



**BALL STATE
UNIVERSITY**

Office of Charter Schools

Neighbors' New Vistas High School

2024-25 Charter Renewal Application

October 1, 2024

© 2024 Ball State University

This document carries a Creative Commons license, which permits noncommercial re-use of content when proper attribution is provided. This means you are free to copy, display and distribute this work, or include content from the application in derivative works, under the following conditions:

Attribution You must clearly attribute the work to the Ball State University Office of Charter Schools.

Noncommercial You may not use this work for commercial purposes, including but not limited to any type of work for hire, without explicit prior permission from Ball State University.

Share Alike If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

For the full legal code of this Creative Commons license, please visit www.creativecommons.org. If you have any questions about citing or reusing Ball State University content, please contact us.

Introduction

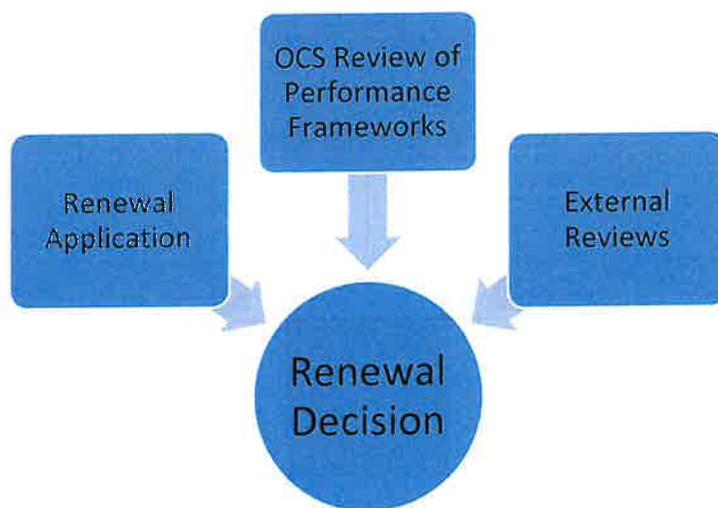
Ball State University, in accordance with IC 20-24-4-1, has developed a charter school renewal process to ensure fair and timely decision-making related to charter renewal. Renewal decisions are based on an analysis of evidence gathered by the Performance Frameworks, renewal application, and on-site review. Renewals will be granted to charter schools demonstrating continuous improvement, clearly defined improvement plans, and adherence to the terms of the charter contract and applicable laws.

Within the application, schools have an opportunity to provide corrections, context, and/or supplement the record with data beyond BSU's Performance Frameworks and state accountability measures (*e.g.*, legacy/cohort group data, formative assessments, etc.).

The renewal review is the culmination of a continuous improvement process and includes analysis by the school, by OCS and, if necessary, external reviewers. External reviews include the required annual fiscal audit, and if necessary external reviews of academic programming, mission specific fidelity (*e.g.* Montessori, alternative education), special education, and/or governance.

OCS staff reviews the school's application, external reviewer reports, and our internal analysis of performance and site visits to determine renewal decisions. The Executive Director of the Office of Charter Schools will issue notice of the University's intent to extend or renew the school's charter and the duration of the renewal or extension.

The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.



Renewal Timeline and Instructions

Renewal Orientation: Meetings with School Leaders and Board Members	August
Letter of Intent to Renew due to OCS	On or before Oct 1
Renewal Application	Oct 1
Onsite School Reviews	October- January
Renewal Decision	On or before March 1
Contract Finalization	March-June

Format of Submission

- The Renewal Narrative should not exceed 25 pages, excluding attachments.
- Attachments to the Renewal Narrative (excluding the required SharePoint submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.
- Any attachment should provide information that meaningfully augments the body of evidence that OCS has already collected on the school's performance or illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (e.g., revised student handbook provisions, updated professional development plan, etc.).
- The document checklist below is for your use and is not required as part of the submission.
- Once completed, the Charter Renewal Applications must be submitted to OCS **electronically through SharePoint no later than October 1, 2024.**

Compliance and Contract Document Checklist

Please review the following documents to ensure our office has the *most current* version of each document. The most recent version our office has can be found in the *Schedules* subfolder under *Charter Agreements and Schedules*. If any of these documents have been updated, please submit the most recent version in the *School Updated Plans and Policies* subfolder in the *Renewal Applications* folder in SharePoint. All updated documents will be reviewed by OCS during the renewal process.

Schedule	Current
Anti-Bullying Policy	<input checked="" type="checkbox"/>
Articles of Incorporation (and any Amendments thereto)	<input checked="" type="checkbox"/>
Any Alternate Name Registrations/Certificate of Assumed Business Names filed with the Indiana Secretary of State	<input checked="" type="checkbox"/>
Board Bylaws <i>*Please review to ensure compliance with BSU Policy regarding Organizer Governance</i>	<input checked="" type="checkbox"/>
Conflict of Interest Policy	<input checked="" type="checkbox"/>
Criminal Background Check Policy	<input checked="" type="checkbox"/>
Curriculum and Instructional Methods	<input checked="" type="checkbox"/>
Discipline Policy	<input checked="" type="checkbox"/>
Elementary School Reading Plan	<input checked="" type="checkbox"/>
ESP Agreement (together with all Amendments thereto, if applicable) <i>*Please review to ensure compliance with BSU Policy on Contracting with Educational Service Providers</i>	<input checked="" type="checkbox"/>
Graduation Requirements, including diploma types offered (if applicable)	<input type="checkbox"/>
Lease Agreement(s) and/or Extension(s) or Deed(s) for All Occupied Facilities	<input checked="" type="checkbox"/>

Schedule	Current
Medication Policy	<input checked="" type="checkbox"/>
Methods of Promoting Parent and Community Involvement Practices	<input checked="" type="checkbox"/>
Methods of Pupil Assessments	<input checked="" type="checkbox"/>
Mission and Purpose	<input checked="" type="checkbox"/>
Onboarding and Student Engagement Policies (for virtual schools)	<input checked="" type="checkbox"/>
Organizational Chart (updated administrative organizational chart)	<input checked="" type="checkbox"/>
Performance Evaluation Plan for Administrators and Teachers	<input checked="" type="checkbox"/>
Personnel Plan, including Methods of Selection, Retention and Compensation of Employees	<input checked="" type="checkbox"/>
Plans and Programs as to Special Populations and At-Risk Students <i>*In addition to ELL students, special populations and at-risk students includes, but is not limited to, students (i) from economically disadvantaged families, (ii) who are homeless, (iii) in the foster care system, (iv) from single parent homes, (v) at-risk of academic failure, (vi) with a history of a drug or alcohol problems, (vii) that are pregnant or are parents, (viii) have previously come into contact with the juvenile justice system, (ix) are at least one (1) year behind the expected grade level for the age of the student; (x) is a gang member, (xi) has dropped out of school or (xi) satisfies the definition of chronic absenteeism as defined in IC 20-20-8-8)</i>	<input checked="" type="checkbox"/>
Policies and Procedures for Special Education	<input checked="" type="checkbox"/>
Professional Development Methods <i>Ensure schedule describes how professional development opportunities align to identified school needs and the key design elements of the school.</i>	<input checked="" type="checkbox"/>
Promotion/Retention Policy	<input checked="" type="checkbox"/>
Responsibilities of Teachers and Staff	<input checked="" type="checkbox"/>
School Admission and Lottery Policy	<input checked="" type="checkbox"/>
School Safety and Emergency Preparedness Plan	<input checked="" type="checkbox"/>
Seclusion and Restraints Policy	<input checked="" type="checkbox"/>
Student Health Screening Policy	<input checked="" type="checkbox"/>
Student Records Policy	<input checked="" type="checkbox"/>
Supplemental Programs	<input checked="" type="checkbox"/>
Teacher and Staff Compensation and Benefits Plans	<input checked="" type="checkbox"/>
Transportation Policy	<input checked="" type="checkbox"/>

Annual Master Calendar Reporting Requirements

Please ensure the following annual reporting requirements are current, if not please upload to the current version to SharePoint

- Onboarding Policy (virtual schools only)
- Board Member Roster
- Certificate of Liability Insurance
- Evidence of Property Insurance
- Quarterly Financials and Budgets
- Staffing Matrix

TABLE OF CONTENTS

Introduction	i
Renewal Timeline and Instructions	ii
Format of Submission	ii
Compliance and Contract Document Checklist	ii
Annual Master Calendar Reporting Requirements	iii
Cover Sheet	1
Application Narrative	1
Enrollment Analysis	1-4
Executive Summary	5-8
Academic Performance and Programming Analysis	9- 17
Organizational Performance Analysis	18-20
Financial Performance Analysis	21-22
Continuous Improvement Planning	23
Statement of Assurances	24-25

COVER SHEET

Neighbor's New Vistas High School			
Current Grade Range	9-12	Location	5201 US Highway 6, Portage, IN 46368
Maximum Enrollment	285	Projected Enrollment for next charter term	200
Number of Instructional Days for the 2024-25 School Year	180 school days/ 51 hours per week	Students on Initial Waitlist for 2024-25	0
<p>Mission Statement: Neighbors' New Vistas High School's mission is to offer Indiana students a viable opportunity to earn their high school diploma and to gain the skills necessary for success in an ever-changing global economy by cultivating a community of engaged, collaborative, and reflective learners and citizens. New Vistas will promote educational programs that will:</p> <ul style="list-style-type: none"> ❖ Enable students to achieve their academic goals ❖ Support students as they transition to work or higher education ❖ Prepare students to meet the employment challenges of the future ❖ Encourage students to develop leadership skills and to cultivate a positive sense of self and self-worth. ❖ Model ways to be civically engaged in the community ❖ Develop an appreciation and respect of the diversity that exists in our school, community and the world <p>This will be achieved through a collective effort to</p> <ul style="list-style-type: none"> ❖ Set high expectations for students' learning and behavior ❖ Deliver relevant, rigorous, and engaging curriculum ❖ Support individualized learning needs, style, and pace ❖ Provide opportunities for students to work collaboratively and solve problems creatively ❖ Cultivate appreciation for others and the community 			
School Website: https://neoadulted.org/new-vistas-high-school/			
Year Opened: 2012			

Current Board Members

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>
Frances Vega	President	Samantha Burgett	Member
Amelia (Boggess) Hessling	Vice President	Wynton Jones	Member
Scott Williams	Treasurer	Dexter Harris	Member
Mark P. Lutze	Secretary	Richard Severe	Member
		Jose Guadalupe Valtierra	Member

School Leadership Team

<u>Name</u>	<u>Position</u>	<u>Name</u>	<u>Position</u>
Rebecca Reiner	Executive Director	Jennifer Jennings	Business Manager
David Plesac	Principal	Colin Majszak	IT Coordinator
Theresa Jacobs	Assistant Principal		
Aleshia Williams	Special Education Coordinator		

APPLICATION NARRATIVE: ENROLLMENT ANALYSIS

Provide the enrollment and demographic information for the current school year.

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC SUMMARY

2024-25 Enrollment and Demographic Summary		
	#	%
Total Enrollment	130 (as of 9.16.24)	
# of Students on Waiting List	0	
Gender		
Male	70	54%
Female	60	46%
Ethnicity/Race		
White	65	50%
Black	26	20 %
Hispanic	23	18%
Asian	1	.5%
Native American	1	.5%
Other	14	11%
Eligible for Free and Reduced Lunch	94	63%
Special Education	36	24%
English Language Learners	1	.5%
Homeless	2	1.3%

Provide enrollment information for length of current charter contract (ADM count).

TOTAL STUDENT ENROLLMENT

	2020-21		2021-22		2022-23		2023-24		2024-25	
	Fall	Feb								
Fall & Feb. ADM	174	190	162	167	128	153	129	151	135	165
Exclusions 22+	NA	NA	48*	46*	16*	21*	1*	3*		

*In July 2021, we were informed that legislation had passed that stripped any ADM funds from going to students over the age of 22. New Vistas continued to serve and reported on those students in 2021-2022 and 2022-2023 without funding while we advocated for changes to this legislation. Our efforts were unsuccessful. We continued to serve that population in 2023-2024 as well but did not report on them. Beginning in the 2024-2025 school year, we will only serve those of our students who have made consistent progress and are within a few credits of graduating.

Enrollment Projections for the next 5 years

Our projections for this current three-year charter term, 22-23 through 24-25, fell far short of the goals we set in our 2022 Charter Renewal Application (submitted October 2021), primarily due to the impact of the COVID-19 Pandemic and the exclusion of students over the age of 22. We have weighed these factors, along with other regional changes in projecting enrollment projections for the next five years. These projections are based on adding 10 students annually to the projected February count.

5-YEAR ENROLLMENT PROJECTIONS*

Academic Year	Planned # Students	Maximum Number of Students	Grade Levels Served
2025-26	175	200	9-12
2026-27	185	225	9-12
2027-28	195	250	9-12
2028-29	205	270	9-12
2029-30	215	285	9-12
At Capacity (specify year)	2030		

**These projections may be adjusted as we see the impact of our responses to enrollment trends summarized below.*

ENROLLMENT TRENDS AND RESPONSES

If applicable, describe any anticipated enrollment factors during the next charter term (e.g. expected area school openings/closings, local economic factors).

New Vistas is actively assessing and responding to the following current and anticipated factors that will impact enrollment during the next charter term, beginning with 25-26.

Trends and Factors Impacting Enrollment

1. Increased Virtual Learning Options and Demands

In the wake of the COVID Pandemic, many students and families are seeking virtual learning options. While many schools, like New Vistas, have seen downward trends in enrollment, enrollment in virtual schools is increasing. Here are two examples:

	2019-2020	2023-2024	% Increase
Options Indiana	300	599	99.6%
Indiana Connections Career Academy	373	572	53.4%

Regionally, Duneland School Corporation has expanded the virtual learning offerings previously available to only students in their district to now include any K-12 Indiana student through their newly formed Northwest Indiana Online.

2. Regional Secondary Enrollment Trends

In 2023-2024, 72% (28 of the 39) of the **traditional and charter public NWI high schools** saw a **decrease** in total enrollment from pre-pandemic enrollment in 2019-2020. For 79% of these schools, enrollment in 23-24 was the lowest in five years. This is the case for New Vistas. In contrast, in addition to increased enrollment in virtual programs, the three large NWI parochial high schools also saw significant increases from the 19-20 to 23-24 school year: Bishop Noll up 41%, Illiana Christian up 24%, and Andrean up 15%.

3. Shifting Trends in Regional Educational Programs

As a result of the decline in student enrollment, we are learning that a few regional schools are eliminating or reducing their alternative education programs and services. Based on conversations that NEO’s Executive Director has had with parents, students, and superintendents, schools without alternative programs may seek options to provide expanded options for their students and families.

4. Economic-Employment Factors: In the wake of the COVID pandemic, we recognized that many employers waived high school diploma or equivalency requirements for employment due to the shortage of workers businesses nationwide were experiencing. As a result, young adults were leaving high school at a quicker rate so they could work. While we have not collected verifiable data on this, there are trends we are aware of.

5. Other Factors: It is reasonable to conclude that the recent expansion of the **Indiana Choice Scholarship Program** and **Indiana Education Scholarship Account** options for Indiana families are contributing factors to enrollment.

New Vistas' Responses to these Trends and Factors

New Vistas Virtual Learning Academy (VLA): New Vistas has responded to the growing demand for virtual education by the post-pandemic continuation of our virtual program. However, we are implementing research-based best practices to ensure program integrity and rigor of this program. These include assigning a certified teacher/ advisor to each enrolled student, removing the module exemption option, requiring completion of module study notes and projects, and enforcing weekly attendance checks. Throughout the 2024-25 school year, we will monitor the impact of these changes through credit completion rates, module scores, attendance, and student satisfaction. We will also be evaluating the need to establish a separate virtual charter school if virtual enrollment reaches 50%. An overview of *New Vistas Virtual Academy* is presented in *Attachment 1*.

Intensified and Targeted Recruitment Efforts: To remain competitive, NEO has intensified our recruitment efforts by employing branding and marketing professionals and implementing comprehensive and strategic recruitment strategies that are part of and detailed in our *Student Engagement Plan, Attachment 2*. Of note and related to the expansion of the Indiana Education Scholarship Account funds, is the fact that New Vistas has seen a steady increase in our population of students with IEPs. This is a testimony to the services that our school provides, services that we will include in our marketing.

Student Retention: An equally important response to the school's enrollment challenges is the retention of enrolled students; this was included as a goal in our 2022 Renewal Application. Over the past three years, we have implemented numerous initiatives to reach our goal of a Student Retention Rate of 80% or higher. Our efforts have yielded 44 % increase in the rate, from our four-year average of 52.6% in 2011 to 75% in the 2023-2024. These strategies are also included in the Student Engagement Plan. Beginning this school year, we will consistently, when possible, conduct exit interviews to identify reasons students are withdrawing to assess additional responses. We are specifically going to look at data on students who come to New Vistas on a Form 16 and either stay or return to their "home" school after the expulsion period and on students listed as being in either 12th or 12+/13th grades to assess enrollment trends here.

In-Person Evening Academy: In addition to New Vistas' Virtual Academy, the school is piloting *New Vistas' In-Person Evening High School, Attachment #3*, this year in response to enrollment data that showed a decline in enrollment of students 18 years and was suggested by two neighboring tradition school superintendents and principals. This program is designed for the 18+ year-old student and for students who have barriers to attending the day program and/or did not do well with virtual school. This program will run on Mondays through Thursdays from 3:30 – 7:30 PM with Fridays designated to appointments with staff, remediation and make-up work, and independent work on courses, work-based, project-based, and/or service-based learning projects.

Scheduling Options: We are also considering, and will evaluate, formalizing the school's flexible scheduling options, to include designated three-to-four-hour morning, afternoon, and evening "sessions" to reach more students. Students would have the option of attending one or two sessions.

Expanding Partnerships: NEO's network of partners is at the foundation of many of our plans, including our response to enrollment and fund development. See *Partnership Plan, Attachment #4*. This is a key focus of the work of NEO's Executive Director who will continue to seek and build opportunities to serve and/or partner with other schools, businesses, and organizations seeking educational services. In particular, she will work with regional schools who do not have alternative programs for their at-risk students and/or non-completers. New Vistas has established partnerships with the following entities that we hope to grow and replicate:

- Shults Lewis Child and Family Services: New Vistas provides the educational program and services for teens in their residential program. We provide curriculum material, guidance counselor and special education services and reporting of these students.
- Porter County Juvenile Services Center: We have a similar arrangement with this agency for students placed with them who've been expelled from their high schools.

APPLICATION NARRATIVE: SPECIAL POPULATIONS DETAIL

Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count.

TOTAL SPECIAL EDUCATION STUDENTS	2020-21		2021-22		2022-23		2023-24		2024-25	
	#	%	#	%	#	%	#	%	#	%
		31	19% <i>of 163</i>	31	19% <i>of 163</i>	33	21% <i>of 157</i>	32	22% <i>of 145</i>	36
By Eligibility										
Autism Spectrum Disorder	3	1.9%	3	1.8%	3	1.9%	4	2.8%	3	2%
Blind of Low Vision	0	0	0	0	0	0	0	0		
Cognitive Disability	0	0	0	0	3	1.9%	0	0		
Deaf of Hard of Hearing	0	0	0	0	0	0	0	0		
Deaf-Blind	0	0	0	0	0	0	0	0		
Development Delay	0	0	0	0	0	0	0	0		
Emotional Disability	4	2.5%	11	6.7%	7	4.5%	9	6.2%	10	6.6%
Learning Disability	13	8%	10	6.1%	0	0	0	0		
Lang. or Speech Impairment	0	0	0	0	0	0	0	0		
Mild Mental Disability	4	2.5%	4	4%	2.5	1.5%	0	0		
Multiple Disabilities	0	0	0	0	0	0	0	0		
Orthopedic Impairment	0	0	0	0	0	0	0	0		
Other Health Impairment	7	4.3%	3	1.8%	9	5.8%	9	6.2%	10	6.6%
Specific Learning Disability	0	0	0	0	11	7.1%	10	6.9%	11	7.3%
Traumatic Brain Injury	0	0	0	0	0	0	0	0		
EL STUDENT POPULATION CHART										
	2020-21		2021-22		2022-23		2023-24		2024-25	
	#	%	#	%	#	%	#	%	#	%
	12	7.4%	5	3.1%	8	5.2%	6	4.1%	1	.7%
Top Native Languages (no more than 3)	Spanish		Spanish		Spanish		Spanish		Spanish	
									Japanese	
HOMELESS STUDENT POPULATION CHART										
	2020-21		2021-22		2022-23		2023-24		2024-25	
	#	%	#	%	#	%	#	%	#	%
					3	1.9%	2	1.4%	2	1.3%
HIGH ABILITY STUDENTS										
	2020-21		2021-22		2022-23		2023-24		2024-25	
	#	%	#	%	#	%	#	%	#	%
	0	0%	0	0%	0	0%	0	0%	0	0%

If applicable, describe any notable changes in demographic trends, across any groups.

We have seen a steady increase in the percentage of Total Special Education Students each year.

These rates are consistently above the State average by 3% - 6%. We are surprised by the low rate of English Language Learners. This will be an area we will continue to monitor. We have not carefully assessed trends within specific demographic groups.

APPLICATION NARRATIVE: EXECUTIVE SUMMARY

Describe any changes in the school's size, community/communities, location, and changes it has experienced over the last charter term. Include demographic and socio-economic changes about the students, staff, and community at large.

CHANGES

SIZE - ENROLLMENT CHANGES

The most significant change to the school has been the decrease in enrollment over the past three years. Prior to COVID, New Vistas was moving toward a consistent enrollment rate of between 200 and 230. While we would like to be closer to our target enrollment goal of 275, the 200-230 range allowed for some degree of financial stability. Although the school's Fall 2021 enrollment of 199 marked a 14% increase from the previous year, the exclusion of our students over the age of 22 reduced that fall's countable ADM to 162. Since then, Fall enrollment has been at 128, 129, and this year, we project 130-140, far short of our estimated and budgeted numbers that were based on our enrollment in June 2024.

STUDENT DEMOGRAPHICS - GRADE LEVEL CHANGES

	8 Yr. Avg.	2021-22	2022-23	2023-24	2024-25	4-year Average	% Increase/ Decrease
9 th	4.6%	6.8%	10.2%	7.0%	5.5%	7.4%	60.3% increase
10 th	9.0%	10.4%	12.5%	17.0%	16.4%	14.1%	56.4% increase
11 th	19.3%	12.3%	23.4%	33.0%	24.2%	23.2%	20.3% increase
12 th	47.7%	32.7%	23.4%	25.0%	38.2%	29.8%	-14.6% decrease
12+ / 13 th	19.4%	37.8%	30.5%	18.0%	15.7%	25.5%	

Implications and Response The biggest shift in enrollment trends has been an increase in the percentage of 9th and 10th graders that are enrolling in New Vistas. There was a 58.9% increase in this group from the school's first eight years compared with the last four. This will impact our marketing strategies and our focus on ensuring appropriate grade and age-level programs.

Another shift is the 14.65% decrease in enrollment of 12th and 12+ / 13 graders. In addition to the decrease in students over the age of 22, based on student exit interviews, we have made a general assumption that a major contributor to this is the relaxing of employment requirements by local employers, waiving the high school credential requirements. We are gathering employment data to share with employers and students about the short and long-term economic impact of secondary credentials and to promote our three program options with them.

STUDENT DEMOGRAPHICS - SOCIO-ECONOMIC CHANGES

The school has maintained a consistent Socio-Economic indicators such as Free and Reduced lunch rates in the 62% - 64% range over the school's history.

Implications and Response The school will continue to provide free breakfast and lunch for all students and continue efforts to connect students with services they may need. We have designated one classroom to serve as a student closet/store where they can access clothing, hygiene product, food, and school supplies.

STUDENT DEMOGRAPHICS - CHANGES IN SENDING SCHOOLS - COMMUNITIES SERVED

New Vistas High School serves students from, on average, 22 different communities or school districts. Noted here are some of the changes in New Vistas' 13-year enrollment history:

By County: Current student enrollment is fairly evenly divided between Lake and Porter County.

	Years 1-5	Years 6-10	Current
Lake County	52 %	40%	52%
Porter County	47 %	59%	46%
Other NWI Counties	1%	1%	2%

By City/ School District: Historically, our primary sending communities have been Gary, Hobart, and Lake Station in Lake County and Chesterton, Portage, and Valparaiso in Porter County. During this Charter contract, we have seen increased enrollment from Gary, Hobart, and Valparaiso while a decrease in enrollment from Lake Station, Chesterton, and Portage.

County / City	1 st 10-Yrs. Avg.	Current	Increase / Decrease
Lake County	45.9%	46.1%	.4 % increase
Gary	15%	19.4%	29.7% increase
Hobart	10.9%	14.5%	44% increase
Lake Station	13.7%	4.8%	64.5% decrease
Porter County	53.2%	52.1%	2.1% decrease
Chesterton	6.4%	1.8%	71.6% decrease
Portage	36.8%	31.5%	14.2% decrease
Valparaiso	8.1%	18.8%	133.4% increase
Other Counties	.9%	1.8%	100% increase

Implications and Response School administrators will carefully monitor enrollment from neighboring Lake Station as we do anticipate an increase from this community. We will also use this data to assess the reasons for these changes.

STUDENT DEMOGRAPHICS- CHANGES IN SPECIAL POPULATIONS

As previously noted, there was a 46% increase in the percentage of students with *Individualized Education Plans* (IEPs) in the past four (21.5%) compared to the first-five year average of 14.7% and a decline in the percentage of *English Language Learners* over the past four years, dropping from 12 students (7.4%) in 2021 to just one student identified as ELL in the current year.

Implications and Response We will continue to evaluate the reasons for these trends. We have collected feedback from families of students with IEPs that have shared that they do feel that their students are better served at New Vistas than at larger traditional school.

STUDENT DEMOGRAPHICS – RACE/ETHNICITY CHANGES

There has been little significant change in enrollment by race and ethnicity when comparing the average enrollment by race/ethnicity for years 1-10 with the past three years.

	Years 1 - 10	Years 11-13
White/Caucasian	51%	53%
Black	20%	20%
Hispanic	23%	23%
Multi Racial	6%	4%
Other	0%	0%

Implications and Response We will continue to ensure that the unique diversity of our student population is supported, celebrated, and reflected in the school culture, curriculum, and composite of school and board members. We will commit to ongoing professional development that strengthens our capacity to effectively meet the learning and other needs and assets of our students and their families. While the diversity of our students (53% Caucasian / 47% Minority) reflects that of the NWI Region, it is unique in regional school corporations.

STAFFING CHANGES

Instructional Staff: New Vistas has been blessed with the retention of our six core teachers during this charter term along with one of our two paraprofessionals. We have dismissed three teachers during this period which reduced our classroom teaching staff from nine in 2022 to six.

Leadership & Support Team:

No Change in these positions: Executive Director, Business Manager, Compliance Officer, Registrar, IT Coordinator, Facilities Manager, Food Services Coordinator. The school's principal is in his second year in that role, having served as assistant principal for a total of five previous years.

New this charter term: School Safety Coordinator (2nd year), Assistant Principal (1st year), Special Education Coordinator (2nd year)

Open Position: Guidance Counselor

Implications and Response NEO remains committed to recruiting and retaining the best possible employees and will follow our Employee Recruitment and Retention plans as detailed in Schedule 18.

If applicable, describe any change in the school's needs-based rationale for focusing on a specific targeted student population or educational model, as was defined in the initial application.

The two most significant changes impacting New Vistas are related to the age of the students we served and were a focus of our original charter model and application. The loss of ADM funding for students over the age of 22 and the declining enrollment of 18 – 22-year-olds are causing us to reevaluate the educational model and delivery of services. However, enrollment data drawn from students' Individual Service Plans (ISP) and from the Alternative Learning Report (DOE-AL) supports the school's needs-based rationale to provide students with a viable option to remaining in or reentering school to graduate due to factors listed here taken from 2021-2022.

Enrollment Reason	2021-22
Student has withdrawn or intends to withdraw (from previous school) before graduating	18.8%
Student has failed to comply academically and would benefit from instruction offered in a manner different from instruction available in a traditional school	66.1%
Student is a parent of an expectant parent and is unable to regularly attend the traditional school program	2%
Student is employed and employment is necessary for the support of the student or student's immediate family and/or interferes with a part of the student's instructional day	6.4%
Student is a disruptive student (as defined in IC 20-30-8-2)	6.7%

Provide overview of the key design elements and how the school is implementing these elements.

The following are key design elements, some of which are mandated for us as an alternative school, and others are aligned with our mission and commitment to transforming the school experience and outcomes for our students.

Small Class Size: The school maintains an average class size that does not exceed a 15 to 1 student to teacher ratio. This enables personalized and differentiated instruction, allowing teachers to meet students where they are academically.

Personalized Support Services: In contrast with the larger traditional high schools that have one **guidance counselor** for every 400 – 700 students, New Vistas' guidance counselor can provide personalized attention to our 130 – 160+ students. All students are assigned to an **advisory** with whom they meet daily allowing for another layer of support. The new Study Hall period is another opportunity for students to get individual academic support or to expand their learning options. Finally, the school has contracted with Infinity Behavior Health and Counseling and has two **onsite, behavior health counselors** that meet with individual students and run small and school-wide sessions on topics including anger management, bullying, self-harm, addiction, etc.

Flexible Schedules and Options: While most of our students attend the full in-person day program from 8:30 AM to 3:26 PM, some students enrolled in this program attend for only partial days if according to the credits they need or external demands such as work, transportation, or family obligations. Also, as previously discussed, we now offer in-person evening and virtual options.

School Year: The school year is divided into trimesters giving students the opportunity to earn up to 15 credits per year. This is important for the majority of our students who enroll significantly behind in credits compared to their cohort peers.

Instructional Priorities: New Vistas has contracted with EduK12 Solutions to reinforce continue to focus on *Instructional Priorities model, Attachment #5*, to focus on student engagement and outcomes through setting clear and high expectations (rigor), encouraging student voice and choice, and literacy. The goal is a school-wide commitment to, practice of, and fluency in these instructional strategies by all teachers that result in improved student learning outcomes and experiences.

Restorative Practices: During the course of this charter contract period, school staff have participated in various levels of training in Restorative Practices. School Administrators and one board member also participated in a two day “Authority with Grace” training this past summer and will participate in a two-day Restorative Conferences training in October. The focus is building a culture of relationship-based restorative practices that strengthen students and staff capacity for addressing conflicts and behaviors. (*Attachment #6 and Schedule 24*)

Integration of College and Career Readiness into school design: In response to student input and that from BRU OCC site summary and charter contract, New Vistas has implemented robust efforts, within our capacity, to integrate essential elements of our *College and Career Readiness Plan, Attachment #7*, into the school design. These efforts include the development of school-wide project-based and service-learning opportunities. Our focus in the current and upcoming years will be on increasing meaningful work-based learning opportunities. Classroom teachers have begun to align instruction and curriculum and advisory periods to focus on grade-specific Employability / 21st Century skills. The school also has launched a rigorous schedule of college and career field trips, speakers, fairs, and events to promote students’ CCR awareness, clarity, capacity, and confidence. Due to decreased enrollment, thus decreased budgets, we have been limited in the range of dual credit, CTE Concentrator, and Certification offerings we have. This is another focus area for our school improvement efforts.

Development of Environmental Focus: At the onset of this charter term, NEO launched *NEO’s “Energy Academy”* initiative, *Attachment # 8*, an umbrella term for a menu of environmental-related activities. As we enter the next phase of our plans, we aim to more fully integrate environmental topics into our core curriculum, service, project, and work-based learning opportunities, and our certification and dual credit offerings.

If applicable, summarize any anticipated changes to the school’s educational program, as described in the current charter schedules, or any subsequent approved or amendment(s). Including but not limited to the school’s mission, course of study, instructional program, grade levels served, and, if applicable, any mission-specific goals. Discuss any associated challenges or risks to these changes.

School administrators are working closely with the NEO Board of Directors, staff, and other stakeholders to evaluate and address any changes to the school’s educational program that we will need to make in order to address key challenges and opportunities facing the school. These will be addressed in subsequent discussions with the team from Ball State’s Office of Charter Schools prior to making any decisions. If and when required, we will take appropriate actions, including submission of charter amendments will be submitted as needed and in a timely fashion.

ACADEMIC PERFORMANCE AND PROGRAMMING ANALYSIS

Using the data below, as well as supplemental data, respond to the questions below.

AREA	ASSESSMENT	2021-22	2022-23	2023-24
Growth*	ELA	n/a	n/a	n/a
	Math	n/a	n/a	n/a
	ELA Bottom 25%	n/a	n/a	n/a
	Math Bottom 25%	n/a	n/a	n/a
Proficiency	ELA	n/a	n/a	n/a
	Math	n/a	n/a	n/a
	IREAD	n/a	n/a	n/a
Special Education Proficiency	SPED ELA	n/a	n/a	n/a
	SPED Math	n/a	n/a	n/a
College and Career Readiness	4 Year State Grad. Rate	50%	51.5%	37.93%
	5 Year State Grad. Rate	55.6%	50%	TBD
	11th Grade At or Approaching Math SAT Proficiency	19.1%	23.3%	
	11th Grade At or Approaching ELA SAT Proficiency	40.4%	36.7%	
Strength of Diploma	Core 40 %	92.3%	97.2%	97.1%
	General %	7.7%	2.8%	2.9%

2023 Federal Report Card Sub Group Analysis

NEO DOES NOT RECEIVE A FEDERAL REPORT CARD

Subgroup	Rating	Subgroup	Rating
American Indian_Alaskan Native	No Rating	Asian	No Rating
Black	No Rating	Hispanic Ethnicity	No Rating
Multiracial	No Rating	Native Hawaiian, Other Pacific Islander	No Rating
White	Does Not Meet Expectations	English Language Learner	No Rating
Free/Reduced Lunch	Does Not Meet Expectations	Special Education	No Rating

METHODS OF PUPIL ASSESSMENTS

Schedule 8 has been updated, included in this application, and uploaded into Sharepoint and outlines New Vistas' current and planned changes to our Pupil Assessment Plan. Gathering and using meaningful academic assessments has been and is a challenge due, in part, to the length of time we have students to truly measure growth and due to students' negative attitude about taking assessments. School administrators will be working with teachers to make this a priority focus area for the next charter term and will identify key data points to collect, analyze, and use to truly measure and impact academic growth and proficiency. Simultaneously, we will monitor the impact of our focus on Instructional Priorities in this area.

An action item this school year is to collect and review academic growth and proficiency data from sources that are currently available to us, including Civil Rights Data Collection, PSAT, SAT, and ASVAB tests, to establish baseline data. We will also begin collecting and tracking data from formative and diagnostic assessments we will implement this year. While the responses to the

questions below are not specific to academic indicators, these areas do directly impact student learning and are included for that reason.

Describe at least two academic indicators that show positive and negative trends in performance.

Positive Trends

Graduation: We have been steadily improving our graduation rate year after year, although last year did see a dip. We attribute this to graduating a larger than average number of students the previous year. We are making a concerted effort this year to identify all potential graduates and track where they are, what they need, and what they can reasonably expect to accomplish. We will have consistent and ongoing discussions with each potential graduate so that they always know what they need and with teachers so they can assist with monitoring progress. The addition of a Study Hall provides more time for students to get work done and stay on pace. Remediation of students will keep more students on track so that they are not behind when they get to their senior year.

4 YEAR GRADUATION RATES				
Years 1-9 Average	Year 10: 2021-22	Year 11: 2022-23	Year 12: 2023-24	3 Year Average
31%	50%	51.5%	41% (TBD)	47.5%

Student Retention: Student retention is a key concern of the school, not only as it impacts student performance and success, but also because of the revenue associated with student enrollment. Although current retention rates fall short of our goal of 80%, we are working to steadily increase this rate. By increasing academic, social-emotional, and other means of support and engagement. Student Retention initiatives are listed on pages 3 and 4.

STUDENT RETENTION RATES				
Years 6-9 Average	Year 10: 2021-22	Year 11: 2022-23	Year 12: 2023-24	3 Year Average
52.6%	65%	67%	75%	69%

Credit Completion: While our credit completion showed a decline last year from the previous year, we increased our three-year credit completion rate by 5% from our 9-year average of 70.1%. We will continue to employ strategies including monitoring of and responding to student grades during weekly Professional Learning Communities meetings and advisory periods, ensuring that we proactively communicate areas of growth and concern with students and parents in a timely way. This year we have included a daily Study Hall period to give students additional time to work on assignments and to meet with teachers for extra help and targeted skill remediation. Finally, the school's student support team will identify and work with students who need additional layers of support in overcoming other barriers that might exist. The goal is to raise credit completion rates by at least 3% this year.

CREDIT COMPLETION RATES – IDOE Data Exchange				
Years 1-9 Average	Year 10: 21-22	Year 11: 22-23	Year 12: 23-24	3 Year Average
70.1%	78.6%	74.5%	68.5%	73.9.3%

Negative Trends

Attendance. Attendance and chronic absenteeism remain a critical concern. While we saw improvement in 2023-2024 school year from the previous year, the school's current three-year average of 67.6% is still below the previous nine-year average of 84.5% and far short of our goal of annual attendance rates of 90% or higher. Part of this may be attributed to the pandemic. Additional factors include internal variations in reporting attendance for our online students during the school's remote and hybrid periods and for our virtual students. We are working on establishing better guidelines on the reporting of these students. Finally, we are trying to better understand the differences in our own internal attendance data that is collected monthly through Power School

reports with the attendance rates reported in the July Data Exchange reports. Data on Chronic Absenteeism and our strategies for addressing these areas are detailed in the Chronic Absenteeism section, beginning on page 15.

STUDENT ATTENDANCE RATES – IDOE Data Exchange				
Years 1-9 Average	Year 10: 21-22	Year 11: 22-23	Year 12: 23-24	3 Year Average
84.5%	66.2%	63.2%	73.3%	67.6%

Discipline: New Vistas strives to provide students and staff with a safe and respectful learning environment and to empower students with the skills to self-regulate and manage their behavior and emotions in a productive, safe, and non-threatening or disruptive manner. While we saw a significant reduction in the number of student suspensions and expulsions in 2021-2022, those numbers increased in 2023-2024, both in number of incidents and number of days out of school, far above the previous 9 year average. For some reason, no data was collected (or found) for the 22-23 school year. In 23-24 incidents of vaping tobacco and THC and fighting rose significantly from pre-COVID rates. Due to staffing limitations, we did not implement the same level of in-school suspensions as we did in previous year. This year we are addressing this by staffing our in-school suspension program, by having an assistant principal to help with this area, increased Infinity Counseling Services, devoting two days a week in Advisory class to Social and Emotional learning, and by equipping all teachers with training in Restorative Practices.

	Years 6-9 Avg.	Year 10: 21-22	Year 12: 23-24
# In-School Suspensions	19	5	22
# Out-of-School Suspensions	45	19	46
# Expulsions	3	2	4

Describe how your school measures, monitors and recognizes student growth

The schools’ administrators and teachers develop “watchlists” on an ongoing basis to track student growth and progress toward graduation as well as attendance and grades. These are used in weekly advisory periods, Professional Learning Community meetings, and with the Student Support Services team as previously mentioned. Data is generated through weekly PowerSchool reports on grades and attendance and regular graduation progress reports are generated at the beginning and/or end of each trimester by the school’s guidance counselor and registrar to identify students as being “on track”, “close to on-track”, or “off track”. Credit audits are completed on all students. Schedules are developed to ensure that the students are enrolled in the proper courses to meet their graduation requirements. Students are provided with options to earn credits through non-traditional avenues including New Vistas’ Virtual and Evening Academy. Our focus this year is to formalize our system of tracking, analyzing, communicating, and responding to growth and proficiency data.

Describe how school analyzes data and applies this to instruction and professional development.

For the past three years, a school priority has been to build teacher capacity and efficacy using Instructional Priorities model. We have used the Board approved RISE Performance Evaluation tool as well as walk-throughs observations to collect data on individual teachers as part of their professional growth work and annual educator evaluation. While we have used this data to identify professional development priorities, we could do better with this. We also need to assess any correlation between teacher effectiveness ratings with student outcomes. Below is a brief summary of the teacher evaluation process.

The school’s principal and assistant principal conduct weekly walkthroughs and observations, focusing on one domain at a time. The frequency of these walkthroughs and observations are aligned with a teacher’s tiered rating:

- Tier 1, Highly Effective: monthly observations
- Tier 2, Needs Improvement: twice a month observation
- Tier 3, Requires Immediate Action: weekly observations.

Each observation will be followed up with coaching conversations to identify strengths and opportunities for growth. Coaching conversations helps to develop bite-sized goals and strategies. Observations from the same domain may be conducted more than once to measure growth. Coaching cycles are not meant to be punitive but rather a way to improve our teachers and their effectiveness in the classroom.

Analytics for the observations (including any walk-throughs or evaluations) are evaluated weekly to focus on any instructional deficiencies in the classroom (e.g., a majority of the teachers did not post agenda, standards, I CAN statements, etc., so they are visible for the students). Any areas of deficiencies will be addressed in weekly staff and one-on-one meetings. Any areas where teachers struggle greatly (lesson planning, classroom management, etc.) are developed into assigned Professional Development. Evaluations are conducted twice per year using the RISE Rubric and observations. Teachers are rated: Highly Effective, Effective, Need Improvement, or Requires Immediate Action. Any teacher rated in the last two categories will be placed on Professional Improvement Plan.

Describe any successes or challenges your school has had in addressing achievement gaps between student groups (e.g., grade levels, gender, language, special education, racial/ethnic), and strategies being used to address those gaps. Please support with data (e.g., growth, proficiency, graduation, attendance).

To date, we have not analyzed this disaggregated data. We will make this a priority in the 2024-2025 school year. Strategies to address learning loss and gaps include:

- Daily Study Hall to increase time for make-up work and remediation;
- Diagnostic tests for baseline data to be used for targeted remediation;
- 45 minutes of before-school, duty-free time for teachers to discuss student data, to meet with individual students during “office hours”, and to communicate with families and support team;
- Infinity Counseling Services provide increased social/emotional support and tools for overcoming barriers.
- Improved, robust system for tracking teacher effectiveness in Instructional Model.
- Teacher advisors assigned to every virtual student.

Describe activities and programs implemented at the school to support both non-proficient and advanced students with effective and timely additional assistance.

In addition to the strategies, supports, and programs to address non-proficient students are addressed above, we will use classroom formative, beginning and end of course assessments, and diagnostic tests such as Exact Path to also identify students who are at or above proficiency levels and provide appropriate, differentiated assignments and/or assessments.

Briefly describe how teachers use technology to support instruction.

All teachers have classrooms equipped with Smart Boards and students are assigned Chromebooks for use in the classroom or to use at home. Technology is used extensively on a daily basis in a variety of ways and for multiple purposes that include, but are not limited to the following:

- **Google Classroom:** Daily classroom work posted so students can access if they’ve missed school or need a review of material
- **Curriculum content, enrichment, remediation:** Edmentum Plato Courseware, Microsoft Office and QuickBooks, virtual and interactive labs, stock market games, web quests, Khan Academy and Adobe Illustrator, Photoshop, InDesign, Lightroom.
- **Course projects and assignments on SmartBoards:** research, collaborative work, access to other schools and classrooms, calculators, etc.
- **Instruction:** PowerPoints, slide shows, videos, student problem solving, etc.
- **Data tracking and analysis:** Surveys, school-wide recycling program, and air pollution monitors, etc.

High School Only. Summarize how your school supports the college and career readiness of students (e.g., internships, dual credit)

As mentioned on page 8 in the Key Design Element section, New Vistas has significantly expanded initiatives to support students' college and career readiness and awareness opportunities. Our College and Career Readiness (CCR) plan, (Attachment #7), guides our annual planning, implementation, and evaluation of annual initiatives that focus on increasing awareness, capacity, and opportunities for demonstrating Employability Skills and Post-Secondary Competencies required for graduation.

Building CCR Awareness: Our CCR Committee uses student surveys, both internal and those available through Indiana Career Explorer to gauge students' college and career interests and knowledge. We use this information to set the annual CCR schedule that includes field trips, speakers, participation in offsite career and scholarship fairs and onsite speakers' schedule and college and career events. We plan to further develop work-based learning experiences with area employers to include job shadowing, pre-apprenticeships, mentoring programs, and paid and unpaid internships.

Building CCR Capacity: The CCR Committee also ensures that students and families have access to multiple opportunities to increase their knowledge and capacity to navigate entry and success in college and/or the workplace. We work with area universities and colleges, Work One, United Way, and other entities to deliver programs that provide students and families access to information on Financial Planning and Resources (i.e. FAFSA nights, Scholarship fairs, etc.), College and Career Research tools, and various workshops on Resume Writing, Interview Skills, the College Application process to name a few. One day a week of student's Daily Advisory period is dedicated to CCR activities that may include students working on their Personal CCR Portfolio. Students also gain valuable CCR information in the school's Preparing for College and Careers class. Students' workplace readiness and post-secondary competencies are the ultimate demonstration of capacity.

Describe any grant opportunities and partnerships you use to support and expand student learning opportunities.

Over the course of this charter period, NEO has applied received the following grants to support and expand student learning opportunities focused on the following three areas:

1. Outdoor and Environmental Learning

Overview: In response to COVID and as part of the school's focus on environmental studies, we have greatly expanded outdoor learning space for students, supported by our network of partners and grants. Here are some of the initiatives undertaken since 2021:

- Created access to NEO's "Back-20" acres of wood and wetland for hands-on scientific research and studies by building a bridge and clearing paths
- Constructed a student-run school garden, including raised beds, water catchments, and a greenhouse, designed, built, and operated by students (with help from community volunteers and our partners) that provides produce for the local food pantry in conjunction with the school's Science and Service class.
- Developed three (3) designated outdoor learning and gathering spaces that are used by individual classes and during special school-wide events such as the school's annual Earth-Day events that are planned and run by students
- Prepared to participate in Environmental Air Quality monitoring project
- Engaged in student learning activities including monitoring of school's solar energy use and management of our recycling program.

Key partners: Isaak Walton League of Porter County, Purdue Extension, Porter County Recycling and Waste Management., Valparaiso University, Eastern Michigan University Stewardship Coalition, and National Wildlife Council

Grant Funding: Approximately \$102,000 has been raised in grants for this project.

- ESSER Funding: \$75,000 of New Vistas ESSER III funds were dedicated to this project
- Environmental Protection Agency (EPA) Community Air Quality Monitoring: \$10,000

- US Forest Services Great Lakes Grant: \$15,000
- Master Gardener of Porter County: \$500
- Purdue Extension: \$500
- Rotary Club of Portage: \$1,000

2. NEO's Training Academy

Overview: Located in the center of the NEO Center, a renovated 70,000 SF bowling alley, sits a 10,000 SF area nick-named "the Cavern" that is being developed into expanded career training space. In 2021, we began Phase 1 of this work that will support work-based learning, pre-apprenticeship programs, and certifications for students. Phase 1 of this initiative was completed and resulted in a state-of-the-art testing lab. We plan to build out the remaining space once funds are raised (in the works) that will house two tenants for now, both committed to integrating student learning and work experience into their business plans. We hope to complete this by June 2025.

NEO has a signed agreement with the non-profit group, Craftsmen Community Maker Labs of Indiana, Inc. (CCML) to lease 3,500 SF, beginning in January 2025 to create a Makers' Lab. CCML is comprised of tradesmen who will work with New Vistas High School students to develop hands-on and work-based experiences, classes, and certifications in construction, welding, fiberoptics, 3-D printing, and other trades-related areas.

The Urban Efficiencies Group and LLC will occupy another portion of the Training Academy and will offer students work experiences and trainings in home-energy audits, energy efficiencies, and solar installation.

Grant Funding: Approximately \$760,000 was raised to support this project to date.

- ARPA Funds: NEO received \$850,500 in funds from the Porter County's American Rescue Plan Act (ARPA) allocation for development of NEO's Training Academy and childcare program and administrative support and other related costs tied to these projects.
- NEO is actively seeking additional grants to support Phase 2 of the final build-out work.

Key Partners: Porter County Career and Technical Center, Center of Workforce Innovations, and United Way of NWI were key supports in initial analysis of the best use for this space to address career and employment needs and gaps.

3. Creekside Early Learning Center

Overview: This is a 1.55-million-dollar construction project that involves converting 9,000 SF of space that will house Creekside Early Learning Center at NEO, a Paths to Quality center, slated to open in the late Fall of 2024, that will serve 130 children. The owners of Creekside are leasing this space from NEO and will be partnering with us to run work-based learning experiences in early childhood education and help launch our Child Development Associates (CDA) certification program in the Spring of 2025.

Grant Funding: To date, \$1,590,000 has been raised for this project from the following sources.

- \$90,000 in ARPA funds were allocated Iso provided the foundational funding for this initiative.
- United Ways of Indiana: NEO was one of four initial recipients of the United Ways of Indiana's Statewide Capital Projects initiative that provided \$750,000 toward the construction/renovation work for Creekside Early Learning.
- Early Years Initiative: \$500,000
- READI 1.0: \$200,000
- 1st Source Bank: \$50,000

Key Partners: Geminus Childcare Resource and Referral provided essential advice on finding an experienced childcare provider and partner. United Way of NWI and First Things First played instrumental roles in NEO's efforts to secure funding for this project.

Many of the grants listed here have also been allocated to salaries, supplies, and related facilities costs associated with these projects.

Conduct an analysis of CHRONIC ABSENTEEISM and address the following questions:

CHRONICALLY ABSENT STUDENTS <i>missing 10% or more of school</i>	9-year Average 2013 - 21	21-22		22-23		23-24		3 Year Average 2021-2024
	%	#	%	#	%	#	%	%
New Vistas High School	53.7%	239	82.4%	201	83.8%	143	67.5%	77.9%
Gary Middle College			93.3%		92.1%		84.4%	
Excel – Gary			83.3%		86.7%		95.9%	
Options			49.3%		49.3%		42.3%	
State			17.8%		21.1%		17.8%	

A top priority for New Vistas is dealing with chronic absenteeism. It is prevalent across all student demographics and impacts all areas of student outcomes, including student retention, GPA, course completion, and graduation rates. While we did make significant gains to reduce this rate and close the gap between the current three-year average of 77.0% and the pre-COVID nine-year average rate of 53.7%, we are still far from our goal of being within 10% of the State’s chronic absenteeism rate. It is worthy to note that New Vistas’ chronic absenteeism rates were lower than two of three comparable schools that also serve a significant number of adults and non-traditional high school students.

Are there notable disparities in attendance across student groups (grade levels, gender, language, special education, racial/ethnic)?

We have not analyzed disaggregated data pertaining to the informal internal analysis that shows that chronic absenteeism rates span all student demographics. Using the above data as baseline, we have created customized PowerSchool reports that DO disaggregate attendance data that we will use during the 24-25 school year to collect, analyze, and respond to our findings.

Evaluate the severity of absenteeism. To what extent are students severely (more than 20%) and extremely (more than 50%) absent?

In the 2023-2024 school year, 101 students (46.76%) of the reported 216 students had 20% or more absences and 47 students (21.76%) had 50% or more absences.

What procedures and practices are being implemented to address chronic absenteeism and how does the school monitor results?

New Vistas’ Assistant Principal will lead school-wide efforts to implement the school’s Attendance Plan that involves all members of the school community and includes strategies and action steps aimed at increasing overall student attendance, but specifically, to address chronic absenteeism. The plan includes essential **foundational** elements that are in place for ALL students and **tiered monitoring** and **prevention practices** and **graduated interventions** and **consequences** for students at different levels of chronic absenteeism issues.

Foundational Systems, Responsibilities, Operations and Attendance Strategies

Attendance Policies and Practices that are designed to:

- Develop students’ self-awareness and self-management capacity
- Cultivate personal investment in and commitment to school climate and community
- Clearly state roles and responsibilities for all
- Establish a system of accountability to ensure cohesive and consistent practice
- Articulate actions and consequences for absences

Support Established Expectations for Teachers: NEO expects teachers to play a critical role in monitoring student attendance and following the school's Attendance Monitoring Guidelines and will support teachers with relevant Professional Development and adjustments to their daily schedules. For example, due to the increased rate and caseload of students identified as chronically absent, beginning with the 2024-2025 school year, teachers contracted daily hours were increased to meet the expectations of timely monitoring, outreach, and response through:

- Participation in weekly Professional Learning Communities to identify "watchlist" students
- Outreach to students and families
- Daily accurate attendance reporting and logging in Power School
- Referrals to appropriate support providers
- Response to identified barriers and issues

Data Collection, Monitoring, and Reporting: The school team will work in a collaborative and cohesive way to ensure timely and accurate data is collected, monitored, reported, and used.

- Track ISP goals, ensuring these are accessible to and monitored by students and teachers
- Ensure staff is accurately recording data and following Guidelines for Student Absences
- Reviewing disaggregated data once per term to evaluate strategies and celebrate successes
- Create and use specific Power School attendance reports on a scheduled basis
- and implement system of data analysis and interventions
- Include attendance records on report cards and progress reports.
- Solidify attendance reporting protocol for virtual and evening academy students

Establish Positive Relationships with Students and Families: It is critical that first encounters with students and families set the tone for positive relationships. This will foster a foundational relationship that will be essential in future encounters. These include:

- Encounters at mission tours, orientation/ registration, open house, appointments with staff
- Home visits, before school starts and subsequent ones to discuss specific issues
- Positive calls and notes to students and families about students
- Greet families when students are dropped off and picked up
- Staff and teachers personally greet students with positive comments
- Send out personalized Welcome postcard before school starts and We Miss You postcards when students have stopped attending for length of time
- Establish Parent Portal on website with links to information and resources
- Identify key staff to connect with students and families including Advisor or Parent Liaison
- Facilitate Parent Group meetings and workshops to include importance of attendance
- Make personal calls home (as opposed to robo calls) when student is chronically absent;

Establish Positive School Culture and Climate: The following are steps to maintain a positive school culture and climate for all by, a key foundational element in keeping students engaged.

- Conduct an annual school climate survey with students, parents, staff
- Annual review and response to results in our school improvement plan
- Assess if and how well school, its programs, curricula, and material adequately reflects and meets students and their interests and real-life applications
- Promote culturally responsive teaching and social and emotional learning
- Promote student engagement and community building events and activities
- Implement Positive Behavioral Supports and incentives to improve school climate and prevent student behavior that can negatively impact attendance
- Implement practices and procedures, such as Restorative Practices, to maintain safe school environment by building effective relationships, compliance, accountability, and capacity
- Promote development of real-life skills including digital and media literacy
- Establish age/grade cohorts to deal with appropriate topics and issues
- Build voice and leadership capacity with students through Student Counsel, Student Ambassadors, student-led-solutions, and service learning, etc.

Clarify Attendance Expectations and Goals:

- Ensure that attendance expectations, procedures, and consequences (+ and -) are clearly communicated and followed consistently by all.
- Follow deliberate schedule to share attendance goals and outcomes with students and families (i.e. weekly individual goals during Advisory and monthly school wide goals and results at monthly celebrations and on bulletin boards)
- Make attendance an item for discussion in all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.

Educate and Engage Students & Families About Impact of Attendance

- Launch schoolwide Attendance Campaign for all families during the first 30 days of school
- Hold Attendance Awareness activities throughout the year
- Use all-call, advisory, and social networking to engage keep students and parents/families informed on the impact of attendance on achievement and behavior
- Provide students, parents, and advisors with a comparative analysis of student's attendance with average New Vistas student attendance and targeted attendance goal

Recognize Good and Improved Attendance: Implement multi-tiered system (PBIS) for recognizing achievement of attendance goals that includes:

- Weekly classroom recognition
- Monthly attendance bulletin boards and recognition ceremonies
- Unannounced random award of attendance prizes
- Phoenix Bucks - School Store
- Special privileges
- Special pro attendance event to celebrate great attendance and improved attendance for parents and students.

Tier II Interventions for Students At-Risk for Chronic Absenteeism

The school team will identify students at risk for chronic absenteeism and assign appropriate interventions based on student's specific situation and level. These interventions may include:

- Personal and automated phone calls, letters sent out at 5, 7, and 10 unexcused absences
- Parent meetings set up to discuss and respond to issues
- Attendance contracts and success plans created
- Referrals to or engagement of appropriate agencies to identify barriers to attendance and possible resources such as transitional housing, food, safe shelter, transportation, English translator, counselling, health care, laundry – clean and appropriate clothing, etc.
- Refer students to in-house counselling
- Suggest change of schedule or placement
- At 10 unexcused absences, truancy referrals are sent out.

Tier III Consequences for Students At-Risk for Chronic Absenteeism

The following are possible Tier III Consequences we will use when students at this level, ensuring compliance with all policy and legal protocol.

- Refer chronically absent students to outside counselors or services
- Implement restriction of "perks" such as gym time at lunch
- Place student on probationary status with specific restrictions
- Refer student and family to applicable legal intervention
- Follow school policies related to truancy regarding legal intervention for families having students with excessive, unexcused absences
- Refer to Project Attend in Porter County
- Contact local BMV and initiate loss of driver's license protocol
- Withdraw student from school

ORGANIZATIONAL PERFORMANCE ANALYSIS

OCS will review and verify the organizational documents submitted through SharePoint during the renewal process. See instructions for the specific list of required SharePoint submissions and updates). It is important for each school to upload the school's most recent version of each required documents in order for OCS to review a school's Organizational Performance. Along with the required SharePoint submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings.

GOVERNING IN THE PUBLIC INTEREST

If applicable, describe any anticipated changes to school governance and management (e.g. organizational structure, board membership composition, bylaws, policies)

Separate Virtual School: NEO is considering forming a separate school for our virtual program; this will be contingent on the following factors:

- Continued increased demand for virtual options
- Integrity and student learning outcomes for current pilot year program
- Organizational capacity to deliver a quality virtual program
- Board and authorizer approval

Describe how the board monitors academic, financial, and organizational performance to ensure all students are learning and the school is meeting performance expectations as outlined in the charter contract.

The NEO Board of Directors monitors academic, financial, and organizational performance in a variety of ways that are outlined on the **Annual Board Calendar, Attachment #9**, to ensure that essential benchmarks and reports are reviewed and evaluated in a timely schedule. NEO's Executive Director collects monthly information from designated members of the leadership team and presents these in a monthly director's report as part of the monthly board documents she sends to board members prior to the monthly meetings at which time these are reviewed and discussed.

Academic Performance is monitored by the board through regular data sharing in the monthly board documents and by presentations to the board by the school's principal. The reports include information on student growth and proficiency with various assessments and progress on goals for attendance, credit completion, and graduation rates.

Financial Performance is monitored on an ongoing basis and includes:

- **Monthly Financial Reports** including monthly and year to date Profit and Loss, Balance, and Budget to Actual reports along with monthly docket and any pertinent financial updates
- **BSU- OCS' Financial Framework** (page 21) is also shared with the Board and is used to assess areas of strengths and to set corrective actions that will address shortfalls
- **Annual Audit:** NEO's Board President and Treasurer and NEO's Executive Director, Business Manager, and contracted CPA partner meet with auditors to discuss audit and findings which are then shared with full board and saved in the Board's Shared Google Folder.
- **Finance Advisory Committee:** The Board Treasurer is an integral part of NEO's Financial Advisory Committee that includes the president and CPA from our contracted CPA firm, Indiana Charters, NEO's Business Manager and Executive Director. This committee provides an additional layer of oversight, and short and long-term financial planning that is shared with the Board at least three times a year.

Organizational Performance: Intrinsic to Board Development is our onboarding and orientation of new board members and ongoing board development that includes review of key organizational documents and annual training and development work in areas such as Board Governance and financial oversight, many from BSU OCC. Board meetings begin with a "Mission Moment" that includes

a presentation from staff or students or parents that highlights some aspect of the school that reflects our mission. The board reviews one section from Dr. Brian Carpenter's "Navigating the Intersection of Governance and Management" monthly. The Board stays apprised of organizational performance through Director's Reports that include reports on the progress of strategic priorities and goals, compliance reports, and internal ratings and assessments and uses **BSU OCS' Organizational Framework, Attachment #10**, to assess organizational strengths and areas of improvement.

Describe the strategic priorities of the board in the next charter term.

While the Board shares the responsibility of supporting and monitoring the school's targeted priorities of increased student enrollment, attendance, and academic performance, they will be charged with the following priorities for this next charter term:

- **Leadership Secession and Transition:** NEO's Founder and Executive Director will be retiring in June of 2025 and plans to fill this position by April or May 2025. The Board has created a Selection Committee comprised of four board members, two NEO administrators, and one community partner/stakeholder to implement this process with the goal of having a replacement in place no later than May 2025 to allow for proper transition.
- **Ongoing Board Development and Responsibilities:** The Board of Directors will assume greater responsibility in taking New Vistas and the NEO organization into the next phase of operations. This will mean reviewing NEO's mission through the lens of regional and organizational challenges and opportunities and developing a strategic plan for the next three to five years. This will require a greater focus on developing partnerships to effectively deliver strong and relevant educational training opportunities, but also to support NEO's overall development efforts that will include advocacy at the local, state, and national level and fundraising efforts.
- **Resource Procurement:** A final focus of the Board is securing the financial resources NEO needs to remain sustainable and competitive, especially in terms of hiring and retaining school leaders and teachers and staff. While increased enrollment will increase available funding, it is critical that the board support efforts to secure additional funding to alleviate the pressure on student enrollment to offer competitive salaries and benefits and to fully staff this organization.

If any organizational deficiencies or findings were noted in any annual independent audits (by BSU or external agencies), prior notices of deficiencies, onsite reviews, or prior renewal letter, advise what policies/procedures the board has put in place to prevent reoccurrence of such deficiencies and monitor compliance with such policies/procedures.

One condition cited in New Vistas 2022 renewal contract was to demonstrate increased access to career pathways, dual credit opportunities and/or work-based learning experiences. During this charter period, we have continued to increase opportunities and options for students to meet graduation requirements, in particular those for demonstrating Employability Skills and Post-Secondary Competencies. These and our other college and career initiatives are referenced in attached College and Career Readiness Plan. Below is a summary of our offerings during the current charter term. As previously mentioned, the decrease in the school's ADM funding has impacted our capacity to grow in this areas and has limited some of the following during a given term or year. We have had preliminary conversations with area career centers about enrolling our students in their programs; this remains a work in progress. We do hope to develop real opportunities through our partnerships with our three tenants, the "Makers" group, Urban Efficiencies, and Creekside Early Learning to expand in this area. We are working on plans to reintroduce a Certified Nurse Assistant and/or Community Medical Assistant program. One additional pathway we are exploring includes essential life skills and digital, financial and media literacy components. This is just in the beginning stages of development.

Workplace Readiness Skills: New Vistas students work with the school’s guidance counselor to complete the requirements to demonstrate their Workplace Readiness through Workbased, Project-Based, or Service-Based learning. Service-based learning is an integral component of the school’s Science and Service class that combines high level research into one of the United Nations top goals for Sustainability with a service based project. In 2023-2024, all teachers were trained in the fundamentals of project-based learning and implemented opportunities for students to complete this to meet this graduation “bucket”. We plan on increasing the use of project-based learning this year.

Post-Secondary Competencies: Students meet with the school’s guidance counselor to determine which of the following options for demonstrating Post-Secondary Competencies is the best option for them.

- **Testing:** ACT, SAT, ASVAB
- **Dual Credit:** US History, Advanced Manufacturing,
- **CTE Concentrator Pathways:** Advanced Manufacturing, Business Management, Interactive Media, Biomedical Science, Culinary Arts
- **Career Certifications:** NEO continues to actively explore career certification options that we can offer with our current staff as well as with contracted trainers. Some certification trainings are offered with our adult education (AE) program. The high school and adult education team are creating a short and long term plan implement additional certification offerings that support regional and state employment priorities.

	NVHS Only	AE Only	In the Works	Previous
Child Development Associate			X	
Certified Logistics Technician	X	x		
Certified Community Medical Assistant			X	
Certified Nurse Assistant			X	
HVAC NATE		X		
Microsoft Office Specialist (Word, Excel, PowerPoint)	X			
QuickBooks Specialist	X			
NCCER Core Curriculum * Carpentry Level 1	x	x		
ParaPro		X		
Phlebotomy				x

SCHOOL ENVIRONMENT

Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement and determine long-term facility needs?

Other than the capital projects described earlier in this application (onsite childcare and training academy), there are no other anticipated changes in facility needs.

Describe strategies the school has in place to recruit, train and retain highly qualified staff.
 These strategies are described in Schedule 18 that is uploaded in Sharepoint.

Describe any community partnerships that align to the school’s needs and are culturally reflective of the school’s community.

NEO has developed an extensive network of community partners that align to the school’s needs and are culturally reflective of the school community. These are detailed in Attachment# 4.

FINANCIAL PERFORMANCE ANALYSIS

Financial Performance Framework Dashboard for Neighbors' New Vistas High School		6/30/2020	6/30/2021	6/30/2022	6/30/2023	6/30/2024 <i>unaudited</i>
		Meets	Meets	Meets	Meets	Meets
		Does Not Meet				
		Falls Far Below				
1. NEAR TERM INDICATORS						
1.a.	Current Ratio (Working Capital Ratio) - Current Assets divided by Current Liabilities	0.8	1.2	0.6	1.0	3.3
1.b.	Cash to Current Liabilities - Cash divided by Current Liabilities	0.51	0.75	0.39	0.55	1.88
1.c.	Unrestricted Days Cash - Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	38	57	31	34	35
1.d.	Enrollment Variance - Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	94%	88%	88%	101%	86%
1.e.	Default	No	No	No	No	NO
2. SUSTAINABILITY INDICATORS						
2.a.	Total Margin - Net Income divided by Total Revenue	1.8%	10.8%	5.9%	17.5%	18.9%
2.a.	Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	-0.3%	6.6%	6.0%	12.0%	15.0%
2.b.	Debt to Asset Ratio - Total Liabilities divided by Total Assets	0.90	0.86	0.70	0.69	0.63
2.c.	Cash Flow - Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	\$250,525	\$255,405	-\$126,080	\$111,094	?
2.d.	Debt Service Coverage Ratio - (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	1.10	1.98	1.44	2.81	2.62
Financial Performance Framework Input Data						
		6/30/2020	6/30/2021	6/30/2022	6/30/2023	6/30/2024 <i>unaudited</i>
	Current Assets	\$379,901	\$490,179	\$304,758	\$461,652	\$415,664
	Current Liabilities	\$504,072	\$424,795	\$499,358	\$448,962	\$127,081
	Cash	\$257,924	\$319,106	\$193,026	\$246,090	\$238,597
	Unrestricted Cash	\$257,924	\$319,106	\$193,026	\$246,090	\$111,506
	Total Expenses	\$2,675,529	\$2,211,871	\$2,450,547	\$2,797,522	\$3,142,607
	Depreciation	\$176,846	\$176,846	\$176,846	\$176,846	\$155,504
	Enrollment Projection in Charter School Board-Approved Budget	215	215	192	128	155
	Actual Enrollment	202	190	168	129	133
	Default	No	No	No	No	No
	Net Income	\$48,726	\$269,063	\$154,607	\$594,536	\$731,087

Total Revenue	\$2,724,255	\$2,480,934	\$2,605,124	\$3,392,058	\$3,873,693
Total 3 Year Net Income	-\$20,952	\$516,181	\$472,396	\$1,018,206	\$1,480,230
Total 3 Year Revenues	\$7,640,548	\$7,840,916	\$7,810,313	\$8,478,116	\$9,870,875
Total Liabilities	\$4,411,451	\$4,210,542	\$3,152,320	\$3,318,912	\$3,091,097
Total Assets	\$4,888,357	\$4,888,770	\$4,484,513	\$4,814,024	\$4,901,632
Year 1 Total Cash	\$7,399	\$63,701	\$319,106	\$134,996	
Year 2 Total Cash	\$63,701	\$257,924	\$134,996	\$193,026	
Year 3 Total Cash	\$257,924	\$319,106	\$193,026	\$246,090	
Interest	\$172,307	\$134,996	\$124,913	\$118,775	
Annual Principal, Interest, and Lease Payments	\$360,980	\$294,052	\$316,642	\$316,648	\$338,704

In what ways does the board ensure financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward student academic achievement, student instructional and support services, overhead and operational and non-operational expenses.

The Board is engaged in budget development and strives to ensure that adequate support for school is in place. However, the loss of revenue from three years decreased ADM, increased insurance costs, and the depletion of COVID-related funds (ESSER, Payroll Protection Act, and Employee Retention Tax Credit) that had provided us with a cushion for the past three years, has challenged our capacity to employ the additional staff needed to advance our educational and student support programs to the extent we need. The loss in revenue has also limited our ability to increase baseline compensation rates to the extent we desire. This presents challenges when trying to recruit and retain staff.

In recognition of these challenges, the Board has directed and approved efforts by the Executive Director to expand sources of local revenue through grants, tenant rent, capital campaigns, and fundraisers. For example, NEO has raised \$2.4 million dollars in grants to

- pay for all capital improvements to the NEO Center (the Training Academy and Creekside Early Learning)
- offset administrative costs, and
- pay for certification training.

Beginning in 2025, we will benefit from this in what we anticipate will be an additional \$185,000 in annual rental income, a 300% increase! The momentum around the development of Creekside has given birth to NEO's Rising Up Capital Campaign which intends to raise an addition \$300,000 - \$500,000 in the next two years and to build a strong donor base for ongoing support from individual, municipalities, and businesses.

If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, advise what policies/procedures the board has put in place to prevent reoccurrence of such deficiencies.

2020 Supplemental Audit Report: No findings for the period of July 1, 2019 to June 30, 2020.

2021 Supplemental Audi Report: In response to findings resulting from General Disbursements Testing where six (6) of the forty (40) disbursements selected for testing included payment of sales tax, NEO implemented procedures to communicate issue with staff and to review invoices or requests for reimbursement from staff before payment is made to ensure there is no sales tax included.

2022 Supplemental Audit Report: No findings for the period of July 1, 2021 to June 30, 2022.

2023 Supplemental Audit Report: No findings for the period of July 1, 2022 to June 30, 2023.

CONTINUOUS IMPROVEMENT PLANNING

Summarize at least three school improvement priorities over the next charter term, identifying the goal, benchmark targets and methods of measurement

Academic Goals *(at least two required)*

Baseline Data	3 Year Target	5 Year Target	Method of Measurement
Increase school's Federal 4-Year graduation rate by at least 3% each year, beginning with 53% for 2025 Cohort.	62%	68%	IDOE Federal 4-Year Graduation Rate
Increase our internal senior graduation rate by at least 3% annually beginning with 83% for the 2025 Cohort.	90%+	90%+	New Vistas' Internal Annual Senior Cohort Lists
Increase percentage of students achieving academic goals on their Individual Service Plan by 5% annually and/or increase percentage of students scoring at or above 80% on Post Course Assessments by 5% annually, Baseline and targets to be determined			TBD – Academic assessment and tracking schedule

Non-Academic Goals *(i.e. attendance, college & career readiness, engagement - at least one required)*

Baseline Data	3 Year Target	5 Year Target	Method of Measurement
Increase the student retention rate by 10% as measured by internal withdrawal reports. Baseline: 75% 77.3, 79.6,	82%	To be assessed	Internal tracking, Power School, and Data Exchange reports
Decrease the percentage of chronically absent students by between 5% to 10% annually and/or to be within 10% or above the State's reported average. Baseline 68.5%	58.7% - 49.9%	To be assessed	

Organizational or Financial Goal - *-at least 1 goal*

Baseline Data	3 Year Target	5 Year Target	Method of Measurement
Increase Unrestricted Days Cash by 10+ days annually to reach target of 60+. Current Baseline: 35 days	60 days	60 days or above	End of year financials, annual audits, and BSU Financial Framework,
Enrollment Variance at or above 95% Current Baseline: 86%	95%	95% or above	Annual budget, Fall and February ADM

Mission Specific Goals: Baseline and multi-year targets and methods of measurement to be developed.

Baseline Data	3 Year Target	5 Year Target	Method of Measurement
Increase partnership base to increase enrollment, capacity, and offerings for students			
Develop and integrate strong environmental focus for school.			
Develop organizational wide leadership development and compensation practices.			

STATEMENT OF ASSURANCES

The charter school (Organizer) agrees to comply to all of the following provisions:

Read and check to acknowledge.

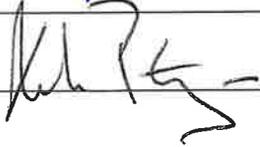
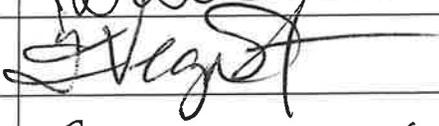
1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.
2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.
4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits
10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.

- 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
- 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
- 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.
- 13. Organizer 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 and as applicable.
- 14. Organizer understands that if any findings of misuse of funds are discovered the said funds must be returned to the Indiana Department of Education, and BSU may revoke the charter if it deems that the recipient is not fulfilling the academic goals and fiscal management outlined in the charter.
- 15. Organizer will indemnify and hold harmless BSU, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

Board Signatures

I, the undersigned, do hereby agree to the assurances contained above.

Signatures must reflect at least a quorum of the Board.

Name and Signature of Charter School Organizer Authorized Representative		Date
Sam Burgett	Sam Burgett (online signature)	9/24/24
Dexter Harris	Dexter Harris (online signature)	9/24/24
Amelia Hessling	Amelia Hessling (online signature)	9/30/24
Wynton Jones	Wynton Jones (online signature)	9/27/24
Mark Lutze		9/25/2024
Richard Severe		
Lupe Valtierra		9/25/2024
Frances Vega		9/25/2024
Scott Williams	Scott Williams (online signature)	9/24/24



**BALL STATE
UNIVERSITY**

Office of Charter Schools

Neighbors' New Vistas High School

2024-2025 CHARTER RENEWAL ATTACHMENTS

#1	New Vistas High School Virtual Learning Academy	p.1
#2	Student Engagement Plan	p.2-3
#3	New Vistas High School In-Person Evening Academy	p. 4-6
#4	Partnership Plan	p.7-9
#5	Instructional Priorities Model	p. 10-11
#6	Restorative Practices Framework	p. 12
#7	College and Career Readiness Plan	p.13-16
#8	NEO's Energy Academy	p. 17
#9	NEO Board Calendar	p.18-19
#10	Organizational Performance Framework	p. 20 -22

ATTACHMENT # 1



NEW VISTAS HIGH SCHOOL'S- VIRTUAL LEARNING ACADEMY

Personalized and Flexible Options for Earning your High School Diploma

NEW VISTAS VIRTUAL LEARNING ACADEMY (VLA) is another way that NEO is responding to the diverse educational demands of NWI high school and adult learners.

NEO's VLA is designed to meet the needs of working adults, parents, and the learner who needs a virtual option to earning Indiana's CORE 40 High School Diploma.

NEO's VLA provides eligible students the **benefits of virtual learning** supported with the **personalized support** of New Vistas teachers and staff.

NEO's VLA is for the learner who has the **discipline, determination, and skills** to be successful with online learning.

ELIGIBILITY AND PROGRAM REQUIREMENTS

- Access to a computer and internet
- Capacity to learn virtually
- Need less than 20 or fewer credits to graduate
- Can commit to program requirements
 - Minimum of 20 hours per week dedicated to online course work for students under the age of 18 or 15 hours minimum for students 18 years or older
 - Communicate weekly with VLA Coordinator
 - Make weekly progress on coursework
 - Complete guided study notes for all modules

FOR MORE INFORMATION OR TO GET STARTED -

CALL (219) 841-6429

OR EMAIL Cmajszak@neoadulted.org

OR SCAN the Code

OR VISIT us in person **New Vistas High School**
5201 US Highway 6 Portage, IN 46368



February - June 2024 Student Recruitment and Retention Plan

I. New Student Recruitment / Action Steps

Marketing	
Implement Rigorous Weekly Social Media Posting Schedule that incorporates messaging/branding	
Design and order necessary Print Material to include updated information and branding/messaging	
Assign point people to distribute and monitor material in key locations	
Review and analyze social media analytics	
Events	
Decide on and plan for possible "8th Grade Shadow Day" I and/ or "Bring a Friend to School Day" in May or June	
Invite designated school personnel and other referral partners to a Mission tours	
Plan summer student engagement events	
August Back to School Bash	
NEO / NVHS Community-based pods events	
Portage Market events	
Lake Station, Hobart, and other Back to School Events	
Targeted Outreach	
Juntos	
Title 1 and counselors	
Home School Groups	
Chambers and Businesses regarding students with no secondary diploma or other educational/ training need	
Non-completers	
Planning and Promotion of New Programs / Initiatives	
NEO AE IET offerings - Para Pro, HVAC	
NEO AE new sites	
NVHS - planning for in person PM option for 24-25	
NEO - Creekside Early Learning	
NVHS Energy Academy Offerings ?	

II. Current Student Retention & Reengagement / Action Steps

Identify Students "At Risk"	
Gather & Analyze Data	
Review credit progress, attendance records, behavior issues, and any existing intervention plans.	
Calculate projected graduates & identify students who will not graduate this year	
Identify "At Risk" Students(attendance, age, credits) :	
Collaborate with teachers to identify students who are struggling academically, disengaged, and/or facing personal challenges and to gain insights into student strengths, weaknesses, and potential barriers to success.	
*at risk 18+ year olds	*at risk under 18 year olds *non-completers
*those on Form 16 - may return to home school post expulsion period	
*those w/ significant barriers to attending, succeeding, etc.	
Identify all non-graduating students who SHOULD return in fall 2024	
Analyze T1 & 2 Data to determine plan of action for targeted students	

Engage with Targeted Students	
Establish primary point of contact	
Build rapport and trust	
*Set individual on-on-one meetings	
*Utilize active listening and open ended questions	
*Share personalized performance data- set goals	
*Asses needs and identify assets	
Develop Personalized Plans: Engage student(s), families, advisors, SSS team in creating and implementing co-	
Identify targeted goals, action steps and supports	
*Meetings with parents	
*Adademic remediation/ study tables	
*Credit recovery options	
*Point person - accountability buddy	
*Referrals to support services	
*Social-Emotional (counseling, advisory Vector, etc.	
*Engage in extra-curricular	
*Grade-level cohorts	
*Home visits, etc)	
Implementaion and Monitoring	
Schedule of data collection and review with team, student, and parents	
PLCs and SSS team to collect, monitor, respond to student data - look at disaggregated data on attendance and credit completion - what is it telling us?	
Assess impact of interventions- re-adjust plan as needed	
Finalize expectaions and plans for advisory, student support services team, virtual learning, attendance, discipline	
Review and Improve School Practices to Address Attendance, Credit Completion, Discipline	
*Implement withdrawal process and data collection	
*Student Support Services team to focus on attendance	
*Outreach to disengaged students to let them know they can return	
*School Counselor and team to focus on graduation & post-secondary plans	
Ongoing: Build Inclusive School Culture	
School-wide events to build sense of community	
*Earth Day	
*Term 3 Art Show, Open Mic	
*Career Fair	
*Graduation	
Engage parents	
*Invite them to events regualary	
*Weekly communication - general and personalize	
*Connct with parent forums and opportunities	
*Offer them opportunities to volunteer and participate	
Celebrate success and growth	
Work to Remove and/or Address Barriers to Learning and Participation	
Leverage partner and community resources	
Implement Peer Tutoring	
Charity Tracker & Resource Round up	
Engage university social work intern	
Student supply/clothing closet	

ATTACHMENT # 3

1 of 3



New Vistas In-Person Evening Academy

8.23.24

OVERVIEW

New Vistas' Evening Academy is an extended learning program of New Vistas High School, a free, public, Indiana charter high school.

New Vistas' Evening Academy is designed for students working to earn their Indiana High School Diploma who need:

- An alternative schedule from the Monday – Friday day option
- Direct instruction by caring certified teachers
- Small class size and personalized instruction
- Guidance on graduation and post-graduation plans
- Access to support services
- Social interaction with a cohort of other students

LOCATION AND SCHEDULE

New Vistas' High School is located at the NEO Center, 5201 US 6, Portage, IN 46368
In-Person classes are held Mondays through Thursdays, from 3:30 – 7:30 PM.

ELIGIBILITY

New Vistas' Evening Academy is open to -

1. Students who are between the ages of 18 and 22 who prefer an evening schedule
2. Students who are in grade 11 or 12 who:
 - a. Are not on track to graduate with their 4-year cohort;
 - b. Have been absent by 10% or more of the school year for any reason;
 - c. Have been suspended from school at least twice in one year or expelled;
 - d. Have been determined by their principal and/or their parent or guardian that they would benefit from an alternative setting;
 - e. Have other reasons that prevent them from attending the day program
3. Students who are in 10th grade and have documented personal, medical, social or behavioral reasons preventing them from attending a full day program.

EXPECTATIONS

New Vistas' Evening Academy students are expected to:

1. Attend school in person, Mondays -Thursdays from 3:30 –7:30 PM;
2. Set and accomplish weekly goals in pursuit of timely progress toward meeting graduation requirements for an Indiana High School Diploma in accordance individual plans;
3. Maintain a ninety-five percent (95%) attendance rate;
4. Fully abide by the school's Code of Conduct and school rules;
5. Communicate issues interfering with student attendance and/or progress in a timely way with a member of the NV Evening Academy team;
6. Notify advisor when you will be absent from class and provide reason for absence;
7. Meet course requirements and maintain a passing grade in all subjects.

PROGRAM DESIGN

New Vistas' Evening Academy is designed to provide students with a personalized evening high school option. Instruction will include teacher-taught and teacher-supported online curriculum. The evening schedule is from 3:30 – 7:30 PM, Monday through Thursday. Students are expected to be on time and to attend the full four hours. The nightly schedule will include:

1. **Team/Cohort meetings** to discuss goals, new learning, issues, post-secondary plans, etc.
2. **Weekly one-on-one meetings** with teachers to discuss your progress, goals, etc.
3. **Dedicated teacher-led instructional time**
4. **Independent learning time:** Students will have time within the nightly schedule to work on course work and move at their own pace. They are also encouraged to work outside of school on their course work and other graduation requirements such as work-based, service-based, and project-based learning opportunities.
5. **Breaks and Group activities**
6. **Closing meeting**

Students who wish to work on course work on Fridays and/or over the weekend may check out ChromeBooks on a weekly basis.

LACK OF COMPLIANCE

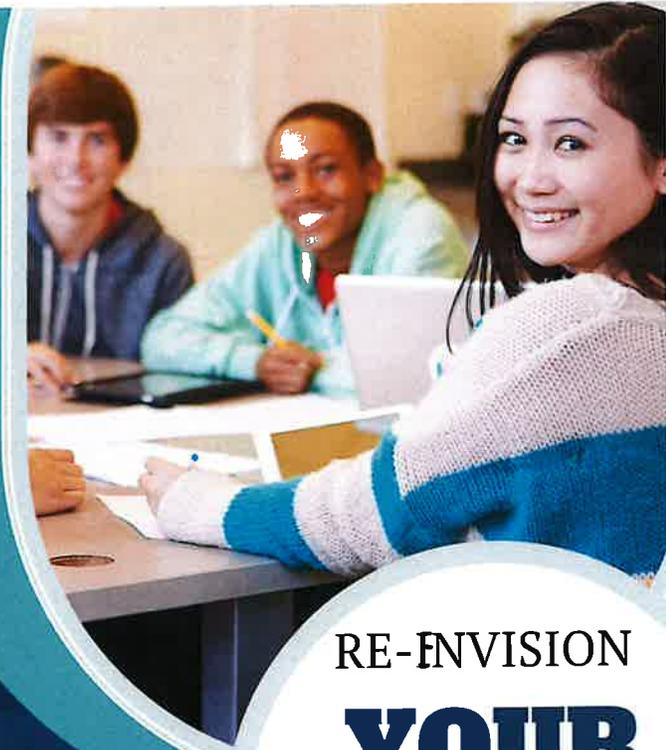
When a student is unable to meet the expectations of the program (attendance, course progress, behavior, etc.), they will meet with the ir advisory and/or Assistant Principal to identify the issues and attempt to come up with a plan to continue with the program.

GETTING STARTED

1. **Complete Enrollment Paperwork Online at www.neoadulted.org**
If you don't have a computer, or need help, you can do this in person at the school
We are located at 5201 US Highway 6, Portage
2. **Meet with Guidance Counselor** to review your credits and set a graduation plan. The school will contact you once we have received your completed enrollment package and your transcripts and set an appointment for you to meet with the Guidance Counselor.
3. **Meet with New Vistas Assistant Principal** to discuss the requirements and expectations of New Vistas' Evening Academy and to address any potential issues that may impact your success in this program.
4. **Meet with Special Education Coordinator** if you have an Individualized Education Program (IEP) plan.
5. **Attend Student Orientation-** We require all students who enroll in New Vistas Evening Academy to attend an orientation session prior to starting classes. This is where you meet with your assigned advisor, get your log-in passwords, learn how to navigate Edmentum Plato, get to know other students who will be attending, and go through of other essential information. Once you complete Orientation, you will be able to start the program!

New Vistas
High School

IN-PERSON EVENING ACADEMY



RE-ENVISION

**YOUR
FUTURE**

@ NEW VISTAS

5201 US HWY 6
PORTAGE

New Vistas High School offers an in-person extension of our high school taught by certified teachers. This option provides graduation planning & college and career counseling.

- ✓ Safe and caring community of learners
- ✓ Personalized learning in small teacher-taught classes
- ✓ Classes: Monday - Thursday
3:30 pm - 7:30 pm



Register Today!

www.neoadulted.org



p. 6

ATTACHMENT #4

NEO PARTNERSHIP PLAN

p. 1 of 3

NEO's Partnership Plan is integral to NEO's sustainability and capacity to effectively and efficiently achieve our mission and annual goals. This plan is intricately aligned with goals, strategies, and action steps that are part of NEO's Strategic Plan, Student Recruitment Plan, College and Career Readiness Plan, and Financial Sustainability Plan.

Fundraising and Financial Stability Partners

Moneymakers. These partners impact NEO as donors, consistent income through facility use, grant opportunities, or other fundraising or capital campaign funds. Can include in-kind services or donations.

Goals

Increase annual donations from individual donors and business/community organizations by 1-3% each year.

Identify goals and plans for undeveloped spaces at NEO; potentially linked to future capital campaigns.

Secure 1-2 program-specific local grants or sponsorships

Strategies

Build one-on-one opportunities including Mission Tours

Establish communication schedule (i.e. monthly online newsletters, invitation to events, etc.)

Implement Rising Up Campaign (2023-2025)

Bank CRAs, Giving Tuesday, ICHDA Matching, Local and State Support, etc.

Grants (23-24 focus on childcare project)

Targeted Individuals and Entities

Porter County Commissioners / Council

Current Donors - Rise Up campaign

Portage Chamber & Businesses

Portage Chamber & Businesses

Township, city, county, state support

Grants: Community Foundations, Dollar General, Read 1.0, United Ways, 1st Source, Eli Lilly, etc.

Programming Partners

Education or workplace providers. These partners bring education and work experiences to NEO students through workplace programs, classes, career presentations, or a meaningful exchange of services with NEO. May also include specific financial or other types of support for specific programs.

Goals

Establish 1-2 business partnerships in each of NEO's focus areas (health care, trades, business, schools, early learning, interactive media, etc.) aligned with NEO pathways and IETs for career presentations, hiring, work experiences, field trips, etc.

Strategies

Prioritize list and assign leads, target dates, and desired outcomes

Targeted Individuals - Entities

CDA: Portage YMCA, Stepping Stones, Creekside, Geminus, - CDA

NCCER: Indiana Plan, Project Neighbors, Chester Construction, Youth Build Gary,

Business: Mortensen CPA, Infintie CPA,

Interactive Media: Steel Shores Media

CNA or CCMA: HealthLinc, Franciscan, North Shore, Millers Merry Manor

Other: Makers Lab, Indiana Plan, Wildlife Federation, EPA, Purdue Extension, Valparaiso University, Urban Efficiencies, etc.

NEO PARTNERSHIP PLAN

Advocacy Partners

Policy, community, and legislative changemakers. These partners help NEO collaborate with other stakeholders at the regional, state, or even national level so that we influence changes in educational equity, economic development, or other areas that impact student success.

Goals

NEO will increase its connectivity with key decision makers in 2023-2024 as reflected by established correspondences and scheduled meetings (NEEDS WORK)

Strategies

Create & follow schedule of engagement events with regional or statewide advocacy groups, stakeholders, and partners.

Develop and implement strategic plan to engage with legislators, local officials, or policy makers via phone calls, letter writing, etc. to advocate on current issues affecting our

Targeted Individuals - Entities

Porter County Commissioners & Council
Portage Mayor, Council, Economic Develop.
Indiana State Legislators
Other Mayors, trustees, and councils
Chambers of Commerce

NWI Forum - Heather Ennis
United Way of NWI - Adam O'Doherty
CWI - Lisa Daugherty
NWI Workforce Board

Student Support Services Partners

Providers for student success. These partners help remove/solve barriers that can impact students' success in education. This includes offsite referrals to services, student mentors, or onsite programs such as counseling or support groups.

Goals

To increase student retention rates and enrollment rates by 3-5% by mitigating barriers to their educational success.

Strategies

Develop strong off-site referral contacts and processes for housing, food, counseling, healthcare, mental health, addiction.

Develop on-site partnership solutions for student transportation and mental health services, addiction, and other targeted needs.

Create and fill mentor and volunteer opportunities for members of the community to support students

Targeted Individuals - Entities

Housing Opportunities
Infinity Counseling
Porter County Stark
Hub Coalition Porter County
Blessed One
Opportunity Enterprises
Portage YMCA
North Shore
Health Linc

Tina Horn - Vaping
Monica Evans - Restorative Pract.
WIC

NEO PARTNERSHIP PLAN

p. 3 of 3

Referral & Awareness Partners

Increase the number of direct enrollments. These partners refer potential students to NEO. It also includes outreach like community events, presentations for local groups, or events hosted at NEO's facility by other organizations/businesses.

Goals

Meet annual enrollment goals for New Visas High School and NEO Adult Education.

Strategies

Host monthly events (NEO-led or partner-led), open to community, to increase community awareness of NEO's programs. Engage community partners to offer certifications, classes, or programs for members in the community who are not already NEO students.

Expand off-site and virtual learning and program opportunities.

Participate in community events (i.e. back-to-school nights, chamber network nights, parades, or festivals) to increase awareness and promote NEO's programs.

Cross connect NEO's web and social media with key partners' websites and social media

Deliver presentations or attend significant networking events at least once a month to/with community groups like United Way, Kiwanis, Rotary, Chamber of Commerce, libraries, township trustees, etc.

April and August Outreach (letter, brochures, invitations to mission tours and in person meetings)

Home School Network: Build awareness & relationships -how can they use our facility, mission tours

Targeted Individuals - Entities

NWI schools (traditional, charter, private,etc.)

Home school networks

Porter County JDC

Shults Lewis

Higher Ed- (Ivy Tech, VU, IUN, Cal. Col, BSU, Etc)

Township Trustees

Military - ASVAB COHORT

Realators

River Forest Juntos

Level Up - United Way

Indiana Plan

Head Start

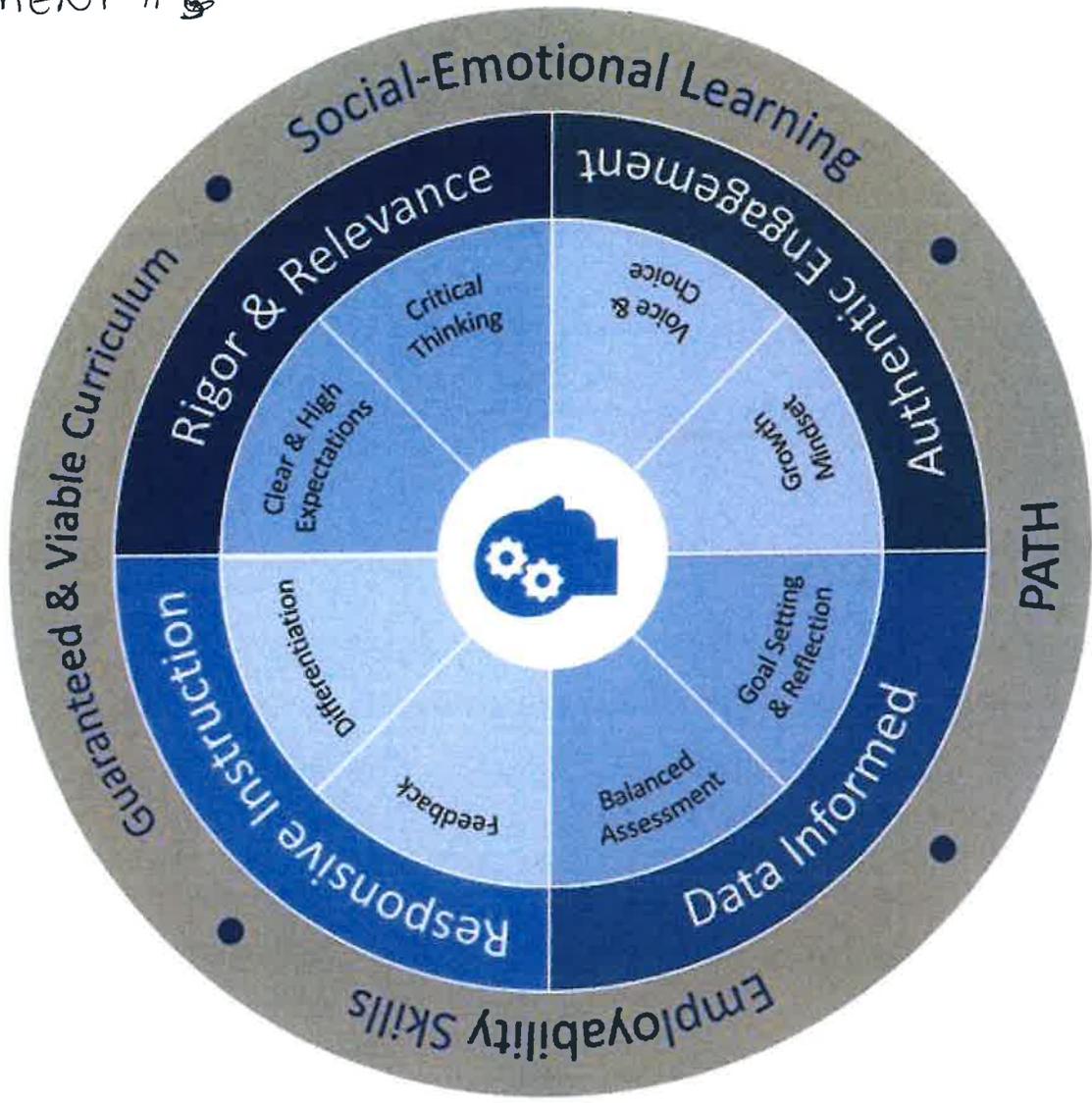
Housing Opportunities

Work One

Youth Build - Gary

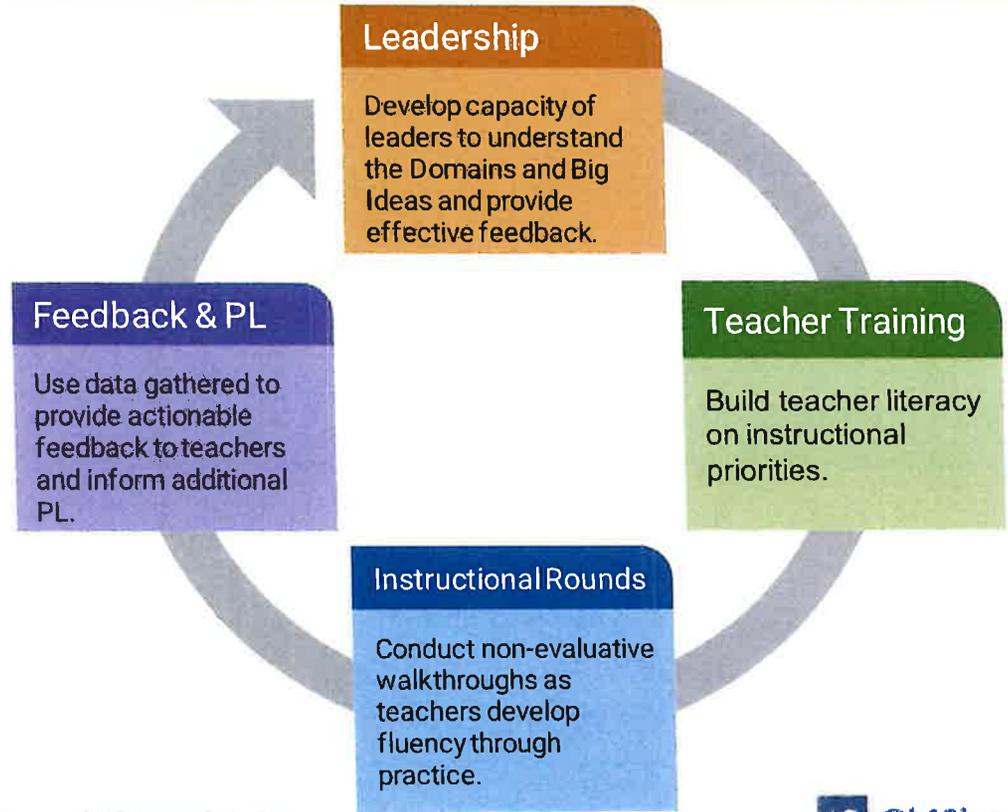
Chambers - Businesses

Temp Agencies



If schools implement a consistent, school-wide Instructional Priorities Model that communicates key instructional strategies inherent in every classroom, then all students will be afforded equitable access to high-quality learning opportunities yielding an increase in learning outcomes.

Instructional Priorities Model Process → Practice



1. Develop Leadership Capacity
2. Develop Teacher Literacy
3. Data Collection Process
4. Feedback Through a Coaching Model



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

www.k12boost.com

 @k12boost

EXAMPLE OF 11 ESSENTIAL ELEMENTS OF RESTORATIVE PRACTICE



PITTSBURGH'S RESTORATIVE COMMUNITIES Funded by the U.S. Department of Justice

One in five students was suspended from Pittsburgh Public Schools last year. To make their schools safer, the leadership of Pittsburgh Public Schools is embarking on a watershed project to implement restorative practices, a proven alternative to ineffective and harmful zero tolerance policies.

The most extensive restorative practices school implementation project to date, "Pursuing Equitable Restorative Communities" will implement the practices in

half of Pittsburgh's 50 public schools, with approximately 10,000 students.

A \$3 million grant from the U.S. Department of Justice Comprehensive School Safety Initiative is supporting the initiative. The district will implement the IIRP's SaferSaferSchools Whole-School Change program, implementing the 11 Essential Elements in 25 schools during the 2015-16 and 2016-17 school years.

► "Relationships are really the foundation of safe schools."

—Dr. Lisa Lane, Superintendent, Pittsburgh Public Schools





COLLEGE AND CAREER READINESS PLAN

NEO's College and Career Readiness plan includes a wide-range of initiatives to increase students' awareness and knowledge of post-secondary options and to equip them with the skills, tools, resources, and mindset they need to transition to college or careers.

AUDIENCE

High School: NEO's New Vistas High School (NVHS) students include both traditional and non-traditional age students, many who are balancing real-life family and work obligations and navigating a range of barriers to success. A majority claim to have no post-secondary plans or knowledge of options.

Adult Education: Students who enroll in NEO's adult education program encompass those seeking their high school equivalency diploma, remediation for college or careers, English as a Second Language or U.S. Citizenship classes, and/or workplace certification classes. Adult Education students range in age from 16 on up. Like NVHS students, many have no post-secondary plans while others do have a range of college and career goals.

GOALS

NEO's College and Career Readiness Plan encompasses a range of initiatives aimed at supporting our students on their educational and career journey by increasing student and family awareness of post-secondary options and equipping them with the tools and resources they need to transition to college and careers after graduating. The goals of this plan include:

- Increase students' understanding of personal interests, skills, and career goals
- Establish a school-wide culture of high post-secondary expectations
- Integrate 21st Century employability skills and career connections into curriculum
- Increase students' awareness of College and Career options and resources
- Enhance students' & families' capacity to navigate and secure post-secondary resources and opportunities

METHODOLOGY

NEO's College and Career Readiness (CCR) Team will be led by NVHS' Guidance/School Counselor and NEO's Adult Education (AE) Assistant Director/ Career Coach. They will engage input and support from stakeholders (including administrators, faculty, staff, students, families, and community partners). They will review this plan at the end of each school year and plan events for the upcoming year to include a robust schedule of ongoing and unique events. Simultaneously, the school will integrate *Indiana's Employability Skills Standards* in multi-subject areas and across grade levels, gaining the knowledge, skills, and aptitude to meet the ever-changing needs of today's workforce.

Indiana's Employability Skills Standards

Mindsets (M) <i>The established set of attitudes impacting self-growth.</i>
1. Lifelong Learning: Demonstrate willingness to work and learn, and continually apply new knowledge.
2. Self-Confidence: Possess belief in own ability to succeed and assert self when necessary.
Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>
3. Self Discipline: Demonstrate self-control and behave in accordance with rules with minimal direction.
4. Independence: Successfully carry out expectations with minimal supervision.
5. Perseverance: Demonstrate endurance, and capacity to complete tasks.
6. Time Management and Organization: Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.
7. Adaptability Manage transitions and adjust to changing situations and responsibilities.
8. Integrity: Act in a trustworthy and honest manner.
9. Professionalism: Demonstrate skills and behaviors appropriate for school and work environments.
Learning Strategies (LS) <i>Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning</i>
10. Effective Communication: Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.
11. Aptitude Awareness: Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.
12. Decision-Making: Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.
13. Initiative: Apply self-motivation and self-direction to work and learning.
14. Attention to Detail: Achieve thoroughness and accuracy when accomplishing a task.
15. Problem Solving: Apply critical and creative thinking skills to resolve problems.
Social and Emotional Skills (SE) <i>The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible</i>
16. Regulation: Recognize and manage one's emotions.
17. Connection: Demonstrate ability to network with others through social awareness & cultural sensitivity.
18. Collaboration: Work well with others in a team.

See Appendices I and II for a more detailed overview of these standards.

I. BUILDING CCR AWARENESS

CCR Awareness activities focus on increasing student's awareness of their own interests, aptitude, and assets and of the post-secondary options, opportunities, and resources that are available to them.

- **Fall Surveys:** The CCR Committee will survey students in September to get baseline data on areas of gaps, strengths, and interest and use this information to plan events for the year. In addition to in-house survey, students will also take the three career interest and aptitude assessments available on INCE (Indiana Career Explorer) to gain information about their personal career-related interests and level of CCR knowledge.
- **Field Trips:** The goal is to have one college field trip per trimester and one workplace field trip per trimester, tied in with career pathways AND to provide advisors and students links to virtual workplace tours for advisory or lunchtime groups
- **Work Based Learning / Work Experiences:** NEO administrators, career coaches and guidance counselors will prioritize work-based learning opportunities for students that will include paid
 - and unpaid internships, service learning, job shadowing, and pre-apprenticeship programs
- **Special Off-Site Events:** The CCR team will identify and arrange for students to attend regional events including the NWI Trades Day, Urban League Scholarship Fair, etc.
- **Onsite Events**
 - o College-Go Week in September
 - o College and Career Fair in February
 - o Career / Hiring Fair in May
- **Onsite Speakers:** The CCR team will identify and arrange for
 - o Career Speakers for general NVHS & AE assemblies
 - o Onsite college representatives throughout the year
 - o Monthly Lunch & Learn Speakers - focused on careers
 - o Classroom Speakers related to classroom career pathway or subject
- **Other Initiatives**

II. DEVELOPING CCR SKILLS AND CAPACITY

Integral to this plan and CCR goals is building students' and families' knowledge and capacity to navigate and secure post-secondary resources and opportunities. Some planned activities include:

- **Financial Planning and Resources:** The CCR team will work with area providers and partners to arrange for workshops on completing the FAFSA, scholarship assistance, Level Up (through United Way), Next Level Jos (through Work One), 21st Century Scholars program, etc.
- **Preparing for College and Careers:** NVHS students will take this class as part of their coursework.
- **CCR Portfolio:** Students will work on creating their own CCR Portfolio during Advisory and as a part of Preparing for College and Careers class. The portfolio will include essential information (i.e FAFSA PIN), letters of recommendation, updated resume, college or job-application cover letters, etc.

- **College and Career Tools:** The CCR Team will work with Advisory and classroom teachers to provide student guidance on various onsite resource including Indiana Career Explorer WIN Career Readiness System, and Workkeys Assessments (Work One)
- **Targeted Workshops and Lessons:** The CCR Team will arrange for various workshops and lessons to be offered during Advisory or in Preparing for College and Careers to include;

Interview skills	Research skills
Resume writing	Test taking strategies
Dressing for Success	Remediation and study help
College Search	Study skills
Soft Skills/ Work Ethics	Developing Support Systems
College essay	

III. DEMONSTRATE WORKPLACE READINESS AND POST-SECONDARY COMPETENCIES

ALL NVHS and AE students will be given opportunities to demonstrate their workplace readiness and post-secondary competency skills. Some are specific to the graduation requirements for NVHS students, others to AE, and some apply to both programs.

- **Workplace Readiness:** For NVHS students, as part of their graduation requirements, they will choose one of the following areas to document Workplace Readiness:
 - o Project-Based Learning
 - o Service Based Learning
 - o Work-Based Learning
- **Post-Secondary Competencies (for NVHS)**
 - o **Testing:** ACT, SAT, ASVAB
 - o **Dual Credit:** US History
 - o **Current CTE Concentrator Pathways:** Business Management, Interactive Media, Biomedical Science, Culinary Arts
 - o **Career Certifications:** NEO continues to actively explore career certification options that we can offer with our current staff as well as with contracted trainers.

	NVHS Only	AE Only	In the Works	Previous
CDA: Child Development Associate			X	
CLA CLT:	X	x		
CCMA: Certified Community Medical Assistant			X	
CNA: Certified Nurse Assistant			X	
HVAC NATE		X		
MOS: Microsoft Office Specialist (Word, Excel, PowerPoint)	X			
QuickBooks Specialist	X			
NCCER Core Curriculum * Carpentry Level 1	x	x		
ParaPro		X		
Phlebotomy				x

Updated 8.2024



NEO ENERGY ACADEMY

Education & workforce development **re-imagined**

NEO's Energy Academy has been the catalyst for numerous initiatives since its inception in the fall of 2020. We continue to move forward with our goal of providing new and innovative educational and training opportunities, initiatives and partnerships to support NEO's commitment to Environmental Stewardship and Sustainability.

CORE COMPONENTS

Establish NEO as a regional training center for industry supported/ in-demand certifications

Develop graduation pathways aligned with building trades, agriculture, renewable energy and systems of sustainability

Create viable adult education Integrated Education Training (IET) and certification options tied to in-demand jobs

Support student-led initiatives including service and project-based learning opportunities related to energy, sustainability, green economy, etc.

Secure work-based experiences, internships and pathways to employment with regional energy companies, employers, apprenticeship programs, builders, unions, etc.

OUTCOMES TO DATE - FALL 2023

- Formed advisory committee of regional experts to guide our work
- Installed a one acre solar field that generates 1/3 of NEO's electricity
- Designed and launched a high school Science and Service class that involves students in high level scientific research, hands on, project-based and service learning
- Launched a student-led, school-wide recycling program with support from Porter County Recycling and Waste Management
- Created a student-managed school garden that provides fresh produce to the Portage food pantry and to our school for school lunches with support from Purdue Extension and community volunteers who built our raised beds
- Developing land use and conservation plan for NEO's "back 20" acres of woods and wetlands including a pollinating garden with support from local Master Gardeners
- Selected to participate in a Great Lakes Regional Air Quality Monitoring project
- Created various student service projects such as window-box gardens for seniors, rain barrel catchment systems, and social media Fun Fact Friday posts and on environmental issues
- Hosted a series of Lunch and Learn events on environmental issues
- Offering Level 1 Carpentry certification class as a foundation to future certification offerings in solar and energy efficiencies
- Established student designed and run school-wide Earth Day activities
- Replaced parking lot and SportsPlex lights with all LED lights



NEO BOARD OF DIRECTORS ANNUAL BOARD CALENDAR 2024 -25 **DRAFT**

	Student Outcomes		Pertinent Parameters	Source	Board Development	Source
J u l y	NOTE: Typically no Board Meeting in July. This is reserved for Committee work and planning		Approve Ex. Dir. performance review and employment agreement	Governance Committee	Plan August Retreat	Internal
			Committee Work	Fin, Strategic, Property, & Gov. Cmt.	Adopt Board Calendar for year still in Draft Form	Internal
A u g u s t	Summative NNVHS & AE student performance for previous year - Reflections, plans for current year, etc.	Director's Rpt., End of Year Adult Ed and IDOE reports for NVHS	Approve changes to handbooks: Staff, Student, Safety	Handbooks	ANNUAL BOARD RETREAT	
			Review & Verify Insurance	Ins. Doc.	Board Self Evaluations, Priorities, & Goals	
			Conflict of Interest	Auditor Let.	BSU OCC Renewal Application	
S e p t	Current NNVHS & AE Enrollment & Performance	Director's Rpt.	Approval of SBOA Form 9	Business Mng.	Student Policies - Adopt	
	Current Year Goals	Director's Rpt.		Certification	Final Budget Discussion	
O c t	NVHS Mmbrshp. Rprt.	IDOE Doc.	Verify Submission of BSU-OCS Rpts.	Director's Rpt.	Final Budget Approval	
	NVHS & AE Enrollment & Performance	Director's Rpt.	Evaluate Compliance w/ Sep.of Duties	Int. Doc.		
	NVHS Graduation Report		Charter Renewal Team BSU	Int. Doc.		
N o v	NVHS & AE Enrollment & Performance	Director's Rpt.	Verify BSU Monthly Rpts. Submitted	Director's Rpt.	Policy Updates Review - Operations	NEO Policies
	NNVHS ELL Report	IDOE Doc.	Review of Internal Controls	Int. Doc.	Term 1 Strat. Plan & Org.Goals Updates	
D e c	NVHS & AE Term 1 report	Director's Rpt.	Verify BSU Monthly Rpts. Submitted	Director's Rpt.	Policy Updates Adoption - Operations	Internal Document
			Special Ed Compliance	IDOE Doc..		

ATTACHMENT #9
1 of 2

NEO BOARD OF DIRECTORS ANNUAL BOARD CALENDAR 2024 -25

p.19

	Student Outcomes	Source	Pertinent Parameters	Source	Board Development	Source
J a n	NVHS & AE Enrollment & Performance	Director's Report	Verify BSU Monthly Rpts. Submitted	Director's Rpt.	Policy Distribution - Relations	NEO Policies
	NVHS Course Completion (Term 1)	IDOE Doc.	Charter Renewal Document			
	NNVHS Special Ed Report	IDOE Doc.				
F e b	NVHS & AE Enrollment & Performance	Director's Rpt.	Verify BSU Monthly Rpts. Submitted	Director's Report		NEO Policies
	Review NNVHS testing data	ISTEP Rpt.	Ensure year-end asset inventory was conducted	Int. Doc.		
M a r c h	NVHS & AE Enrollment & Performance		Verify BSU Monthly Rpts. Submitted	Director's Report		NEO Policies
	NNVHS February Memb. Report	IDOE Doc.	Confirm school is compliant with Special Education laws	IDOE Rpt.	Preliminary Budget Discussion	Int. Doc.
			Form 9	SBA Doc.	Compensation Review	Int. Doc.
A p r i l	NVHS & AE Term 2 report	Director's Rpt.	Verify BSU Monthly Rpts. Submitted	Director's Report	Approve 25-26 Calendar	Int. Doc.
			Approve Annual Inst. Calendar	Int. Doc.	Preliminary 25-26 Budget Discussion	Int. Doc.
			Preliminary Budget Review	Int. Doc.	Executive Director Selection	Brd. Dev.
M a y	NVHS & AE Enrollment & Performance	Director's Rpt.	Verify BSU Monthly Rpts. Submitted	Director's Report	Approve 25-26 Preliminary Budget	
	NNVHS Spec Ed Report	IDOE Report	Approve Preliminary Budget	Int. Doc.	Executive Director Selection	
	NNVHS Projected Graduation	Director's Rpt.	Charter Revisions	Charter		
	NNVHS Summer School	Director's Rpt.	Ex. Dir. Performance Eval. (begin)		Plan July Committee Work	
J u n e	NVHS & AE Enrollment & Performance	Director's Report	Verify BSU Monthly Rpts. Submitted	Director's Report	Board Self Evaluations	
	Organizational Goals Report out	Director's Report	Evaluate Ex. Director; Submit Contract	Board		
			Approve Changes to Personell plan/contracts	Int. Doc.		

ATTACHMENT FG 2022

ATTACHMENT # 10: ORGANIZATIONAL PERFORMANCE FRAMEWORK

Neighbors' New Vistas High School 2022-2024

1. EDUCATION PROGRAM

1.a. Is school implementing essential terms of the education program as defined in current charter agreement?

Meets Standard	The school implemented the essential terms of the education program in all material respects and the education program in operation reflects the essential terms as defined in the charter contract, or the school has gained approval for a charter modification to the essential terms.
-----------------------	---

1.b. Is the school complying with applicable education requirements?

Meets Standard	<p>relating to education requirements, including, but not limited to:</p> <ul style="list-style-type: none"> * Instructional days or minutes requirements * Graduation and promotion requirements * Content standards, including Common Core * State assessments * Implementation of mandated programming as a result of state or federal funding
-----------------------	--

1.c. Is the school protecting the rights of students with disabilities?

Meets Standard	<p>Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district</p> <ul style="list-style-type: none"> * Identification and referral * Securing of all applicable funding * Operational compliance including academic program, assessments, & other aspects of the school's program & * Discipline: due process protections, manifestation determinations, & behavioral intervention plans * Appropriately carrying out student Individualized Education Plans & Section 504 plans * Access to the school's facility and program to students and parents in a lawful manner and consistent with student's abilities
-----------------------	--

1.d. Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard	<p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including Title III of the Elementary and Secondary Act (ESEA) and US Department of Education authorities) relating to English Language Learner requirements, including, but not limited to:</p> <ul style="list-style-type: none"> * Required policies related to the service of ELL students * Proper steps for identification of students in need of ELL services * Appropriate, equitable delivery of services to identified students * Appropriate accommodations on assessments * Exiting of students from ELL services and *Ongoing monitoring of exited students
-----------------------	--

2. FINANCIAL MANAGEMENT AND OVERSIGHT

2.a. Is the school meeting financial reporting and compliance requirements?

Meets Standard	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:</p> <ul style="list-style-type: none"> * Complete and on-time submission of financial reports, including annual budget, revised budgets(if applicable), periodic financial reports as required by authorizer, & any reporting requirements if the board contracts with education service provider. * On-time submission , completion of the annual independent audit and corrective action plans, if applicable * All reporting requirements related to the use of public funds
-----------------------	---

2.b. Is the school following Generally Accepted Accounting Principles?

Meets Standard	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:</p> <ul style="list-style-type: none"> * An unqualified audit opinion * Audit devoid of significant findings, conditions, material weaknesses, or internal control weaknesses * Audit does not include a concern disclosure in the notes or an explanatory paragraph within the audit report
-----------------------	---

4.e. Is the school completing required background checks?

Meets Standard	The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).
----------------	--

5. SCHOOL ENVIRONMENT

5.a. Is the school complying with facilities and transportation requirements?

Meets Standard	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the school facilities, grounds, and transportation, including but not limited to:</p> <ul style="list-style-type: none"> *Fire inspections and related records *Viable certificate of occupancy or other required building use authorization *Documentation of requisite insurance coverage *Student transportation NA
----------------	---

5.b. Is the school complying with health and safety requirements?

Meets Standard	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to safety and the provision of health related services, including but not limited to:</p> <ul style="list-style-type: none"> *Appropriate nursing services and dispensing of pharmaceuticals *Food Services Requirements
----------------	--

5.c. Is the school handling information appropriately?

Meets Standard	<p>The school materially complies with applicable laws, rules, regulations & provisions of the charter agreement relating to security, including but not limited to:</p> <ul style="list-style-type: none"> *Maintain the security of and provide access to student records under the Family Educational Rights and Privacy Act and other applicable authorities *Access to documents maintained by the school under the state's freedom of information law & other applicable authorities *Transfer of student records *Proper and secure maintenance of testing materials
----------------	---

6. ADDITIONAL OBLIGATIONS

6.a. Is the school complying with all other obligations?

Meets Standard	<p>The school materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter agreement that are not otherwise explicitly stated herein, including but not limited to requirements from the</p> <ul style="list-style-type: none"> *Revisions to state charter law *Requirements by other entities to which the charter school is accountable *Intervention requirements by the authorizer *Consent decrees
----------------	---