpus Christi School	2817 Corpus Christi Dr	99	2.5	A	C	A
		K: 20				
		Grade 1: 23				
		Grade 2: 17				
		Grade 3: 13				
		Grade 4: 26				
Holy Family Elementary	56407 Mayflower Rd	136	2.5	C	D	A
		K: 25				
		Grade 1: 21				
		Grade 2: 31				
		Grade 3: 35				
		Grade 4: 24				
St. Joseph Grade School	216 North Hill Street	262	3.0	A	B	A
		K: 53				
		Grade 1: 55				
		Grade 2: 54				
		Grade 3: 50				
		Grade 4: 50				
Good Shepherd Montessori	1101 E Jefferson Blvd		3.9	No data available		

The enrollment shown in the above tables is for grades K-4 only.

2. What will be unique or compelling about the proposed school(s)? How have you determined that the proposed school(s) will have sufficient demand from student and families to meet enrollment projections?

SASB will be unique in (a) its emphasis on project-based learning; (b) its master teacher/highly collaborative teaching system; (c) its use of technology to help parents help their children (i.e., all teachers will post on a password-protected website not only each day's assignments but video of their classroom presentations); and (d) the architectural innovations described in Section IV below. The school will be compelling (we hope it is not unique since we hope other schools will share) in: (1) the passion, energy, dedication and growth-mindset of its teaching staff; (2), its culture based on positive behavior support; (3) its attention to teaching students emotionally as well as cognitively; (4) its high level of parent communications and involvement; (5) its successful anti-bullying program modeled on CASB's successful program; (6), its offering of before and after school care; (7) its attractive pay and high level of support for teachers; (8) its music and art programs; (9) its thorough integration of technology in teaching both as a method for learning and a skill to be learned; (10) its welcoming of students with disabilities and integrative program for such students; (11) its use of multi-age level classrooms for the benefit of students performing below grade or above grade; (12) its flexibility with gifted students to encourage and assist them in reaching their full potential and enjoying school; (13) its careful use of data to help drive and improve instruction (14) its attention to teaching students time-management and teamwork; (15) its real-world emphasis and involvement of school and students in the broader community; (16) its small-school-within-a-large school atmosphere as well as architecture; (17) its commitment to helping students develop meaningful understanding and communications ability in Spanish, and (18) its openness to collaboration and partnership with other schools. We believe there will be sufficient demand for the school based on the feedback we have received from parents of CASB students, community leaders, teachers, and inquiring potential students and their parents.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

Upon approval of its charter, SASB will begin communicating with parents through emails, its website, Facebook, phone calls and letters. Parental contact is necessitated before the first day of school since all parents and students are required to sign the School Education Agreement, see Attachment 1 to Appendix 4 above. SASB will hold an annual meeting in the fall of each school year. All parents are encouraged to attend this meeting, which will be designed to provide opportunity for conversation with and feedback on topics including:

- The right of parents to be involved through:
  - SASB Student/Parent/Staff Compact
  - Using the Parent Resource Center
  - Participating in the education of our children through:
    - participating in study trips
    - volunteering in the school
    - attending Family Reading Night
    - attending parent teacher conferences

- attending quarterly awards programs
- mentoring

Other parent meetings will be hosted throughout the school year. These meetings will be held on a flexible schedule to accommodate as many parents as possible. If interpretation is necessary in order to accommodate non-English speaking parents, an interpreter will be provided. Parents will be encouraged to offer suggestions, interact and share experiences with other parents, and participate appropriately in the decision making process about the school's programs.

Success Academy will provide parents with timely information and will encourage parental feedback through the use of:

- parent meetings
- open house and socials
- our school website
- our weekly newsletter
- the Success Academy Handbook for Students and Parents
- student agendas for each grade (including kindergarten)
- report cards
- parent teacher conferences
- individual emails, telephone calls, and personal conversations with parents
- events that help staff build ties between home and school
- parenting classes will be offered
- timely responses to parent suggestions and questions

SASB recognizes and will emphasize to parents that education is a team process and parental participation is enormously valuable to students.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

SASB students will benefit from the school's ties with community organizations as described at Appendix 2 (pages 4-5 above) above as well as ties to local businesses through association with CASB. SASB's location adjacent to a branch of the St. Joseph County Public Library will benefit all students.

5. Provide, as **Attachment 16**, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. **NOTE: Limit attachment to 25 pages.**

See Attachment 16.

## Performance Management

1. Each school authorized by Education One will be evaluated according to a consistent set of indicators and measures agreed upon between the applicant and the authorizer and included in the Charter Agreement. Apart from these indicators and measures, what other goals will students at the school be expected to achieve?  
**NOTE:** Goals must be specific and measurable, and must include a timeline by which the school will determine whether or not students have successfully achieved these goals.

SASB plans to use NWEA (which is used by CASB) as its primary academic test measure, and proposes that the primary measure (other than state-mandated assessments) to be incorporated in the Charter Agreement. SASB will also use instructional methods, such as the Orton-Gillingham reading system, which include assessments of student progress. SASB is open to the use of other assessment systems for charter goals (e.g., Gort, Fountas and Pinenell) as Education One may prefer. The standard for each assessment measure is achievement of at least one year of national-norm growth each school year and corresponding interim growth where the assessment system provides for multiple measures during the year (e.g., NWEA). SASB will also use parent/student surveys to assess student attitudes and school culture.

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).

SASB will use the Otis–Lennon School Ability Test (OLSAT) to evaluate the need for instruction oriented to students needing remedial or gifted/talented programs. See pages 31-32 below as to other assessments (DIBELS, Fountas and Pinell, ALEKS, CogAt).

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Each teacher is responsible for analyzing and utilizing the academic data of the teacher's students to guide instruction. The Master Teachers and leadership team (Principal and Assistant Principal) are responsible for assisting and evaluating teachers in their use of data. CAN's Data Coordinator, Sharon Roeske, will collect and report data to the IDOE and to Education One in accordance with IDOE regulations/guidance and Education One's directions (whether or not specified in the charter).

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

SASB (like CASB) will use the Harmony school management software system. Sharon Roeske will be responsible for warehousing data. SASB principal Dean Fecher and CAN Superintendent Paul Schlottman will be responsible for interpreting the data and leading or coordinating professional development to improve student achievement.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

School leaders and teachers will receive training from vendors for commercial assessments (e.g., NWEA) and from the IDOE as to state assessments (ISTEP, IREAD, Acuity, ISTAR).

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by Education One, L.L.C. and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

If the school fails to achieve its academic goals, it will create and implement a school improvement plan as described by 511 Indiana Administrative Code Article 6.2, Rule 3. For a charter school it is legally sufficient for the charter to serve as a school improvement plan, Indiana Code 20-31-5-2, but the format for improvement plans under 511 IAC 6.2-3 is well-established and useful for purposes of accountability to the IDOE as well as Education One. The defining trigger for such action should be stated in the charter per Education One's policies.

**SECTION III: IMPLEMENTATION PLAN**

**Human Capital**

**Network-wide Staffing**

Complete the following table indicating your projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serves the network 50% or more. Please adjust school types, and staff functions and titles as needed to reflect your network's organizational plans.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Number of middle schools	1	1	1	1	1
Number of high schools	1	1	1	1	1
<b>Total schools</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
Student enrollment	1145	1300	1300	1300	1300
<b>Management Organization Positions</b>					
Superintendent	1	1	1	1	1
Administrative Assistant to Superintendent	1	1	1	1	1
Director of Information Technology	1	1	1	1	1
Director of Facilities	1	1	1	1	1
Asst. Facilities Director	1	1	1	1	1
Director of Special Education	1	1	1	1	1
Director of Human Resources	1	1	1	1	1

	Year 1	Year 2	Year 3	Year 4	Year 5
Director of Student Services	1	1	1	1	1
Director of Development	1	1	1	1	1
Data Coordinator	1	1	1	1	1
Business Manager	1	1	1	1	1
Asst. Business Manager	1	1	1	1	1
Accounting Clerk	1	1	1	1	1
Buyer	1	1	1	1	1
Director Workforce Development	1	1	1	1	1
Development Coordinator	1	1	1	1	1
Athletic Director	1	1	1	1	1
Marketing Intern	2	2	2	2	2
School Resource Officer	1	1	1	1	1
IT Support Technician	1	1	1	1	1
<b>Total back-office FTEs</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>21</b>
<b>Elementary School Staff (K-6)</b>					
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Administration Intern	1	1	1	1	1
Secretaries	2	2	2	2	2
Nurse	1	1	1	1	1
Classroom Teachers (Core Subjects)	23	30	30	30	30
Classroom Teachers (Electives)	7	7	7	7	7
Special Education Teachers	7	7	7	7	7
Special Education Para	1	1	1	1	1

	Year 1	Year 2	Year 3	Year 4	Year 5
Title 1 Para	2	2	2	2	2
Hall Monitor	1	1	1	1	1
Social Worker	1	1	1	1	1
In House Subs	2	2	2	2	2
<b>Total FTEs at elementary schools</b>	<b>52</b>	<b>59</b>	<b>59</b>	<b>59</b>	<b>59</b>
<b>High School Staff (7-12)</b>					
Principal	1	1	1	1	1
Assistant Principals(Discipline, Curriculum)	2	2	2	2	2
Nurse	1	1	1	1	1
Counselor	1	1	1	1	1
Security/ Hall Monitor	1	1	1	1	1
Social Worker	1	1	1	1	1
Classroom Teachers (Core Subjects)	24	24	24	24	24
Classroom Teachers (Electives)	9	9	9	9	9
Secretaries	5	5	5	5	5
In-School Detention Supervisor	1	1	1	1	1
Special Education Teachers	6	6	6	6	6
Special Education Paras	2	2	2	2	2
In House Subs	2	2	2	2	2
Title 1 Para	2	2	2	2	2
<b>Total FTEs at high school</b>	<b>58</b>	<b>58</b>	<b>58</b>	<b>58</b>	<b>58</b>
<b>Total Network FTEs</b>	<b>110</b>	<b>117</b>	<b>117</b>	<b>117</b>	<b>117</b>

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

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools. How does this process align with the 5-Year Growth projections described in the business plan? Who will lead this process? How much will it cost?  
Not applicable: this application is for one charter.

2. Describe your strategy and timeline for recruiting and hiring teachers across the network. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

CAN (SASB as well as CASB) will recruit experienced teachers through its website, the IDOE teacher job-search website, other job-search websites, word-of-mouth referrals, and occasional direct mail. A critical element of recruiting high-quality teachers is an attractive compensation program, see Appendix 3 above, but in the long run (especially for *retaining* effective teachers), CAN believes that the school's culture and high level of support for its teaching staff will be equally important. The teaching staff also includes a significant number of new graduates from schools with strong teacher education programs, particularly Ball State University, Michigan State University, Miami University (Ohio) and Loyola University (Chicago): the annual job fairs for new graduates of those schools have been a focus of CAN's recruitment. CAN uses a structured interview system (HUMANeX Ventures interview) designed to identify teachers with the personality traits and attitudes (as well as content knowledge) necessary for highly effective classroom ability. CAN believes from its prior experience with the HUMANeX system that it is an effective measure.

3. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your network will use to ensure that every student at each school has access to excellent

teaching? Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?

SASB will use experienced Master Teachers with records of highly effective performance as mentors and coaches for other teachers, not only in scheduled days/afternoons set aside for professional development but on a daily basis during the period set aside for professional development during the PLC (Professional Learning Community) common planning time each day. There will be a Master Teacher for each SASB grade level. The Master Teachers will be evaluated not only on the performance of students whom they teach directly but the success of students taught by the teachers they are responsible for coaching and mentoring. All teachers will be instructed in the use of technology both as a method of teaching and as a skill to be taught to students. More importantly, teachers will be instructed in use of technology to analyze assessment and achievement data and as a method for sharing instruction with parents via the Internet (teachers will record direct instruction and post it, with their lesson plans, on a local secured network, assessable to parents and student using an assigned student password). Parents will be able to utilize the recorded direct instruction to help teach their children. The use of project-based learning is conducive to interaction among teachers as well as students.

4. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

SASB’s principal and assistant principal will conduct two short assessments (see attached Appendix 5 identifying the elements of evaluations) and one intensive long assessment of each teacher in each semester. Both short and long term assessments will be unannounced, which is critical for a true measure of teacher performance. SASB will use a Marzano Modified RISE system for teacher evaluation. Staff surveys as well as student performance (NWEA, Acuity, ISTEP, IREAD and Otis-Lennon scores) shall be used as a factor in evaluations of school leaders, which will be done each semester.

5. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

Teachers assessed as ineffective will be counseled through use of a Performance Improvement Plan identifying necessary corrective actions, and will observe effective teachers in their classrooms. If a teacher fails to make the adjustments called for by a PIP after receiving demonstrations and the opportunity to change, it will be necessary for the school to terminate the teacher’s employment. The same will be the case for leaders.

6. Provide an overview of the organization’s compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

The school’s compensation system is described at Appendix 3 above. As noted at Appendix 3, it is necessary to achieve at least an “effective” rating to qualify for the annual 2.5% increase in base pay. The school offers licensed personnel the opportunity to participate in the Indiana Teacher Retirement Fund and offers all employees the opportunity to participate in a 401k plan to which the school contributes, for all employees not already receiving such contributions through the employer’s contributions to TRF, 7.5% of compensation (regardless whether the employee contributes any portion of salary).

## Success Academy Classroom Short Assessment Format

This form can be used by the evaluator to make short observations and comments regarding what is seen during 10 to 15 minute classroom visits at varied times within the same period of instruction. The Snapshot assessment is to be shared with the teacher and may be used to support recommendations made on the summative assessment to be completed by April 30 of each school year.

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Characteristic	Evident/ Not Evident/ Comments
1. Well-developed planning was evident. The teacher was able to express the reasons for the learning activity of the day. Use of student data as a source for adjusting planning to meet students' needs was recognizable.	
2. There is a clear indication that the lessons are aligned to standards appropriate for the grade level with an emphasis on mastery of the content presented rather than coverage alone. It is evident that instructional priorities have been developed based on pre- and/or post test results.	
3. Instructional materials and equipment needed for lesson are prepared and ready at the time of the instructional period. The teacher uses technology resources to enhance the lesson. Students are engaged and use time wisely during the period of instruction.	
4. Students engage from the beginning of the lesson based upon the teacher's method for capturing their attention to set up the rationale for the lesson. Students are motivated to engage in the lesson due to the problem or questions posed, and have a clear understanding of the goals or expectations of the lesson activity.	
5. The teacher demonstrates a thorough understanding of the material being taught. Students are encouraged to work independently or cooperatively in order to develop understanding and mastery through guided and independent practice. It is clear that the majority of the students understand the concept being taught.	
6. At least 95% of the class show active, positive engagement during instructional time. Students are given work that is challenging, but not overwhelming. Students can explain what they are studying and how it applies.	
7. Student learning styles are addressed by the teacher's use of differentiated teaching strategies that reach the learning modes of students. Students with differing abilities are able to grasp the concept of the lesson and can apply or explain how to apply what they are learning.	
8. The teacher guides the student learning through multi-layered questioning skills that assesses understanding from basic comprehension to Higher Order Thinking levels of application, evaluation and synthesis. Students are encouraged to apply and build skills beyond basic skills.	
9. The teacher demonstrates abilities to use diagnostic methods to determine student understanding, including the use of open-ended questions to expose student misunderstandings and mastery of material at different levels of learning.	
10. Students demonstrate meaningful engagement based upon the teachers ability to use formal and informal assessments to assess student progress and understanding. Student participation is high due to assigned work being relevant and connected to student interests, experiences and/or curiosities.	
11. Feedback to student supports learning based upon timeliness, clarity, and honest expression of the student's strengths and weaknesses. The teacher constantly checks for understanding and redirects the path of the lesson in order to reinforce comprehension and application of information taught.	
12. Classroom is clearly a safe and orderly environment that supports student learning and positive engagement. Clear evidence exists to support that expectations and procedures are in place and disruptions rarely occur.	
13. Student interest and engagement is clearly evident through class participation in discussion, group and individual work periods. Students are able to explain what they are studying and why it is important to learn.	
14. The classroom climate is consistent and supportive of student engagement. Students are respectful to one another, to the teacher and to visitors. Students are recognized for successes and given positive encouragement.	
15. There is clear evidence that students are progressing appropriately in the mastery of presented content based upon student responses and other demonstrations of student understanding.	

Overall Observations and Comments:

Observer: \_\_\_\_\_

Date Provided: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date Received: \_\_\_\_\_

## Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.  
SASB's principal, Dean Fecher, will report to CAN's superintendent, Paul Schlottman, who will consult and review on an ongoing basis. Among other matters, Paul will coach Dean as to the use of NWEA data. Dean will monitor and advise the administrative staff reporting to him as well as SASB teachers.
2. Provide a schedule and explanation of professional development that will take place prior to school opening.  
Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Professional development will begin on July 6, 2015 when SASB teachers begin employment. The six weeks prior to the August 17 start of school will be devoted to staff training and orientation. The school's assessment methodologies, including NWEA, will be reviewed. Teachers will be trained in the use of Otis-Lennon School Ability Test. Teachers trained in Orton-Gillingham reading instruction will introduce the program, in which all SASB teachers will gradually be trained. All teachers will receive training in methods of project-based learning. During the pre-opening preparation period, it is essential that the teaching staff begins the high-trust, high-support collaborative culture which will be the basis for on-going PD throughout the year.

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan.  
Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

The school calendar (Attachment 13) includes recurring set-aside periods for professional development, generally from 2pm to 5pm for two days each month:

August 26: 2pm-5pm

September 9 and September 23: 2pm-5pm

October 7: 2pm-5pm

October 21: full day

November 4 and November 18: 2pm-5pm

December 2 and December 16: 2pm-5pm

January 13 and January 27: 2pm-5pm

February 10: full day

March 9 and March 23: 2pm-5pm

April 27: 2pm-5pm

May 11 and May 25: 2pm-5pm

4. Explain how the professional development program will be evaluated – at both the school and network levels – to assess its effectiveness and success.

The success of the PD program and for the leadership team will primarily be the success of students as reflected by the academic assessments used by the school, particularly measures tied to growth. Recognizing that socio-emotional factors are critical for long-term success, SASB will also measure student attitudes/culture through use of parent surveys (and for older children, student surveys) and will evaluate its success as an employer through staff surveys.

## Start-Up & Operations

- **Start-Up Plan.** Provide, as Attachment 17, a detailed start-up plan for the period leading up to the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1). **NOTE: Limit attachment to ten (10) pages.**
  - a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
  - b. The Start-Up Plan must specify planning tasks by month, and responsible individuals. See Attachment 17
- **Start-Up Staffing and Costs.** Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 19).

See Attachment 19.

- **Transportation.** If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if applicable.

SASB will not provide transportation for its students to and from school. Transportation for field trips and athletic events will be provided by 14-passenger vans. The McKinney-Vento Homeless Assistance Act, 42 USCS § 11431, provides for access to schools for homeless youths, which per a non-regulatory guidance <https://www2.ed.gov/programs/homeless/guidance.pdf> concerns enabling homeless students to attend their “school of origin” – meaning the school last attended before becoming homeless; accordingly, this law, since it relates to a school where the youth is now living providing transportation to the school in the district where the youth previously lived, is not applicable to a charter school since a charter school does not serve a geographic district. Under 511 IAC 7-43-1(u), if SASB has a disabled student whose health, mobility, or behavior necessitate special transportation, SASB will contract for transportation services (as CASB does).

- **Safety and Security.** Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Attached as Appendix 6 (at the end of this application) is the safety plan posted in every CASB classroom. A similar safety plan will be posted in each SASB classroom.

Security personnel: SASB will employ a hall monitor and will share a school resource officer with CASB.

Security technology: SASB will have a “double airlock” (door-lock) system. Anyone entering the building during school hours will need to enter through the office and sign in with the receptionist

Security policies: SASB will have a visitor badge system identical to CASB. Everyone who is not a student will wear an identification badge (employee badges will electronically open the locked entrance doors)

Security equipment: SASB will have fire extinguishers throughout the building as well as a sprinkler system as required by school building codes.

- **Technology Specifications and Requirements.**

- a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.

CASB uses and SASB will use the latest Microsoft Technologies including building based systems and cloud based systems. The school will provide Office 365 to all staff and students allowing them to use an online version of Office products from any device with an internet connection and it also gives them the ability to install the offline full version of Office on three computers for home use or personal use. Staff and students will be interconnected using the latest Cisco technologies including wireless access to school resources and a broadband connection to the internet. All equipment in the school will be tracked and monitored through web services and devices connected to the network. The school will also provide 1TB of online storage for every student. Some students may elect to carry around their work on USB Flash Drives that they provide for their own use.

- b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.

The CAN support system operates 8am-5pm Monday through Friday. Though these are the established hours, staff have the ability to contact technical support staff directly via cell phones provided by the school in cases of emergency. All staff can submit tickets to the help desk using email and their requests are handled by priority and in the order they were received.

- c. Describe the charter school's data retention, security, and confidentiality procedures.

The school will use several technologies that secure data stored on school systems. These technologies include physical security of the servers, video monitoring of systems and encryption of backed up data. All access to these systems is logged.

- d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).

The school pays for and provides all instructional equipment needed in the classroom. When these technologies are not functional, spares will be provided as needed. When no spares are available, teacher return to the basics and teach using their project based skills.

- e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).

CAN uses an online backup system to backup critical data on a scheduled basis. There is not currently an off-site backup system but with the completion of the new school, backups will be sent to both sites so that each site has a backup of the other site.

- **Insurance Coverage.** Charter schools authorized by Education One, L.L.C. will be required to indemnify the Education One, L.L.C., Trine University, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming Education One, L.L.C., Trine University, and the Indiana Department of Education as Additional Insured on a primary basis. The applicant should provide, as **Attachment 16**, an estimate from an insurance agent/broker for insurance coverage. **NOTE: There is no page limit for this attachment.**

See Attachment 18.

## Facility Plan

*Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.*

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in the 5-Year Budget.

Not applicable.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

The applicant has purchased a site for the school at 3408 Ardmore Trail, South Bend, which is within the South Bend Community Schools Corporation. Extensive renovation is underway: the building on the site, which was previously a Target store, is a concrete box measuring roughly

90,000 square feet, so the renovation involves building interior rooms and hallways, installing plumbing, a new roof, cutting windows into the walls, and much else. Attached is a list of estimated renovation costs, totaling roughly \$14 million, which will be covered by loans and grants from the Garatoni-Smith Family Foundation and a \$1 million loan from the City of South Bend. Also attached (at the end of this application) is a floor plan. The building will have five kindergarten and five first grade classrooms and four classrooms each for grades 2-6, with a central pod area for each grade. There will be an auditorium, a music room, classrooms for Special Education, offices, many bathrooms, a cafeteria and kitchen, an indoor play area, an outdoor playground, and an adjacent gymnasium. With the gymnasium, the completed construction will be 102,887 sf with 130,710 sf for parking and 202,134 sf for open space (yards, landscaping, etc.) The school has agreed to allow the public to use the playground after school hours. There will be no residential facility. The building will be ADA-compliant.

3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with the organization's 5-Year Business Plan.

Not applicable.

## Budget & Finance

**IMPORTANT NOTE:** Schools chartered by Education One are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts: <http://www.in.gov/sboa/>  
For multi-site operators or networks, Education One requires individual school and network-level financial budgeting, reporting and annual audits. Each Indiana school's finances must be transparent and distinct from the network level.

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school. What financial controls will be in place at the network and school levels to ensure long-term financial viability?
2. Provide, as **Attachment 19**, a detailed 5-Year Pro-Forma Budget for the organization at the network level AND for each school described in the application. **Applicants proposing to operate a network of schools must provide a network-level budget (no template is provided).** Applicants must also complete the Budget and Staffing Workbook Template (all worksheets) for each proposed school. If the school-level budget will be approximately the same for each school described in the application, state so clearly and submit a completed Budget and Staffing Workbook for one school only. **NOTE: There is no page limit for this attachment.**  
See Attachment 19.
3. Provide, as **Attachment 20**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. **NOTE: Limit attachment to five (5) pages.** The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address the degree to which the network and school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the pro-forma budget and the budget narrative:

- a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?
- b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

See Attachment 20.

**IMPORTANT NOTE:** Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budgets should assume a July 1-June 30 fiscal year.

## SECTION IV: INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

### Foundations of Innovation

Summarize the innovation(s) embodied in the proposed school design and/or implementation plan. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different from typical school models,
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model,
- An explanation of how the model will still permit the ICSB to hold the operator to the same high accountability standards to which it holds all authorized schools.

The fundamental innovation at SASB will be the focus on project-based learning (PBL) as described at page 22 above. The benefits of PBL rather than traditional content-based/lecture style teaching are well-documented, e.g., *Pathways To Prosperity: Meeting The Challenge Of Preparing Young Americans For the 21st Century*, at page 27, Harvard Grad School of Ed (Feb 2011), [http://www.gse.harvard.edu/sites/default/files/documents/Pathways\\_to\\_Prosperty\\_Feb2011-1.pdf](http://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperty_Feb2011-1.pdf). SASB will utilize the Project Lead The Way "Launch" program for kindergarten through grade 5, see <https://www.pltw.org/our-programs/pltw-launch> but the PBL approach will not be limited to the PLTW curriculum; it will be incorporated in all teaching. This is fundamentally different from traditional schools. The use of PBL is consistent with application of accountability standards.

SASB will also follow CASB's innovative practice of having not only all assignments but teacher presentations posted on secure websites for each class so that parents and students will be able to access assignments and teacher presentations from home (students may also review presentations during class hours; this facilitates differentiated instruction such as for students who need repeated presentations while other students prefer to pursue other topics). Allowing parents to access assignments and presentations from home will encourage parents to become involved in their students' learning.

## Description of Innovation(s)

Describe proposed innovation(s) in **one or more of the following categories**. For each applicable category, explain how the proposed school design and/or implementation plan will address the key elements listed below.

### Teaching

Innovative school models can increase access to excellent teaching and rigorous and challenging academic programs for all students, including those in rural areas.

#### Key elements include:

- Use of staff roles, technology, compensation structures, and/or other aspects of school design and/or implementation to enable the school to reach more students with excellent teaching;
- Identification of the adult(s) accountable for each student's outcomes, and clarity on adult roles and duties; and
- Financial sustainability over the long-term within budgets available from per-pupil funding

The key elements above would not be met, for example, through class-size reductions alone or by simply shifting student time from teachers to technology. One example of school models that can be used to meet these key elements can be seen at [opportunityculture.org/reach/](http://opportunityculture.org/reach/).

In the terms used at the [opportunityculture.org/reach/](http://opportunityculture.org/reach/) website, SASB will utilize a “Multi-Classroom Leadership (In-Person Pods)” model: “Master Teachers” with extensive experience and a proven record of success will serve as coach/mentors for other teachers. Time is reserved each day, see page 32 above (at minimum a one hour block each day for collaboration). This was implemented at CASB in 2014-15 and has worked well. SASB’s model will come within the description at <http://opportunityculture.org/reach/multi-classroom-leadership-in-person/>. The compensation system is as described at Appendix 3 (page 33) above.

### Technology

In addition to its uses to increase access to excellent teaching (above), technology can be used to personalize learning through digital content and the strong collection and application of student data.

#### Key elements include:

- Enabling students to use technology as a learning tool for a significant portion of the school day;
- Use of technology and computer-adaptive learning systems to personalize and differentiate instruction; and
- Financial sustainability over the long-term within budgets available from per-pupil funding

Examples of innovative uses of technology include using cutting-edge software to tailor instruction and using real-time data to inform instructional needs. This category of innovation does not include hardware purchases alone (e.g., one-to-one laptop programs; interactive whiteboards); it requires thoughtful integration of hardware and software into the school design and implementation plan.

The SASB use of technology, as described above under “Start-Up & Operations/Technology Specifications and Requirements” (page 44-45) will make the use of computers and software tools an integral part of the school day. Built-in fiber optic connections in each classroom will provide faster connectivity than wifi-systems. Teachers will be trained in the use of IT in instruction (SASB is aware of the failure of many one-to-one programs which lacked appropriate training).

## Time

Some innovative models can fundamentally alter school schedules and calendars to dedicate more time to high-value academic work.

### Key elements include:

- Changing schedules to give students more quality academic time; and
- Financial sustainability over the long term within budgets available from per-pupil funding

Examples include highly structured extended school days and school years that maximize use of students' academic time, and models that enable students to control a significant portion of their own learning time (often in conjunction with technological innovations). Innovation in this area must include more than simply adding time to the day or days to the school year; it requires thoughtful use of that time to improve student outcomes.

The school will have an extended school day (8:30 am to 4:00 pm) and school year (roughly ten days more than the state-required 180 days, depending on snow days). Days will be highly structured (see page 32 above) to ensure a focus on core subjects. With project-based learning and extensive use of PCs, students will control a significant portion of their learning time. For working parents, the school's offering for before-school care starting at 6:30 am and after-school care until 6:00 pm will be a valuable benefit.

## Other Innovations

The three categories above are not exclusive. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas.

The school will be innovative architecturally. Each grade's classrooms will be clustered around a pod/meeting area for that grade, where performance data will be posted (without student identification other than by number), projects can be worked on, and the teacher collaboration meetings will be held. Built-in fiber optic connections will provide high bandwidth connectivity. Ample skylights and windows will provide natural light. The large indoor play area will allow students to have recess/recreation even in bad weather. A low-frequency FM broadcast will allow parents to hear school messages while waiting to pick up their children. Pick-up will be relatively quick and efficient via use of radio chips to be installed in vehicles, connecting to a system within the building allowing teachers to know which parents are in which of the pick-up lanes and where parents are in the line, so that the right child can be at the pick-up point at the right time.

## SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization, including any ESP partner. Education One may request additional information from applicants at any time during the review process.

1. As Attachment 21, provide a summary of every school in the organization's portfolio (including every charter school managed by the proposed ESP partner, if applicable) in an Excel workbook. Please include the following information for every school:
  - Year opened;
  - City/location and school contact information;
  - Contact information for the authorizer;
  - Number of students and grade levels served;
  - The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and English Language Learner;
  - The year in which the contract with the ESP commenced and/or ended (if applicable);
  - State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and
  - Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.
  - *For High Schools Only:*
    - 4-year graduation rates;
    - College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and
    - The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.

**NOTE: There is no page limit for this attachment. If an operator or ESP manages multiple schools, please include one introductory worksheet in the Excel workbook summarizing state assessment results, growth and/or value-added data, and (if applicable) high school graduation rates and college and career readiness indicators, by school for the past five years.**

Data as to CASB is shown in Attachment 21.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application.
  - Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute and comparative academic results, as available.
  - Discuss the primary causes to which you attribute the school's distinctive performance.
  - Discuss any notable challenges that the school has overcome in achieving its results.
  - Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice, structure or strategy was identified and how it was implemented elsewhere in the network.

This question is not applicable: the applicant does not have multiple other schools and has none offering grade levels for the proposed SASB.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application.
  - Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute and comparative academic results, as available.
  - Describe the primary causes to which you attribute the school's problems.
  - Explain the specific strategies that you are employing to improve performance.
  - How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

This question is not applicable: the applicant does not have multiple other schools and has none offering the same grade levels as the proposed SASB.

4. For all schools operating in the State of Indiana, provide the following as **Attachment 22**: (a) the last three years of audited financial statements for the school; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011) for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented. **NOTE: There is no page limit for this attachment.**  
See Attachment 22.
5. For the organization as a whole and any related business entities, provide the following as **Attachment 23**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011). Be sure that the ESP/CMO level and the overall operations are distinctly represented. **NOTE: There is no page limit for this attachment.**  
See Attachment 23.
6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."  
None. CASB is in the process of terminating its agreement with Ball State University for reasons explained in the Prior Application.
7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.  
None.
8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.  
None.
9. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 24**: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation. **NOTE: Limit attachment to ten (10) pages.**  
See Attachment 24.

## FINAL APPLICATION SUBMISSION REQUIREMENT

As **Attachment 25**, attach one PDF file that contains all application components, including the Proposal Overview and Enrollment Projections Template, the Proposal Narrative, and all required Attachments. This PDF file will be posted on the Indiana Department of Education website as required under Indiana law. Therefore, please be certain that this attachment contains no confidential personal information.

Career Academy of South Bend Application to Education One, LLC (Trine University)  
 Application for Success Academy of South Bend: Attachment List

NUMBER	ATTACHMENT NAME	FORMAT	Page Reference
1	Founding Group Resumes	PDF	7
2	Head of School/Principal Candidate Resume	PDF	8
3	School Administrators' Resumes	PDF	9
4	Governance Documents – 501(c)(3) Letter of Determination, Articles of Incorporation and Bylaws	PDF	9
5	Statement of Assurances	PDF	9
6	Board Member Information	PDF	9
7	Code of Ethics and Conflict of Interest Policies	See bylaws	10
8	Education Service Provider (ESP) Documentation	none	10
9	Organization's Business Plan	none	11
10	Organizational Charts	PDF	13
11	Course Scope and Sequence	PDF	21
12	Academic and Exit Standards	PDF	21
13	School Calendar and Schedule	PDF	21
14	Enrollment Policy	PDF	33
15	Student Discipline Policy	PDF	33
16	Evidence of Support from Community Partners	PDF	37
17	Start-Up Plan	PDF	46
18	Insurance Coverage	PDF	48
19	Budget and Staffing Workbook	Excel	49
20	Budget Narrative	PDF	50
21	Portfolio Summary	PDF	53
22	Indiana School Financials	PDF	54
23	Operator Financials	See 22	54
24	Litigation Documentation	PDF	54
25	Entire Application	PDF	30
	<b>APPENDIX</b>		<b>Page</b>
App 1	SBCSC School Data		3
App 2	Community Engagement		4-5
App 3	Career Academy Network Pay Plan		20
App 4	School Culture: Positive Behavior Support		23-24
	Attachment 1: School Education Agreement		25
App 5	Short Assessment Format		44
		<b>Page Reference</b>	
App 6	Safety Plan		46
App 7	Estimated Renovation Costs		49
App 8	Site Plan		49
App 9	Floor Plan		49

SOUTH BEND  
**CAREER ACADEMY**

**EMERGENCY PROCEDURES**

DIAL 911 FOR: FIRE / AMBULANCE / POLICE

**EVACUATE / RELOCATE**

(UNSAFE BUILDING CONDITION / BOMB / EARTHQUAKE)

**FIRE**

(FIRE / GAS LEAK)

**STORM / TORNADO**

(HIGH WINDS / FUNNEL CLOUD)

**LEVEL 1 LOCKDOWN**

(STUDENT VIOLENCE / MEDICAL EMERGENCY / RABID ANIMAL)

**LEVEL 2 LOCKDOWN**

(GUNFIRE / INTRUDER / HOSTAGE / EXTREME VIOLENCE)

- Upon hearing the verbal public address announcement, all students / staff shall leave the building following the “Red Arrow” Procedures found on the posted classroom emergency map or the safest route possible.
- Teacher shall have student roster in hand and also be prepared to report any students who were added to their roster as a result of the emergency situation.
- All occupants shall remain absolutely quiet during evacuation procedure.
- Meet at designated outside safe area. If directed to relocate, the designated relocation facility is \_\_\_\_\_
- Wait for next ACTION or an ALL CLEAR instruction before returning.

## **EVACUATE / RELOCATE**

(UNSAFE BUILDING CONDITION / BOMB / EARTHQUAKE)

## **FIRE**

(FIRE / GAS LEAK)

## **STORM / TORNADO**

(HIGH WINDS / FUNNEL CLOUD)

## **LEVEL 1 LOCKDOWN**

(STUDENT VIOLENCE / MEDICAL EMERGENCY / RABID ANIMAL)

## **LEVEL 2 LOCKDOWN**

(GUNFIRE / INTRUDER / HOSTAGE / EXTREME VIOLENCE)

- All students / staff shall exit the building immediately at the sound of the fire alarm following the "Red Arrow" procedures found on the posted classroom emergency map or safest route possible.
- Teacher shall take student roster with them.
- Teacher shall assign a responsible student to be the last one out of the room and direct that individual to shut the door as leaving.
- Teacher shall lead students to outside designated safe area.
- No talking or visiting by students.
- Reassemble at outside designated safe area per classroom emergency map.
- Teacher to take attendance and report to Command Center.
- Wait for next ACTION or an ALL CLEAR instruction. Teacher shall lead students back to classroom when and if directed.

## **FIRE**

(FIRE / GAS LEAK)

## **STORM / TORNADO**

(HIGH WINDS / FUNNEL CLOUD)

## **LEVEL 1 LOCKDOWN**

(STUDENT VIOLENCE / MEDICAL EMERGENCY / RABID ANIMAL)

## **LEVEL 2 LOCKDOWN**

(GUNFIRE / INTRUDER / HOSTAGE / EXTREME VIOLENCE)

- Upon hearing the verbal public address announcement, all students / staff shall immediately precede to designated safe areas following the “Blue Arrow” procedures found on the posted emergency map or the safest route possible.
- Teacher shall have student roster with them.
- If leaving the room, Teacher shall assign a responsible student to be the last one out of the room and direct that individual to shut the door as leaving. Door should be closed if staying within the room.
- Teacher shall instruct students to kneel on their knees and cover their heads with interlocked fingers.
- No talking or visiting by students.
- Wait for next ACTION or an ALL CLEAR instruction. Teacher shall lead students back to classroom or resume normal activities only when directed.

## **STORM / TORNADO**

(HIGH WINDS / FUNNEL CLOUD)

## **LEVEL 1 LOCKDOWN**

(STUDENT VIOLENCE / MEDICAL EMERGENCY / RABID ANIMAL)

## **LEVEL 2 LOCKDOWN**

(GUNFIRE / INTRUDER / HOSTAGE / EXTREME VIOLENCE)

- Upon hearing the verbal public address announcement, all students shall remain in the classroom where they are or proceed to the nearest classroom if they are walking in the corridor at the time of the announcement. No students are allowed to leave the classroom for any reason.
- Teacher shall have student roster in hand and be prepared to report any students who were pulled into their classroom as a result of the Lockdown.
- Teacher shall verify that door is locked and close blinds.
- Normal classroom activities shall continue.
- Wait for next ACTION or an ALL CLEAR instruction.

## **LEVEL 1 LOCKDOWN**

(STUDENT VIOLENCE / MEDICAL EMERGENCY / RABID ANIMAL)

## **LEVEL 2 LOCKDOWN**

(GUNFIRE / INTRUDER / HOSTAGE / EXTREME VIOLENCE)

- Upon hearing the public address verbal announcement, all students shall remain in the classroom where they are or proceed to the nearest classroom if they are walking in the corridor at the time of the announcement. No students are allowed to leave the classroom for any reason.
- Teacher shall have student roster in hand and also be prepared to report any students who were pulled into their classroom as a result of the Lockdown.
- Teacher shall verify that door is locked, close blinds, turn off lights, move students away from window areas and block door with furniture.
- All occupants shall remain absolutely quiet.
- Wait for next ACTION or an ALL CLEAR instruction.

## **LEVEL 2 LOCKDOWN**

(GUNFIRE / INTRUDER / HOSTAGE / EXTREME VIOLENCE)

SASB Application Appendix 7  
Estimated Renovation Costs

3408 Ardmore Trail  
South Bend, Indiana 46614

Panzica Building Corporation  
416 East Monroe Street  
Suite 320  
South Bend, Indiana 46601

**ESTIMATE OF CONCEPTUAL CONSTRUCTION COST**



ESTIMATE UPDATED: 03/02/15

**TOTAL PROJECT DATA:**

Site Contract Limits:	435,600 s.f.+-	10.00 acres
Existing Structure	83,000 s.f.	
New Entry Vestibule	6,000 s.f.	
New Gymnasium	12,240 s.f.	
<b>TOTAL FACILITY UNDER ROOF</b>	<b>101,240 s.f.</b>	
Existing Building Perimeter	1,186 l.f.	

**SITE DATA:**

Site Area Improved (Less Building Area): 435,600 101,240 334,360 s.f. = 7.68 acres

**PROJECT DESCRIPTION:**

Gross renovation of the existing building including interior demolition of finishes, walls, plumbing fixtures, lighting, mechanical ductwork, and electrical distribution. New interior demising, partition & load bearing walls. New wall and floor finishes. Complete re-roof of existing structure. Build annex to the existing structure for Gymnasium. Build new entry vestibule. New plumbing distribution and fixtures. Partial new HVAC & exhaust. New mechanical equipment. New HVAC controls. New electrical distribution, power, and lighting. General repairs of site concrete, paving, sealcoating. Limited new concrete curbs and sidewalks. Limited landscaping.

**PROJECT SPACE ALLOCATION:**

<b>Total Project Square Footage:</b>	<b>101,240</b>
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EXISTING INTERIOR BUILD-OUT (WEEKS): 27 No. Mos. 7

GYMNASIUM INTERIOR BUILD-OUT (WEEKS): 15 No. Mos. 4

CONSTRUCTION PERIOD (WEEKS):

<b>Total Project:</b>	<b>42</b>	<b>No. Mos. = 11</b>
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DIVISION	DESCRIPTION	QUANTITY	UNIT	UNIT COST	CALCULATED EXTENSION	SECTION BUDGET	PROJECT TOTAL	COST /S.F.
<b>DIV. 1</b>	<b>GENERAL CONDITIONS</b>							
	General Conditions	1	LS	x \$392,819.00	\$392,819			
	<b>Division Subtotal</b>					<b>\$392,819</b>	<b>2.76%</b>	<b>\$3.88</b>
<b>DIV. 2</b>	<b>EXISTING CONDITIONS</b>							
	Masonry Dumpsters (10 CY)	34	EA	x \$185.00	\$6,290			
	Metal Dumpsters (30 CY)	20	EA	x \$185.00	\$3,700			
	General Debris Dumpsters (40 CY)	50	EA	x \$350.00	\$17,500			
	Interior Dock Demolition	1	LS	x \$16,500.00	\$16,500			
	Selective Pre-Cast Demolition (Cutting & Demo)	1,000	LF	x \$68.40	\$68,400			
	Selective Interior Masonry Demolition	1	LS	x \$11,000.00	\$11,000			
	Selective Interior Carpentry Demolition	1	LS	x \$88,930.00	\$88,930			
	Selective Interior Plumbing Demolition	1	LS	x \$2,200.00	\$2,200			
	Selective Interior Electrical Demolition	1	LS	x \$25,500.00	\$25,500			
	<b>Division Subtotal</b>					<b>\$240,020</b>	<b>1.69%</b>	<b>\$2.37</b>
<b>DIV. 3</b>	<b>CONCRETE</b>							
	Interior Concrete Cutting and Slabs	83,000	SF	x \$1.17	\$97,459			
	Vestibule Foundations and Footings (incl. Excav)	320	CY	x \$350.00	\$112,000			
	Gymnasium Foundations and Footings (incl. Excav.)	666	CY	x \$350.00	\$233,100			
	Vestibule Slab	6,000	SF	x \$5.50	\$33,000			
	Gymnasium Slab	12,240	SF	x \$7.00	\$85,680			
	Gymnasium Pre-Cast Panels (32')	14,208	SF	x \$27.00	\$383,616			
	<b>Division Subtotal</b>					<b>\$944,855</b>	<b>6.64%</b>	<b>\$9.33</b>

<b>DIV. 4</b>	<b>MASONRY</b>								
	Masonry	101,240	SF	x	\$0.00	\$0			
	Division Subtotal						\$0	0.00%	\$0.00
<b>DIV. 5</b>	<b>METALS</b>								
	Metals	83,000	SF	x	\$2.53	\$210,056			
	Steel Frames for Pre-Cast Openings (M)	20	ton	x	\$3,250.00	\$65,000			
	Vestibule Joist System (M)	1,500	LF	x	\$22.00	\$33,000			
	Gymnasium Joist System (M)	3,060	LF	x	\$30.00	\$91,800			
	Vestibule Steel Deck (M)	6,000	SF	x	\$3.25	\$19,500			
	Gymnasium Steel Deck (M)	12,240	SF	x	\$3.25	\$39,780			
	Structural Steel Installation	1	LS	x	\$99,632.00	\$99,632			
	Division Subtotal						\$558,768	3.93%	\$5.52
<b>DIV. 6</b>	<b>WOOD &amp; PLASTICS</b>								
	Wood & Plastics	101,240	SF	x	\$11.51	\$1,165,677			
	Division Subtotal						\$1,165,677	8.20%	\$11.51
<b>DIV. 7</b>	<b>THERMAL &amp; MOISTURE PROTECTION</b>								
	Thermal & Moisture Protection	83,000	SF	x	\$0.29	\$23,655			
	Exterior Wall Insulation (Extg.)	21,348	SF	x	\$1.30	\$27,752			
	Reroof Existing Structure	83,000	SF	x	\$7.00	\$581,000			
	Gymnasium Roofing	12,240	SF	x	\$5.50	\$67,320			
	Division Subtotal						\$699,727	4.92%	\$6.91
<b>DIV. 8</b>	<b>WINDOWS, DOORS &amp; HARDWARE</b>								
	Windows, Doors, & Hardware	101,240	SF	x	\$4.21	\$425,876			
	Aluminum Glazing	3,840	SF	x	\$29.00	\$111,360			
	Division Subtotal						\$537,236	3.78%	\$5.31
<b>DIV. 9</b>	<b>FINISHES</b>								
	Finishes	101,240	SF	x	\$6.03	\$610,538			
	New Gymnasium Floor	12,240	SF	x	\$9.50	\$116,280			
	Exterior Painting (Gymnasium)	14,208	SF	x	\$1.65	\$23,443			
	Exterior Painting (Existing)	21,348	SF	x	\$1.65	\$35,224			
	Division Subtotal						\$785,485	5.52%	\$7.76
<b>DIV. 10</b>	<b>SPECIALTIES</b>								
	Specialties	101,240	SF	x	\$0.35	\$35,778			
	Lockers	101,240	SF	x	\$0.99	\$100,278			
	Interior Signage	101,240	SF	x	\$0.18	\$18,714			
	Division Subtotal						\$154,770	1.09%	\$1.53
<b>DIV. 12</b>	<b>FURNISHINGS &amp; EQUIPMENT</b>								
	General Equipment	101,240	SF	x	\$0.73	\$73,865			
	Kitchen Equipment	101,240	SF	x	\$2.93	\$296,812			
	Gymnasium Equipment	1	LS		\$87,500.00	\$87,500			
	Furnishings	101,240	SF	x	\$6.04	\$611,491			
	Division Subtotal						\$1,069,667	7.52%	\$10.57
<b>DIV. 14</b>	<b>CONVEYING EQUIPMENT</b>								
	Conveying Equipment	1	LS	x	\$29,640.00	\$29,640			
	Division Subtotal						\$29,640	0.21%	\$0.29
<b>DIV. 22</b>	<b>FIRE SUPPRESSION</b>								
	Fire Suppression System	101,240	SF	x	\$2.10	\$212,361			
	Division Subtotal						\$212,361	1.49%	\$2.10
<b>DIV. 22</b>	<b>PLUMBING</b>								
	Plumbing System	101,240	SF	x	\$2.21	\$223,902			
	Disable Gas/Water & Verify Existing Conditions	1	LS	x	\$2,200.00	\$2,200			
	Division Subtotal						\$226,102	1.59%	\$2.23

<b>DIV. 23</b>	<b>MECHANICAL</b>								
	Mechanical System	101,240	SF	x	\$13.62	\$1,379,193			
	New Mechanical Equipment	190	tons	x	\$1,850.00	\$351,500			
	<b>Division Subtotal</b>						<b>\$1,730,693</b>	<b>12.17%</b>	<b>\$17.09</b>
<b>DIV. 26</b>	<b>ELECTRICAL</b>								
	Electrical System	101,240	SF	x	\$9.88	\$1,000,636			
	Temporary Construction Lighting	1	LS	x	\$6,000.00	\$6,000			
	<b>Division Subtotal</b>						<b>\$1,006,636</b>	<b>7.08%</b>	<b>\$9.94</b>
<b>DIV. 27</b>	<b>COMMUNICATIONS</b>								
	Fire Alarm Systems	101,240	SF	x	\$0.52	\$53,090			
	IT Systems	101,240	SF	x	\$8.19	\$829,640			
	RFID System	101,240	SF	x	\$0.50	\$50,620			
	<b>Division Subtotal</b>						<b>\$933,350</b>	<b>6.56%</b>	<b>\$9.22</b>
<b>DIV 31/32</b>	<b>SITWORK</b>								
	General Site Work	334,360	SF	x	\$4.75	\$1,588,210			
	Playground Equipment	1	LS	x	\$180,000.00	\$180,000			
	<b>Division Subtotal</b>						<b>\$1,768,210</b>	<b>12.43%</b>	<b>\$17.47</b>
<b>Subtotal Direct Project Costs</b>					Parity Check:	12,456,018	<b>\$12,456,018</b>	<b>87.60%</b>	<b>\$123.03</b>
	<b>CONTINGENCY</b>								
	Construction Contingency	3.00%		x	12,456,018	373,681			
	<b>Division Subtotal</b>						<b>\$373,681</b>	<b>2.63%</b>	<b>\$1.58</b>
	<b>PROFESSIONAL FEES</b>								
	Construction Management Project Fee Multiplier	6.50%		x	12,829,699	833,930			
	<b>Division Subtotal</b>						<b>\$833,930</b>	<b>5.86%</b>	<b>\$3.80</b>
	Schematic & Design Development Phase Fee	1	ls	x	75,000	75,000			
	Architectural/Engineering Project Fee Multiplier	3.75%		x	12,829,699	481,114			
	<b>Division Subtotal</b>						<b>\$556,114</b>	<b>3.91%</b>	<b>\$2.63</b>
<b>TOTAL ESTIMATED CONCEPTUAL COST</b>							<b>\$14,219,743</b>	<b>100%</b>	<b>\$131.04</b>



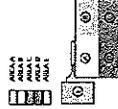


PanZico  
Construction

# SASB Application Appendix 9: Floor Plan

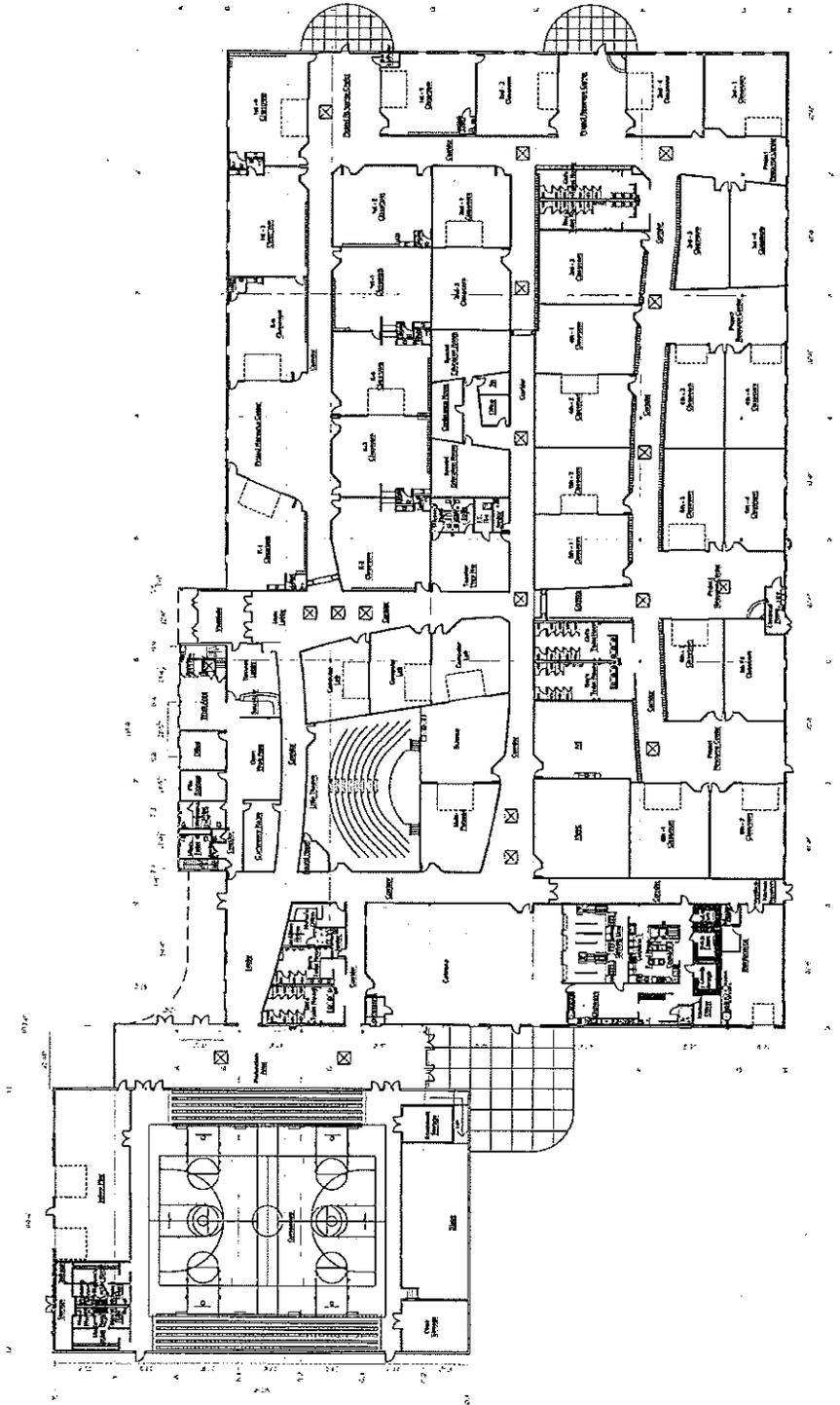
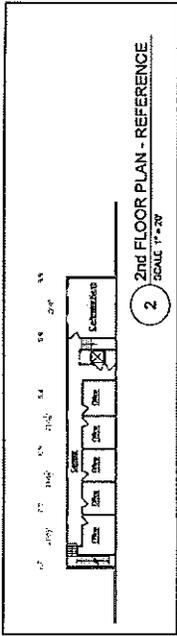
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**PANZICO**  
CONSTRUCTION, LLC  
10000 W. 10th Avenue, Suite 100  
Denver, CO 80202  
303.751.1000



AREA 1  
AREA 2  
AREA 3  
AREA 4  
AREA 5

A100



1  
DIMENSIONED FLOOR PLAN - REFERENCE  
SCALE 1/8" = 1'-0"