

V. Application Submission Document to Establish a BSU Charter School



Office of Charter Schools

Ball State University

Teachers College 910

Muncie, IN 47306

<http://www.bsu.edu/teachers/charter>

A. Information Sheet

1. School Information

Proposed Name of Charter School Fountain Square Academy

Proposed Location (School District) Indianapolis Public Schools

Planned Enrollment and Grades	Grades Served	Proposed Enrollment
Year 1	7-12	330
Year 2	7-12	330
Year 3	7-12	330
Year 4	7-12	330
Year 5	7-12	330

Desired School Opening August 2012 Date

2. Proposed Affiliations

Educational Management Organization (if any) n/a

Public Contact Info (Name & Phone #) _____

3. Lead Applicant Contact Information

Lead Applicant Name Mr. Rollin M. Dick

Mailing Address MH Equity Investors
6270 Corporate Drive, Suite 200

City Indianapolis, IN Zip Code 46278

E-Mail Address ***Rollin.Dick@mhequity.com***

Primary Phone # 317-218-1855

Secondary Phone # _____

Lead Applicant Media Contact Phone # 317-218-1855

Signature _____

Submit Completed Proposal to:

**Office of Charter Schools • Ball State University • Teachers College 910 • Muncie, IN
47306**

B. Application Summary

1. Charter School Name

Fountain Square Academy

2. Charter School Location

1615 Barth Ave., Indianapolis, IN 46203

3. Anticipated Opening Date

August 2012

4. Management Organization Name (if applicable)

N/A

non profit or
for profit

5. Other Partner Organization(s) (if applicable)

Marian University, Project Lead the Way, Challenge Foundation Academy

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	7-12	330
Year 5	2016-2017	7-12	330

7. Applicant(s)

Name	Bio
Mr. Rollin Dick	Mr. Dick is a consultant with MH Equity Investors, a private equity investing group located in Indianapolis, Indiana. Mr. Dick has 58 years of accounting and financial management experience. He has been an active "angel" and "venture capital" investor and has had interests in thirty businesses. He serves on the board of Ivy Tech and Butler University and is active with numerous civic and non-profit organizations.
Dr. Charles Feldhaus	Dr. Feldhaus is currently an Associate Professor in the Department of Computer Information Leadership Technology at the Purdue School of Engineering and Technology at IUPUI. He is also Chair of Graduate Technology Programs for the School of Engineering and Technology and serves as a Regional Facilitator for the Indiana Science Technology Engineering and Mathematics (I-STEM) Network for the State of Indiana (www.istemnetwork.org). He brings to the board years of experience in P-12 STEM Education and is interested in helping faculty leaders design, develop and implement high quality STEM education curriculum and assessment.
Ms. Lora Manion	Ms. Manion, a current United Water attorney, having earned an MBA and a JD while working full-time, is passionate about life-long education and the economic and social opportunities it provides. As a former resident of

	the near south side of Indianapolis, she observed firsthand the challenges faced in this area, and she desires to utilize her role on the Board of Directors to support providing high quality education in a small-class environment to all our students.
Mr. James Parker	Mr. Parker is the President of Health Market Strategies, a firm that partners with emerging health care firms to achieve growth and industry differentiation through effective industry and government stakeholder management. Mr. Parker is an accomplished health care leader with 20 years experience, leading organizations through mergers and acquisitions, organizational turnarounds and market repositioning initiatives. He is known for his ability to turn underperforming organizations into dominant players in the industry by creating and articulating a compelling vision that organizations and stakeholders embrace.
Mr. Michael Smith	Mr. Smith is a founding member and advisor to Cardinal Equity Partners, a mid-market private equity investment fund headquartered in Indianapolis. Previously, he served as Executive Vice President and Chief Financial Officer (CFO) of Anthem, Inc. and its subsidiaries, Anthem Blue Cross and Blue Shield; as Chief Operating Officer and CFO of American Health Network; and as Chairman, President and Chief Executive Officer of Mayflower Group, Inc from 1989 to 1995. Mr. Smith has served as director of several charitable and civic organizations and is currently a member of the Board of Trustees of DePauw University, the Indiana Commission for Higher Education, and the Lumina Foundation for Education.

8. Proposed Board of Trustees

Name	Bio
Mr. Rollin Dick	SEE ABOVE
Dr. Charles Feldhaus	SEE ABOVE
Ms. Lora Manion	SEE ABOVE
Mr. James Parker	SEE ABOVE
Mr. Michael Smith	SEE ABOVE
Gene Zink	A Vanderbilt grad with an MBA from the University of Hawaii and law degree from Indiana University, Mr. Zink is currently chairman and CEO of Strategic Capital Partners. He is the former CFO and Vice Chair of Duke Realty, founding chair of Challenge Foundation Academy, former director of 5 th 3 rd Bank, People's Bank, VEI and others. Formerly with Bose McKinney & Evans and a

	Captain in the U.S. Air Force.
Rose Mays	Dr. Mays is a University of Evansville nursing graduate with a masters in pediatric nursing from IUPUI, and a PH.D. in nursing science from the University of Texas. The current chair of the Challenge Foundation Academy, Dr. Mays serves in many organizations including National Coalition of 100 Black Women, Alpha Kappa Alpha, and as Professor Emeritus at Indiana University School of Nursing.

9. Overview of the Proposed Program,

a. **MISSION:** Fountain Square Academy will prepare students to be productive and competitive members of today's global economy. FSA students will understand and demonstrate growth in character, academics, life and job skills, the arts, and wellness. They will be prepared for entrance to the job market, apprenticeships, internships, and two- and four-year post-secondary institutions. "All Roads Lead to College" is more than FSA's slogan, it is a mission that guides the school in every decision.

b. **RATIONALE:** Too many students in Indianapolis continue to fail to graduate and matriculate to college and/or to be qualified for a high-paying, high-quality and high-demand job. Our community needs schools that prepare students appropriately to compete in today's global economy. At Fountain Square Academy specifically, only 3% of the surveyed parents reported to have a college degree with 41% reporting they did not complete high school and 12% reporting they received their GED. The school seeks to turn this around and is on its way to doing so. In 2011, 19 students graduated, five of whom were first generation high school graduates, two were already parents. All 19 students were accepted into the military, a two-year college or a four-year college.

c. **KEY DESIGN ELEMENTS:** The school will have several key academic partnerships designed specifically to help the school implement new academic programs at the school. The school will not only follow the Common Core Standards for grades 7-12, it will also implement a unique blended model of teacher-led and computer-assisted learning that is of the highest quality and rigor. Each student will have their own wi-fi and internet accessible netbook to facilitate this model. The school will also partner with Challenge Foundation Academy as an overall academic partner. In addition, the school will partner with IUPUI to make sure that it implements Project Lead the Way in middle and high school properly. FSA Board member Dr. Charlie Feldhaus is the director of IUPUI's Woodrow Wilson Teaching Fellows program specifically relating to STEM. In this capacity, Dr. Feldhaus trains Teaching Fellows on STEM and places the Fellows in

schools doing PLTW. FSA will begin to implement PLTW in 2012-13. Dr. Feldhaus provides mentors to follow up with the Fellows once they are placed in the schools and works directly with principals to ensure a successful implementation of PLTW. In addition to IUPUI and Challenge Foundation Academy, FSA will continue to partner with Marian University's Academy for Teaching and Learning Leadership. CFA's principal for the past three years was Dr. Charlie Schlegel. Dr. Schlegel is a member of the Marian University school turnaround and leadership faculty. He will assist the FSA board in monitoring the academic programs at FSA. FSA currently has two Marian Fellows working full time to improve FSA—one serves as Vice Principal and the other serves as a classroom teacher; both will serve in leadership positions this fall at FSA. Marian provides continuous education and support to its emerging leaders for three full years. The 4th unique and distinguishing factor of FSA is its “early college” and vocational program in high school. Every student is encouraged to seek higher educational opportunities during and after graduating from high school. The school actually enrolls students in college level classes while students are in high school so as to help the students experience college and to be successful in their college classes while they attend high school. Our school will also pay for tuition and textbooks and will provide staff support for students enrolled in the early college program.

d. **LENGTH OF INSTRUCTION:** Serving grades 7-12, the school will provide instruction for 7 hours per day for 180 days and also provide an additional 12 hours per week of tutoring, mentoring, and enrichment programs through a 21st Century Community Learning Center grant. The school will operate on a modified year-round schedule, with remediation and enrichment options during scheduled breaks in regular instruction.

e. **SUBJECTS TO BE TAUGHT:** Our program will provide a complete 7-12 education based on Indiana standards using Common Core Standards, Project Lead the Way subjects in technology, engineering and biomedical sciences, and an emphasis on college and career preparation including classes to prepare students for the PSAT, Compass test and the SAT and ACT and hands-on opportunities for job shadowing, internships, and apprenticeships.

f. **UNIQUE PROGRAM CHARACTERISTICS:** The school will be extremely personable with a teacher/student ratio of 13-1 and a student/netbook ratio of 1-1. The netbooks will provide students access to E2020, a unique on-line educational program that is standards-based and aligned with Common Core Standards and Indiana's state standards and comes complete with video of teacher-led lessons for every state standard in grades 6-12 including AP, SAT and other college prep courses. When the school

reaches its full capacity and grade levels served, the school will provide a continuous education for grades 7-12 and provide high school students the opportunity to earn up to 60 college credits while attending FSA. The school will buy the textbooks for the students and pay the college tuition while the student is enrolled in FSA. All of the college classes our students will take are part of the Indiana College Transfer Library and are transferrable to many of the state's 4-year universities. Our staff will work to ensure students are taking classes that count toward an Associate's Degree and/or can qualify to transfer to a 4-year university for a 4-year degree. Staff will work to support the students while they take the college level classes. In 2012-13, the school will begin to provide students in 7th grade the opportunity to start down the path toward earning certificates in Project Lead the Way's engineering, technology and biomedical sciences, STEM programs that make students highly employable upon their high school graduation. PLTW starts with computer science in the middle school grades and once the students are in high school, they can begin the engineering, technology and/or biomedical sciences pathways. The school will provide opportunities for hands-on training and experience in job fields and career and college planning services such as those provided by our partner, College Summit.

In addition to the above unique programs, FSA plans to implement a series of academic partnerships to ensure effective implementation of these unique programs—Marian University, PLTW, and early college. By having Dr. Feldhaus serve on the board of directors for FSA, we believe we are getting the best oversight of the school's planned implementation of PLTW. And by hiring two of Marian University's current Leadership fellows, we not only get a partnership with Marian University (which includes two additional years of mentoring while the fellows go to school to earn their principal's license), but we believe we are ensuring the school has proper leadership and sustainable support for the future. Moreover, we believe the school gains strength by engaging these models and organizations in the implementation of these educational programs.

g. **INSTRUCTIONAL LEADERSHIP:** The school seeks to employ leadership that is highly qualified, licensed and experienced in data-driven instruction who can build a highly effective teaching staff that uses data to drive every decision in the classroom. The school leader will also work with the school's educational partners to ensure appropriate professional development, and will ensure the school climate and culture are conducive to learning at high levels. This is one more reason the school is partnering with Marian University's leadership program. Leaders who go through Marian's program are trained to use data to drive instruction and in successful school management and turnaround methods.

h. **PROFESSIONAL DEVELOPMENT:** The school provides on-going and structured professional development in the use of data to drive instruction and plans to include structured annual professional development with trained instructional coaches, remedial and vocational programs, differentiated instruction, specific content areas, E2020, Project Lead the Way, and “early college” programs. The school chose PLTW curriculum not only because of its rigor and research-based performance and success, but because PLTW provides a great deal of professional development including a two-week training session every summer in which our PLTW teachers walk through every lesson and activity they will teach the following year in the classrooms. PLTW holds their PD sessions on Purdue and IU campuses and our affiliation with IUPUI and Dr. Charles Feldhaus (who serves on the FSA board of directors) offers additional support to our PLTW instructors.

i. **MANAGEMENT STRUCTURE:** Fountain Square Academy has a highly qualified board of directors with education, finance, non-profit, legal and philanthropic experience. The board of directors will provide oversight and governance of the school’s business and academic endeavors. The board of directors will have three standing committees—academic, business/finance and governance. The school board will evaluate the academic progress and needs of the school. The primary responsibility of the business/finance committee is financial oversight including budgeting, audits and to assure cost-effective support functions are in place for the school. The governance committee will work to make sure the school is compliant with the charter and that the board receives professional development in governing a charter school and recruits credible and experienced members to serve on the board.

j. **RELATIONSHIPS WITH PARTNER ORGANIZATIONS:** The school has numerous partnerships with community organizations including Teach For America, College Summit, YMCA, Ivy Tech, Marian University, IUPUI, the Woodrow Wilson Teaching Fellows, Girls Inc., New Teacher Project, and more. These relationships help the school recruit highly qualified teachers (TFA, Marian, IUPUI, Woodrow Wilson Fellows), provide community information about the school and its services, and provide services to the school and its students (Girls Inc., YMCA, College Summit).

k. **SCHOOL LOCATION:** The school is located at 1615 Barth Ave., near Fountain Square's central business district. We plan to remain in this building for 2012-13.

Preliminary Information

1. Community Support and Demand

a. District Support:

Fountain Square Academy has no relationship with Indianapolis Public Schools. We seek to maintain cooperative relationships with neighborhood schools that would otherwise serve our students.

b. Community Support:

FSA has established strong ties within its community and has strong support among its families. Support for the school ranges from Ivy Tech Community College, IUPUI, and Vincennes to local businesses and service providers including Keenan-Stahl Boys & Girls Clubs of Indianapolis, Wishard Advantage, Big Brothers and Big Sisters of Indy, IMPD Junior Explorers, Marion County Health Department, IU Dental, Fountain Square Dental, PNC, Regions, INHP, and Urban Mission YMCA Branch.

c. Student Demand:

FSA's enrollment numbers over the last three years provide the best source of evidence of demand for the school's services and its ability to meet the necessary enrollment figures. In 2008-9, the school served 206 students, in 2009-10, the school served 253 students and in 2010-11, the school served 272. The count day number for 2011-12 is 277. The target enrollment for the school in 2011-12 was 300. The school had more students wanting to enroll and could have reached its target of 300, but the demand was highest in the middle school grades where seats were already full. This is one reason FSA now plans to limit grades served to 7-12. The school has a retention rate of 65% this year which is strong given the high mobility of our population. We believe this is a strong statement from our parents and student caretakers given the uncertain future of the school. It's also important to note that the school continues to enroll new students even after count day this year including more than 10 new students since the 2011-12 Christmas break. These new students are coming from all points of Indiana including Triton, IPS schools (two neighborhood IPS schools are being taken over by the state for chronic low performance), Greenwood, Franklin and other local charter schools.

d. Proposal Opposition:

The founders are not aware of any opposition to FSA's charter application to Ball State.

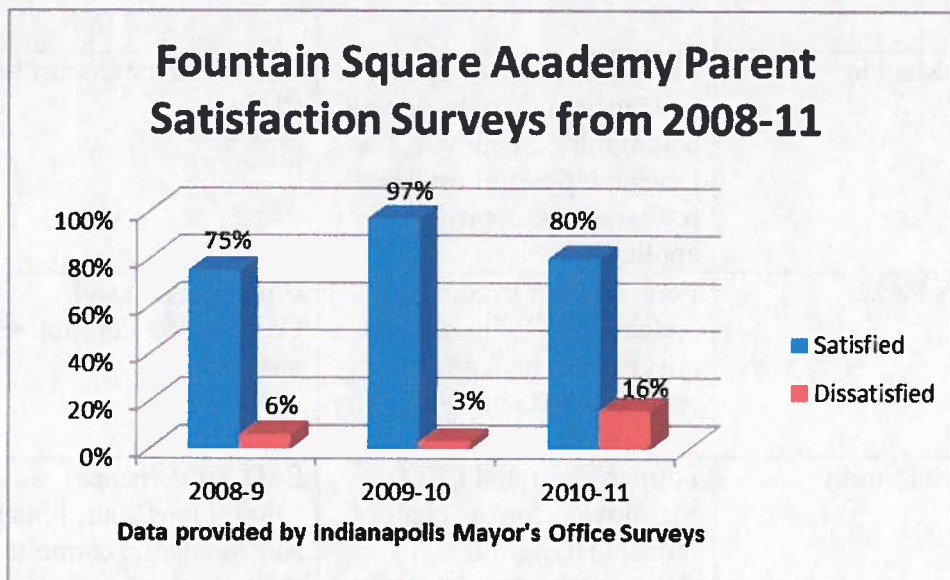
A meeting was held in November 2011 in which more than 300 community supporters met with Ball State to show their support. In fact, there is quite a bit of community support for the school including Shepherd Community Center, Horizon Center, the local YMCA, the and Boys and Girls Club, and the Purdue 4H Club.

2. Feedback from Constituents

As an existing school, Fountain Square Academy has completed six years of listening to its students, families, and neighborhood. Each year, we have listened and reacted to the needs of our community, students and parents. FSA has, through its outreach efforts, learned what companies and organizations in the area, including post-secondary institutions such as Ivy Tech Community College, are looking for in graduates.

The opening three years of the school were extremely challenging as the community incorrectly thought the school was an “alternative” school for students who were expelled, had drug and alcohol issues, and other challenges. Staff, wanting to serve all students who called, enrolled these students without being prepared to serve them. The school was not staffed properly to handle all issues that came knocking on the doors. It didn’t have a dean of students, a full-time nurse, a teacher coach and the necessary community connections for support and success. As a result, the school struggled to serve the community well. Today, the school has the proper staff—a full-time nurse, a Dean, a teacher coach—in place and the benefits are evident in every corner of the building. The school has also improved its discipline procedures, improved its academic rigor, improved staff retention, improved its communications with all stakeholders, has solidified its purpose and mission, and has effectively communicated its mission—“All Roads Lead to College”—among all constituents. The Mayor’s recent 5th year review of the school acknowledged many of these improvements and commended the school for its actions and results. The Mayor’s 5th year review is included in the Appendix.

The Indianapolis Mayor’s office conducts an annual parent satisfaction survey and the most recent survey finds Fountain Square Academy parents are very satisfied with the school. The current three-year average satisfaction is 84% with a low of 75% in 2008-9 and a high of 97% in 2009-10. In 2010-11, satisfaction was 80%. The dissatisfaction of parents dropped from 6% to 3% between 2008-9 and 2009-10. We attribute the dissatisfaction of 16% in 2010-11 to the stress caused by the uncertain future of the school. Upon noting the increasing number of dissatisfied families, we took several steps, including regular meetings with parents and students to understand the nature of their concerns and responded appropriately.



FSA will continue to seek input from all of its stakeholders and adjust its approach to education based on that information.

Table 2 provides copies of the Mayor's 2008-9, 2009-10, and 2010-11 surveys.

Attach Table 2 as a PDF (Portable Document Form) named, **Attachment 2 – Attitudes Toward the Charter**

3. Applicant Founding Group

a. Founding Group Members:

Table 3a: Founding Group Members

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Mr. Rollin Dick	CFO and CPA, philanthropist, business leader and education reform activist. He reviewed and approved application	BoD chair, Governance, Academic and Finance committee member
Mr. Charles Feldhaus	Professor, former high school principal, and currently Woodrow Wilson Teaching Fellows STEM Director at IUPUI. Reviewed and approved application, provides guidance of school's PLTW program and all academics	BoD, Academic Committee Chair

Ms. Lora Manion	Lawyer and MBA, former resident of Fountain Square community, Stanley K. Lacy Leadership Series graduate, reviewed and approved application	BoD, Finance Committee Chair
Mr. James Parker	Former Chief of Staff to Anthem CEO, finance and government background, reviewed and approved application	BoD, Finance and Governance Committee member
Mr. Michael Smith	Former Chair and CEO of Mayflower, former chair of Indiana Higher Ed Commission, Lumina Foundation board member, retired CFO of Anthem, reviewed and approved application	BoD, Governance Committee Chair, Finance and Academic committee member

b. Founding Group Origin:

Fountain Square Academy's completely new and current 5-member board has agreed to serve as the founding board of the school when its charter is approved. Each of the board members joined the board of directors in 2011. They represent a completely new board for the school and are highly regarded in the community. Upon approval of this application, Gene Zink and Dr. Rose Mays have agreed to join the board, too. Each area of need—academics, finance, philanthropy, business, law, community, and specific charter school experience—is covered and represented on the board. The founding group has served in numerous capacities in support of education reform efforts in Indianapolis and in Indiana and continues to do so today. These individuals have served as the Chair of the Indiana Higher Education Commission, the chair and/or vice chair of several large companies including Mayflower, Duke Realty, the chair of the new Carmel Performing Arts Center (the Palladium), and on several college boards including Ivy Tech Community College, Butler University, Wabash College, and many others. In addition, several board members are philanthropists in their own right and serve on other philanthropic boards including Lumina Foundation, Helping Hand Fund, the Methodist Hospital Foundation, and more.

c. Proposal Development:

The development of this application was directed by the school's current and completely new board of directors with assistance provided by the current highly qualified staff and leadership at Fountain Square Academy. The board of directors reviewed the past history of the school, the academic achievement and its programs, the leadership and staffing, the enrollment, retention, attendance and graduation history, the involvement of previous board members, and the management of the school. All of these elements and data formed the basis of this new proposal to continue and improve Fountain Square Academy's growth and service to the community. Dr. Charlie Feldhaus, Woodrow Wilson STEM Director at IUPUI and Fountain Square Academy board member provided specific direction to the school's planned development of Project Lead the Way. The school has already developed its early-college program but continues to seek support from the Middle College National Consortium.

d. Previous Submissions:

This is Fountain Square Academy's re-application to Ball State University. The original application was submitted under the name of "Southside Charter Academy." This re-application provides clarification that this is a school with NEW academic partners, a NEW board, a new academic program, and a new approach to the school's back-office operations.

4. Fiscal Impact

Describe the anticipated fiscal impact of the establishment of the proposed charter school on existing public and nonpublic school districts in the same geographic area.

As an existing school, the fiscal impact of its current enrollment has already been absorbed by the “sending” schools. Any future impact will be limited to the school’s enrollment growth.

Below is a chart based on anticipated growth over the next three years. Totals are based on estimated ADM tuition support.

	2012-2013	2013-2014	2014-2015
FSA ADM Enrollment	330	330	330
FSA Enrollment Growth	58		
ADM Support	\$2,310,000	\$2,310,000	\$2,310,000

5. Education Management Organization

a. Name of the Organization:

The board of directors does not intend to engage an education management organization. The board of directors believes it has the experience and skills necessary to manage the school successfully and will retain all control and responsibility for the school’s operations and performance. The board of directors plans to engage many vendors for services needed. The board of directors will form an academic committee to work directly with the principal. The board of directors will also have a finance committee that will work with all vendors providing business related services such as transportation, accounting, technology, food service, HR, and other like services to the school.

b. Detailed explanation of the extent of the organization’s proposed role in the governance, management and/or operation of the school.

The board does not intend to use a management company. It will however contract for services from vendors for technology, HR, marketing, accounting, legal, transportation,

food service and other support services. The governance structure places the school board in the position of assuming full responsibility for activities at the school from academics to contracting for business services to compliance with state and charter authorities. The board will of course seek support from vendors and service providers to complete these tasks. The board will also institute new efforts for securing contributed financial support for the school from the philanthropic community.

c. Description of the process and criteria used to select the management organization:

The current and new five member school board is highly involved in the Indianapolis charter school community and education reform efforts in the city. We have visited and supported numerous charter schools in the city including KIPP, Indianapolis Met High School, Charles A. Tindley Accelerated School, Challenge Foundation Academy, and Christel House. Gene Zink is the founding board chair of Challenge Foundation Academy and Dr. Rose Mays is the current board chair of Challenge Foundation Academy.

d. Description of the role of the management company in selecting proposed members of the school's board of trustees:

The current board of directors has worked to revise the articles of incorporation and bylaws so that they now provide for a self-perpetuating board. No management company played a role in selecting the current membership of the board.

e. Attach Draft management contract or term sheet

f. Attach Due Diligence Questionnaire completed by the EMO.

If Applicable, submit your draft management contract or term sheet - as a PDF (Portable Document Form) named, **Not applicable**

If Applicable, submit the due diligence questionnaire completed by the EMO - as a PDF (Portable Document Form) named, **not applicable**

Education

6. Education Mission Goals

a. Mission statement:

Explain what your school intends to accomplish and your plan for student achievement.

- Core philosophy or underlying purpose of the proposed school:

Fountain Square Academy will prepare students to be productive and competitive members of today's global economy. FSA students will understand and demonstrate growth in character, academics, life and job skills, the arts, and wellness. They will be prepared for entrance to two- and four-year post-secondary institutions, and/or for high-demand, high-wage, high-growth careers. "All Roads Lead to College" is more than FSA's slogan, it is a mission that guides the school in every decision.

- A concise plan for an innovative public school that will lead to improved educational performance:

Fountain Square Academy is in its 7th year of operation. It has provided an innovative approach to education since 2005-6. Its program takes into account the neighborhood dynamics, the parents and/or caretakers of our students, and local school choices. As such, we designed the school to serve grades 7-12 in one setting. The two primary alternatives for these grades are Manual High School and Emma Donnan Middle School—both under state takeover this year. These two schools split middle and high school grades into two buildings and serve more than 900 and 700 students in each setting respectively. FSA provides a smaller setting for students and serves all grades 7-12 in one consistent environment and climate that supports success. With a focus on college—2- or 4-year college—at all levels of the school, the entire community—teachers, students and parents—understands the purpose of each class and the need for proper preparation for the next level. This complete focus on the end goal will allow us to produce even stronger results. Fountain Square Academy celebrated a graduation rate of 73% in 2011 with 19 students graduating. Of the 19 students, five were first generation high school graduates and two were already parents; all 19 were accepted into the military or one form of higher education including trade schools, two-year colleges, and 4-year universities.

In 2012-13, the school will roll out the use of a unique teacher-led/computer-assisted education model that includes every student having their own netbook and full access to all lessons for every state standard in grades 7-12. The program will use E2020, a state standard-aligned computer-based educational program that includes teacher-led videos with lessons related to every standard students are expected to master during their 7-12 grade years. The program actually starts at 6th grade so if we have students

who are below grade level, we will be able to serve them as well. The beauty of E2020 is that it is rigorous, sequential, and includes videos of master teachers providing the lesson for each standard. Students will be able to review, rewind, and move forward at their pace of mastery. However, the beauty continues in that teachers can regularly monitor each student's progress against time expected for completion. Teachers can design each course to meet the needs of each student, too. E2020 includes quizzes and tests that teachers control when and where students take the assessments. This program will free the teachers in the room to be "value added" coaches for each student they serve. Teachers will literally know exactly which standard and/or lesson/skill a student needs help with and will be able to address that specific need immediately. This is use of data and technology in the best manner possible to benefit the students.

We believe using E2020 will provide a level of consistency unprecedented in schools today. Each E2020 lesson is provided by a master teacher. The rigor is of the highest quality, too. It is timed and sequential and aligned with state standards. This will transform the classroom and provide the school a level of security and comfort, knowing that every day students are receiving high level teaching. The adults in the room will be free to innovate and add value to each student's education on a very personal level.

In addition to this innovation, the school will offer Project Lead the Way, and early college programs as well as a modified year-round calendar, and the additional extended-day programs including tutoring, 4H clubs including robotics, and other enrichment programs. The school provides transportation for its students and has designed its transportation plan to support the school's educational goals and programs. For example, after school tutoring can't be effective if students go home right after school because that's when the busses leave. We now offer two bus routes—one right after school and another after tutoring.

In addition, the school provides an innovative high school in that each high school student is encouraged to enroll in college level classes as early as their second semester of their freshman year with the goal of their graduating from high school with as many as 60 college credits. The purpose of having students take the Compass test in their second semester of their freshman year is to not only get them enrolled in Ivy Tech classes, but to see what remediation is needed to pass all three parts of the test. The students gain a valuable experience by taking this test. The school believes it is necessary to encourage our students to take college level classes while in high school and to emphasize the importance of educational attainment and career training

to break the cycle of poverty. Fountain Square Academy's staff supports high school students in their college-level classes and provides support for the textbooks and pays for the college credits.

The school's plan for Project Lead the Way starting in middle school through high school, and the goals of the "early college" and career preparation programs makes the school extremely innovative. Project Lead the Way is a rigorous STEM program that has proven itself capable of helping schools retain students, and "early college" programs have a proven record of helping students stay in high school through completion of high school and to matriculate to college and complete college.

b. Statement of Need:

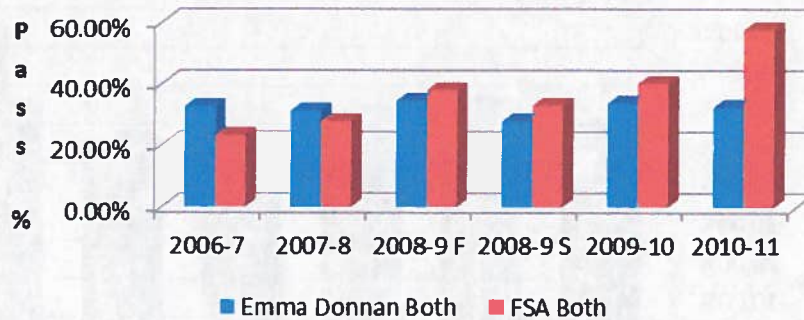
Provide evidence there is a need for this type of school.

- Attach Table (6b) to summarize achievement data for each grade level and subgroups you intend to serve.
- Describe why this charter school design/ model is an appropriate vehicle to address this need.

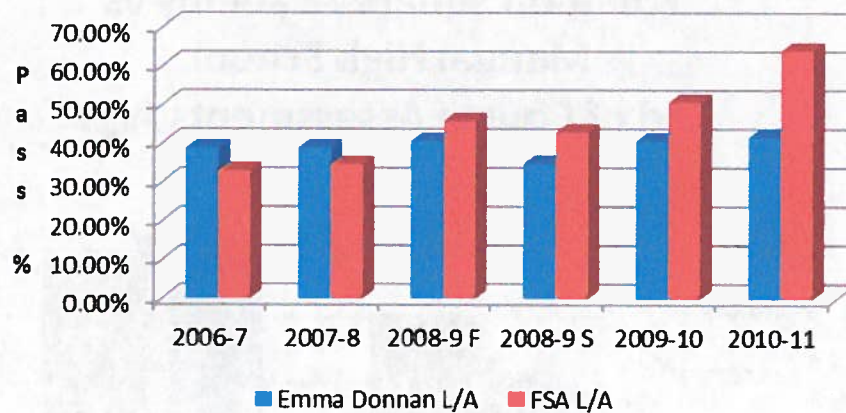
To see evidence of the need for Fountain Square Academy, one needs to look no further than the two schools students are assigned to attend if they live in the Fountain Square Academy neighborhood. The schools that service the neighborhood are broken into two parts—middle (Emma Donnan Middle School) and high school (Manual High School). When students who attend traditional schools reach a certain grade level, they are moved into larger schools with students from other schools and neighborhoods in the community thus creating a culture change at least twice in a student's short K-12 experience. In this particular case, students go from a 423-student elementary school to a 700-student middle school to a 957-student high school.

The academic results presented below for the public schools in FSA's neighborhood demonstrate the need for Fountain Square Academy. Emma Donnan and Manual have been approved for state takeover. As an existing school, we can provide data showing FSA's performance compared to the neighborhood traditional schools.

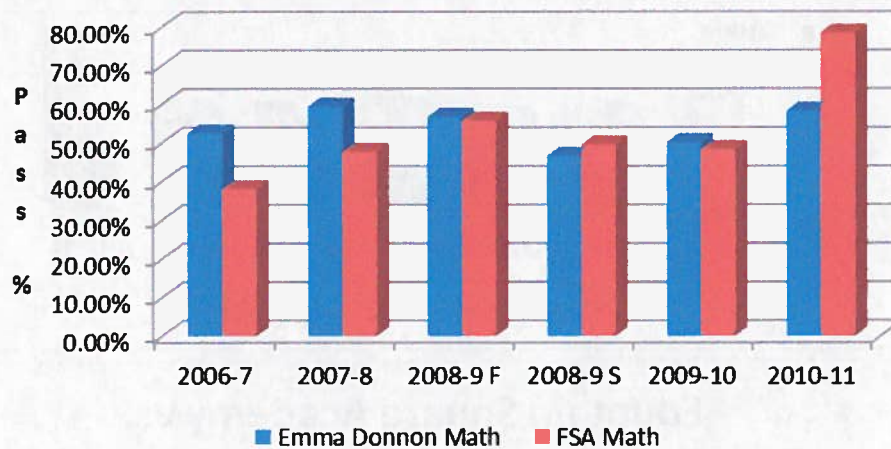
Fountain Square Academy vs. Emma Donnan Middle School On Both Parts of ISTEP



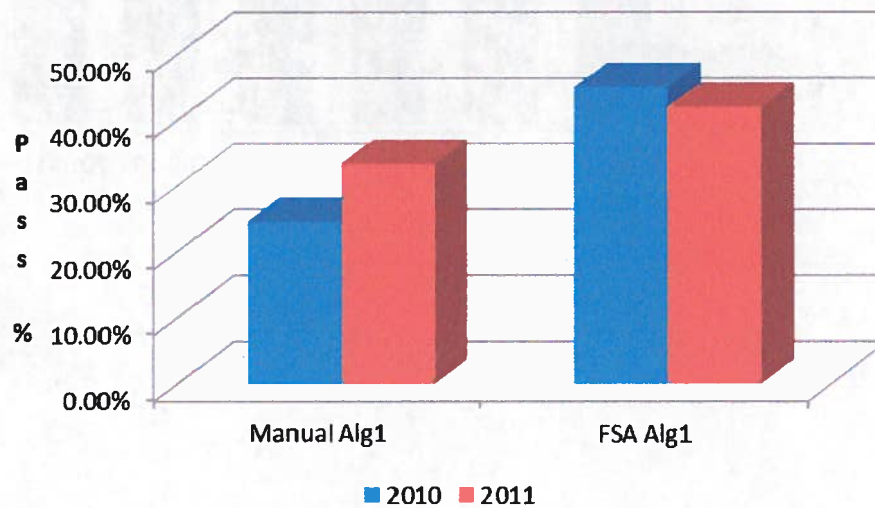
Fountain Square Academy vs. Emma Donnan Middle School on ISTEP Language Arts



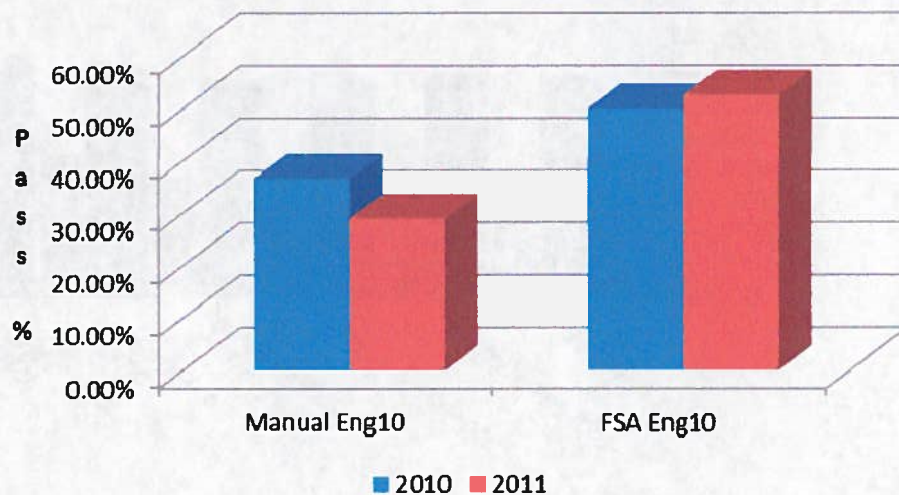
Fountain Square Academy vs. Emma Donnan Middle School ISTEP Math



Fountain Square Academy vs Manual High School End of Course Assessments Alg1

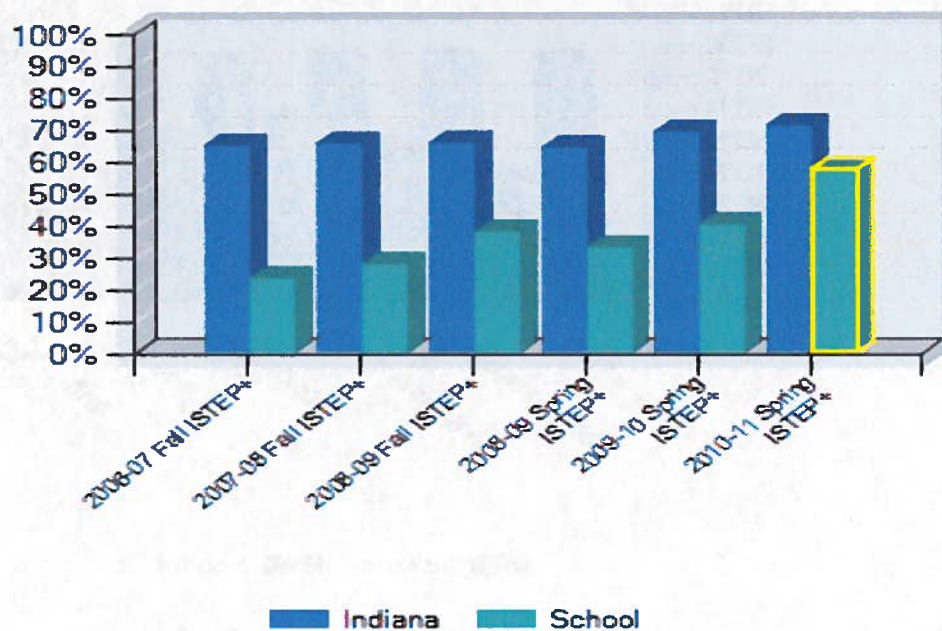


Fountain Square Academy vs Manual High School End of Course ENG 10

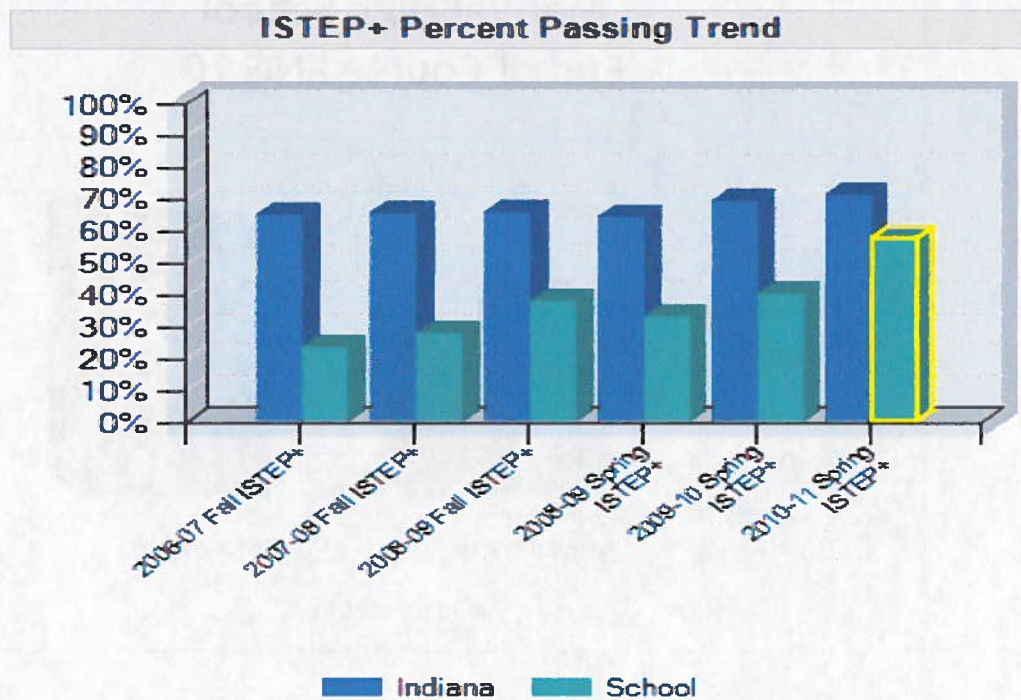


Below is the State Department of Education's graph showing steady progress on passing both Language Arts and Math ISTEP since the school started six years ago. Last year, 2011, the school reported its best performance.

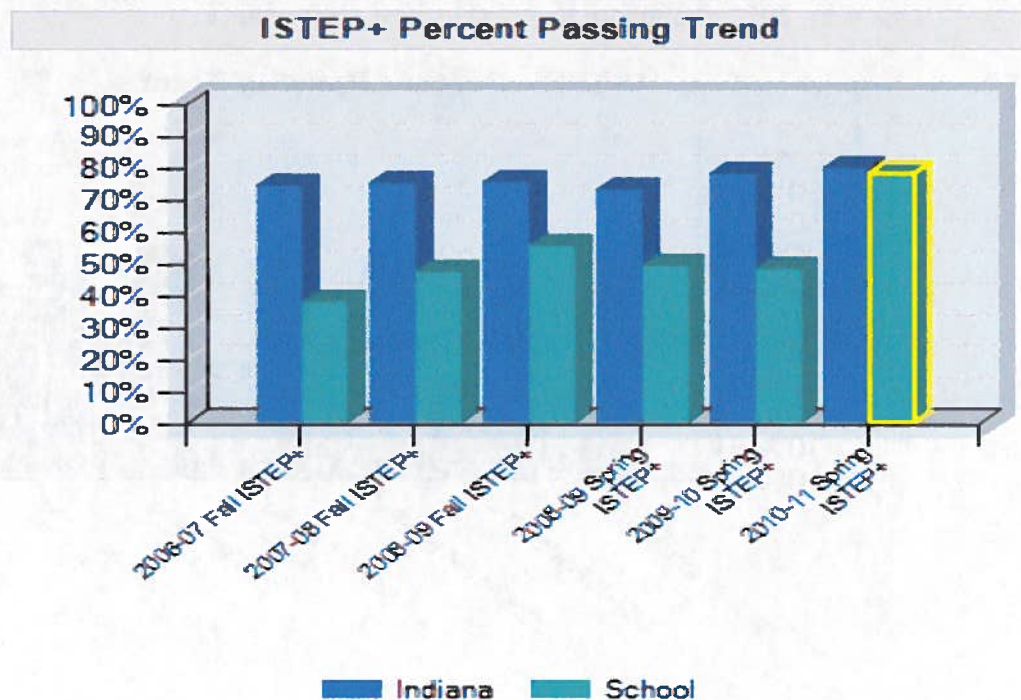
ISTEP+ Percent Passing Trend



Below is the Language Arts performance for all grades at FSA as reported on the Department of Education's website.



Below is the Math performance for all grades at FSA as reported on the Department of Education's website.



Also, keep in mind that the first three years, the school administered ISTEP in the Fall. The last three years, the school administered ISTEP in the Spring.

Emma Donnan is a traditional middle school that serves nearly 700 students and Manual High School serves 957 students. Combined, there are 1657 students served by these two schools—more than five times the size of Fountain Square Academy’s target 7-12 enrollment of 330.

According to the Indiana Department of Education, in 2011, Manual High School failed to make AYP in 9 of 13 categories including all test participation categories and all language arts performance categories.

In 2011, Emma Donnan failed to make AYP in 11 out of 29 categories, including all math performance categories except for the “black” category and failed language arts in the “white,” “free/reduced” and “special ed” performance categories.

Fountain Square Academy made AYP in 2008 and failed to make AYP in 3 of 15 categories in 2011. It made enough academic gains from 2010 to 2011 to be considered an “A” school by the State’s Public Law 221 performance standards but was capped at a “C” for failing to make AYP. In 2012, the state will no longer measure schools by the federal government’s prescribed AYP standards.

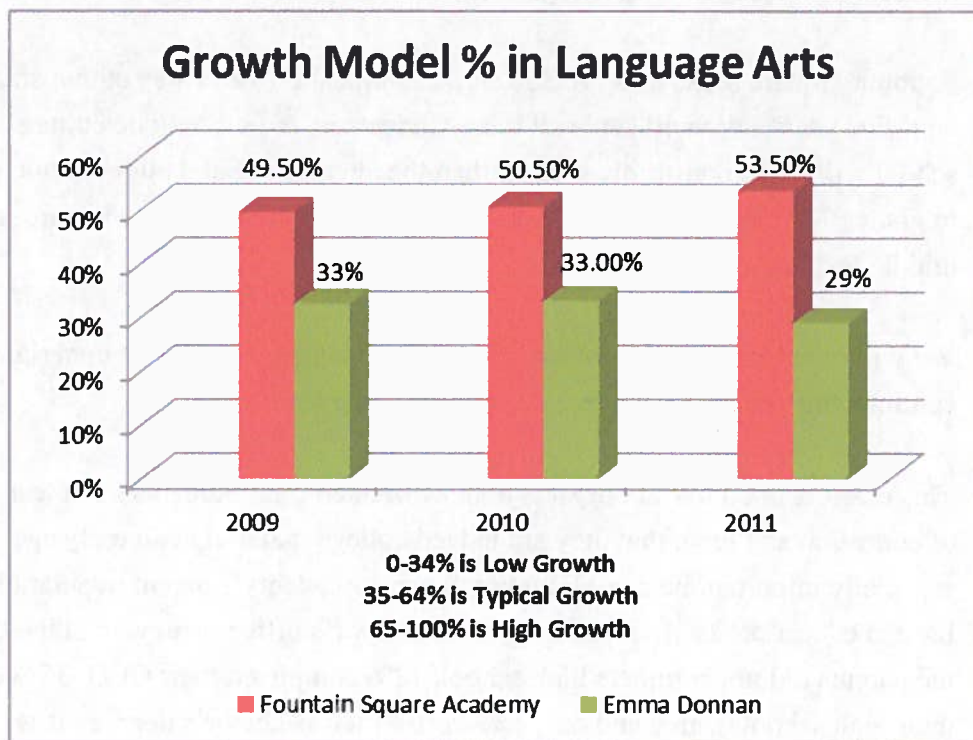
Fountain Square seeks to serve 330 students in 2012-13 and stay at that size for the next five years. We will serve all these students in one school/one culture. Our school will be demonstrably smaller than the alternatives and our continuous services in grades 7-12 will provide students a stable environment all the way through their middle and high school grades.

We will instill in the minds of our 7th graders that they are college material. We will continue this practice each year through all grade levels.

This effort is not a trivial one; it is done with intention. Students must learn the value of education and learn that they are indeed college material at an early age. This is especially important because Fountain Square Academy’s parent population has a limited education itself. According to the Mayor’s office survey, in 2009-10, 41% of the parents did not complete high school, 12% completed their GED, 35% earned their high school degree and only 3% earned their bachelor’s degree. It is safe to say that there is not a lot of understanding of the benefits of college, much less a high school degree, and students need Fountain Square Academy’s staff to support their efforts to go to college every day. These efforts must start as soon as we can enroll students; the sooner the better.

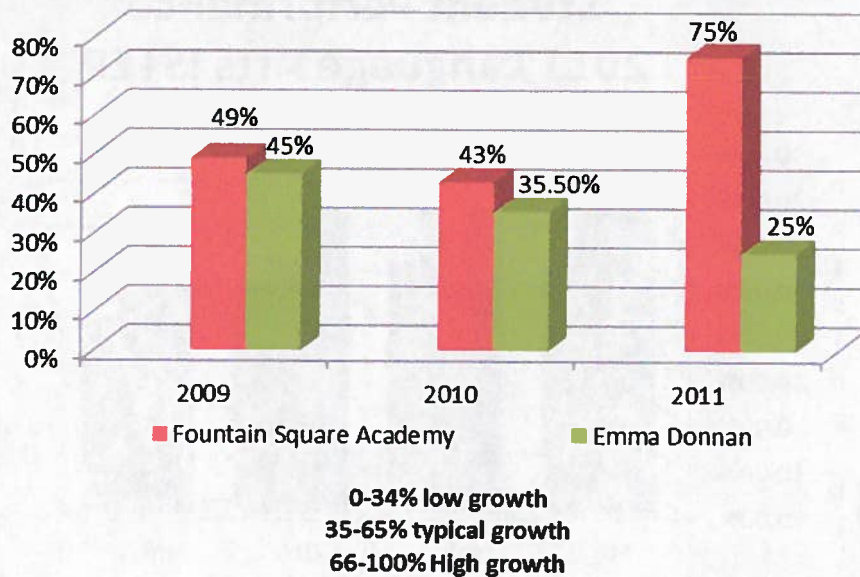
Beginning in 12-13, FSA will implement E2020 and Project Lead the Way – proven programs with which other schools serving a similar demographic have found impressive success. With its emphasis on STEM and project-based learning, PLTW will further engage students who have struggled in traditional settings. FSA recognizes that while “All Roads Lead to College,” not every student may want to pursue a four-year degree. PLTW prepares students for a career right out of high school AND for a two-year college degree program.

To further answer the question as to why this model is appropriate and effective for the community we serve, below are Indiana growth model results for Fountain Square Academy compared to the two schools in the neighborhood serving essentially the same student population and demographics. We also provide performance comparisons between FSA and the state average performance. Fountain Square Academy performed better in all language arts in 2009, 2010, and 2011, and in math in 2010 and 2011 when compared to the neighborhood schools. We believe these two graphs provide evidence that Fountain Square Academy’s model works for the neighborhood students we serve.



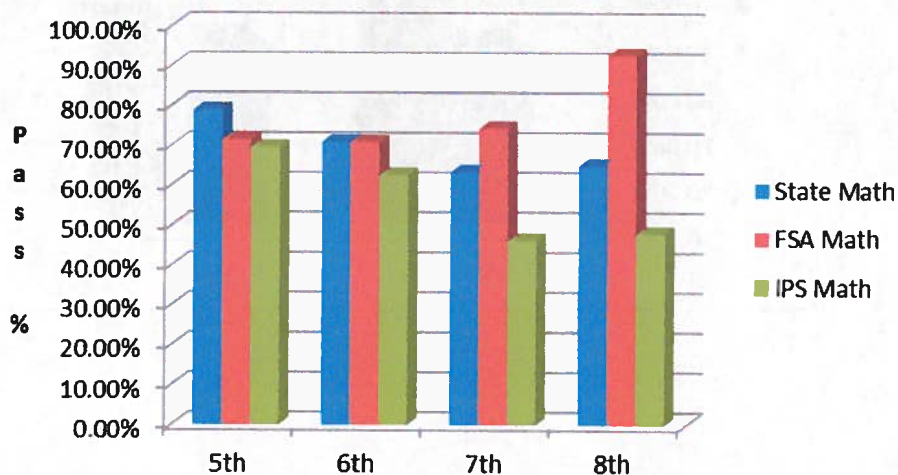
The State of Indiana considers growth in the 35-65% range to be typical growth.

Growth Model % Math Results

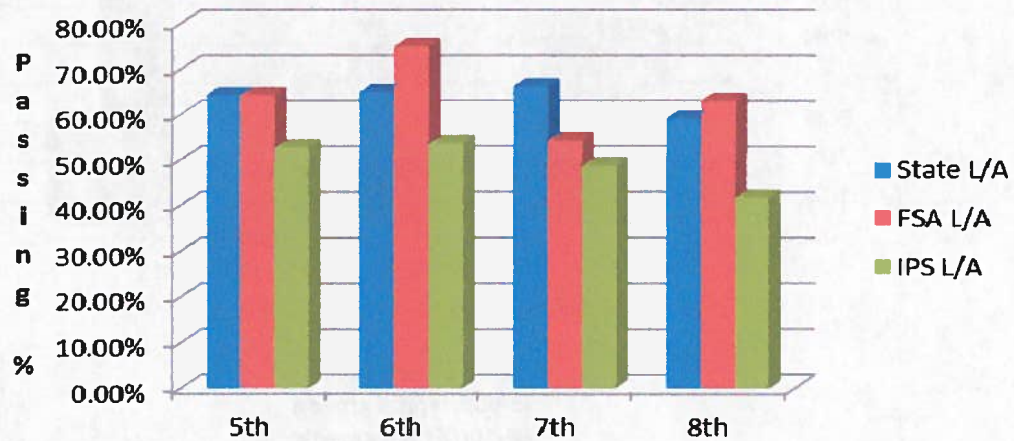


When comparing the percentage proficient among Fountain Square students who qualify for free and reduced lunch to those across the state as well as in IPS, we find the following:

FSA vs. State and IPS Free/Reduced Student Performance 2011 Math ISTEP

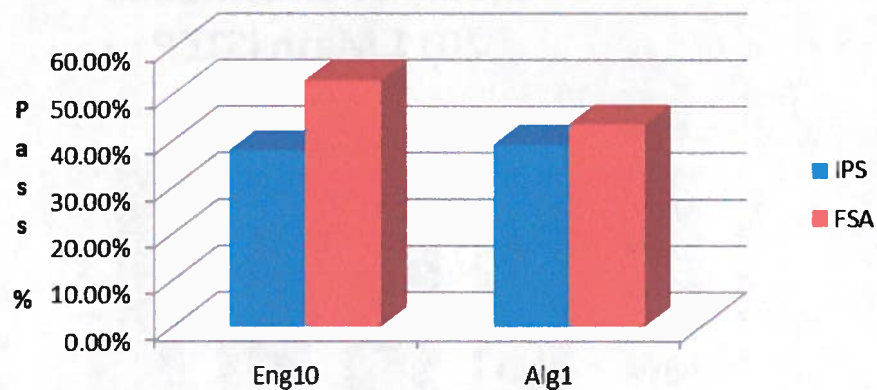


FSA vs. State and IPS Free/Reduced Student Performance 2011 Language Arts ISTEP



With the exception of 5th grade math and 7th grade language arts, free and reduced lunch qualified students attending Fountain Square Academy outperform their state counterparts, and they outperform their IPS counterparts in every grade level and every subject.

Comparison of F/R Lunch 2011 ECA Results at FSA and IPS



FSA is a dynamic school continuously seeking to improve services to its students. This year, we hired a full-time high school counselor, who has provided better direction and guidance to each high school student attending FSA. The counselor works with the students to ensure the students complete their Core 40 degree on time, get the right classes, AND enroll in college courses. In addition, the school has a full-time Dean of Students, who has helped improve discipline in the school AND improve communications with parents.

This year, our team has also worked hard to improve its outreach to the community and parents to make sure that everyone knows of the opportunities we provide. The school has invested in a parent communication system that provides regular updates to all parents via the telephone. The school has improved its distribution of newsletters and has instituted a successful parent-teacher conference program in which 100% of our parents participate. This year, we are instituting a 1-1 student/netbook ratio to further provide access to quality education to our students. The school continues to work to increase the number of enrichment programs the school can offer, too. We currently offer boys and girls basketball, cross country, boys and girls track, cheerleading, 4-H, robotics, girls club, drama club, Spanish club, Science club, chess club, yearbook club and newspaper club. In the future, we plan to offer service club, cooking club, career exploration, first aid, sports statistics, art club, choir, pentathlon math, dance and world languages clubs.

Attach Table 6B as a PDF (Portable Document Form) named, **Attachment 6b – Achievement**

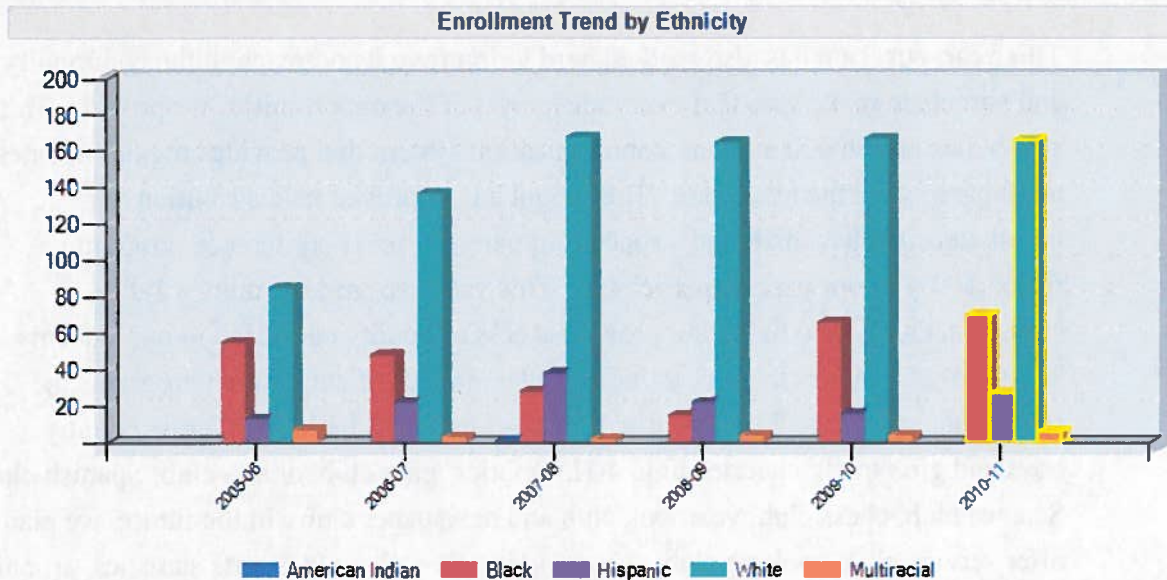
c. School Demographics:

Describe your intended student population.

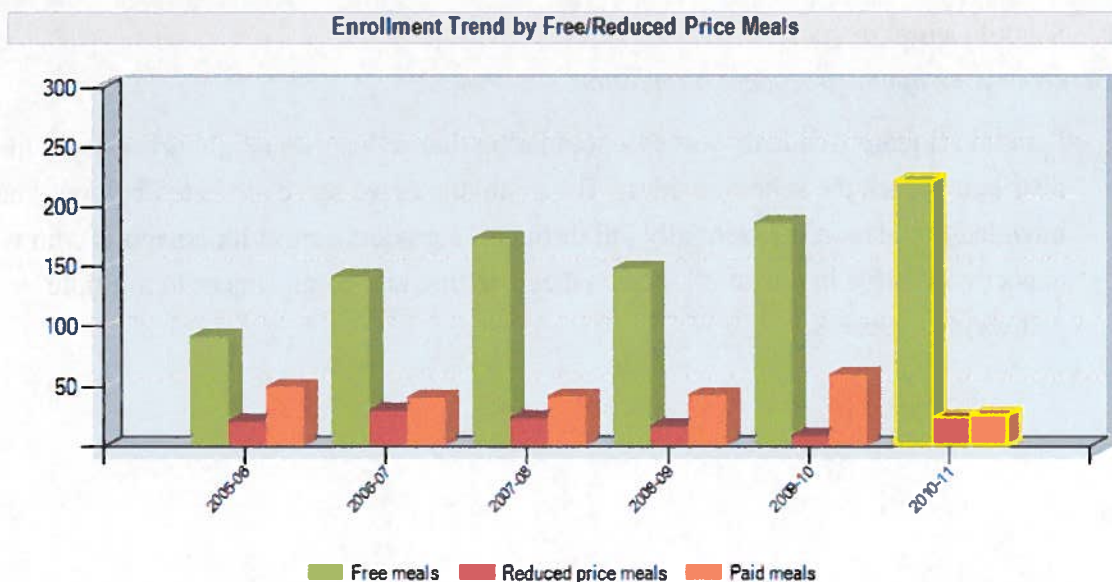
Fountain Square Academy serves a population that reflects its neighborhood and the district in which the school resides. The populations we serve are listed below. The intended population is essentially 7th through 12 graders across Indianapolis who we expect will thrive in our small, personalized setting and commitment to multiple pathways to success.

Table 6c: Demographics of School

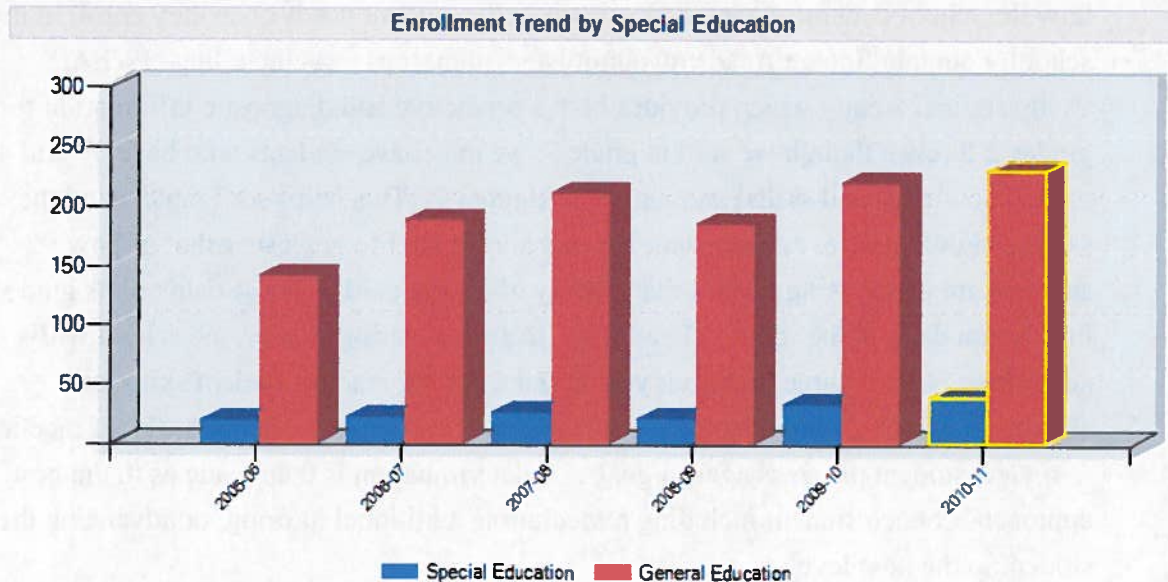
Below is the Indiana Department of Education's "ethnicity trend" report on the number of students representing different ethnicities at Fountain Square Academy since 2006. The white student population was 53% in 2006 and 66% in 2010. The black student population was 34% in 2006 and 26% in 2010. The Latino population was 8.1% in 2006 and 6.3% in 2010. We believe this trend will continue.



Below is the Indiana Department of Education's report on the number of free and reduced lunch students attending Fountain Square Academy since 2006. The school had a free/reduced price lunch population of 69.4% in 2006, 90.8% in 2011 and currently 88%. Given the demographics of the neighborhood, we expect to maintain high levels of students who qualify for free/reduced meals, exceeding the IPS average.



Below is the Indiana Department of Education's report on the number of special education students attending Fountain Square Academy since 2006. The school had a special education population of 11.9% in 2006, 14.5% in 2011. Currently, 20% (47 students) of the students attending FSA qualify for some form of special ed services. Again, we expect to continue to serve a significant number of students with special learning needs.



Below is the expected teacher to student ratio for Fountain Square Academy over the next five years.

	Year One	Year Two	Year Three	Year Four	Year Five
Grades Served	7-12	7-12	7-12	7-12	7-12
Total Number Of Students	330	330	330	330	330
Teacher to Student Ratio	1 to 13	1 to 13	1 to 13	1 to 13	1 to 13

7. Instructional Design

a. Alignment

Describe how the instructional design aligns with the needs assessment.

Fountain Square Academy's staff believes there is a real need for students to learn enriching content while working towards mastery of skills and standards. Students and staff need a structured curriculum that is time sequenced, rigorous, and consistent across grade levels. This is why the school board has chosen to implement E2020 and Project Lead the Way. E2020 is extremely rigorous and proven to work with the student

population we serve. Project Lead the Way is also sequential in nature and starts with introductory classes in middle school and advances through the high school years, resulting in a certificate for the student and a skill that allows the student to get a high-paying job right out of high school if he/she so chooses. In addition to the use of E2020 and Project Lead the Way, the school believes it is imperative for us to encourage all students to take college-level and career-preparation classes while in high school. As for how the school documents and addresses specific student needs once they enroll in the school, Fountain Square Academy administers numerous tests including NWEA, Compass, and Acuity which provides both a predictive and diagnostic information for grades 2-8 (even though we start at grade 7, we may have students who have 3rd and 4th grade knowledge and skills) and includes Algebra 1. This helps staff understand the skills and deficiencies each student has and allows staff to get a snapshot of how students are progressing toward the mastery of all standards. These data points guide instruction daily at the school. In addition to administering Acuity, the school will administer NWEA three times per year to get a second read on student skills and standards mastery. Administration sits with each teacher on a regular basis for meetings to review student progress against goals. A determination is then made as to the best approach for each student including remediation, additional tutoring, or advancing the student to the next level.

b. Measurable Goals

Complete (Table 7b below): clear measurable goals and objectives that are rigorous but attainable and are aligned with State and Common Core State Standards (CCSS).

Table 7b: Goals and Alignment with State and Common Core Standards

<i>Goals</i>	<i>Objectives</i>
Students show at least one year of academic growth at the conclusion of each academic year.	The objective is to ensure students are at or above grade level within two years of attending Fountain Square Academy.
Student retention at Fountain Square Academy will exceed 70 percent per year.	The objective is to retain students so that learning can continue year to year uninterrupted and sequentially. In addition, high retention strengthens school culture.
Graduation rate will exceed 90% by 2014	The graduation rate at Fountain Square Academy in 2011 is 73%. Fountain Square Academy aims to have a graduation rate consistently above 90%. In 2012, the graduation rate will be above 80%. The objective is to make sure students are indeed prepared to pursue a two- or four-year college degree or obtain a high-quality, high-demand and high-

	paying job right out of high school.
College-bound rate will exceed 90% each year (includes 2- and 4-year colleges and technical schools)	Fountain Square Academy's objective is to prepare students to be able to obtain a high-quality, high-demand and high-paying job. Often times, this may indeed require continued studies at a two- or four-year university.
College credits earned by high school students will exceed 3 college credits per graduate each year beginning in 2013. The ultimate goal is for students to graduate from high school with as many as 60 college credits.	The objective is to introduce our students to college and to make sure they are successful in college level work while they are attending our high school. This will make it more likely for students to continue on in a two- or four-year university setting upon graduating from Fountain Square Academy.
Math pass rates on ISTEP and first time pass rates on Alg1 ECA tests will be as follows: 2012—60%, 2013—64%, and 2014—68%.	For students to realize their dreams of high-paying jobs and/or college, they must score well on math tests. Math test results determine placement at many of the nation's higher education institutions.
Pass rates on language arts ISTEP tests and first time pass rates on Eng10 tests will be as follows: 2012—58%, 2013—64%, 2014—68%.	For students to realize their dreams of high-paying jobs and/or college, they must score well on language arts tests. Most tests have a written essay portion and it is critical for our students to have mastery of language arts.
33% of Fountain Square Academy students will earn Core 40 Academic Honors diplomas upon their graduation.	To produce a student ready to compete in a global economy, Fountain Square Academy plans to support as many students as possible to earn the minimum of 47 high school credits required to earn the Core 40 Academic Honors degree.
33% of Fountain Square Academy students will earn Core 40 Technical Honors diplomas upon their graduation.	To produce a student ready to compete in a global economy, Fountain Square Academy plans to support as many students as possible to earn their Core 40 Technical Honors diploma.
33% of Fountain Square Academy students will earn their Core 40 diploma	To prepare students to obtain a high-paying, high-quality job and/or to go on to a two- or four-year higher education institution, a Core 40 diploma is the threshold requirement for this goal.

In 2011, 76.14% of 7th grade students in Indiana passed math and 78.14% passed the language arts portion of ISTEP. In 8th grade, 77.84% passed math and 73.6% passed language arts. These data points are useful in developing appropriate goals for Fountain Square Academy. In addition, below are the statewide average pass rates specific to students who qualify for the free and reduced price lunch program.

Statewide Free/Reduced	Math	Language Arts
7 th Grade	63.36%	66.23%
8 th Grade	64.83%	59.14%

In 2011, Fountain Square Academy 7th and 8th graders recorded the following results:

Fountain Square Academy	Math	Language Arts
7 th Grade	76.32%	55.26%
8 th Grade	90%	63.30%

c. Support Table 7b with a brief narrative explaining how the educational program reflects a commitment to academic excellence for all students.

Fountain Square Academy is committed to academic excellence and making necessary improvements every year. The addition of E2020 and Project Lead the Way and the efforts to further strengthen our “early college” program are just a few examples of our school’s commitment to excellence. The school board specifically chose these programs because they address not only a question of rigor, standards, and scope and sequence, but also provide continuity from year to year, staff support, AND direction for new staff should the school need to make a change in staff. The school board believes the school is stronger if it has the outside supports and continuity provided by these programs and is not so reliant upon an individual or individuals.

In addition to ensuring that we have rigorous curriculum aligned to state and Common Core Standards, project-based learning and early college opportunities, the school is committed to making sure each and every child has the opportunity to achieve excellence. The school provides a top notch special ed program, serving nearly 50 students this year. The program is staffed with three special ed teachers. The school also provides a full-time assistant to two of our students.

Inclusive school practices are those practices that individualize instruction and support to meet the needs of all children and exemplify the very best in education. Certainly, this reflects how we integrate students with special needs, but our inclusive practices are

designed to ensure that every student is provided with opportunities for instruction, remediation, and enrichment regardless of the student's individual learning style. Being an inclusive school benefits children both developmentally and socially and supports our belief that all students can learn if we teach in the manner in which they learn most effectively. In an inclusive school, "Everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having his or her educational needs met (Stainback & Stainback, 1990)."

Fountain Square Academy utilizes the Response to Instruction (RTI) process. This process is a three-tiered model that charts each student's response to core instruction and instructional interventions. In this process, teachers will identify and request assistance for students who are not responding to the core literacy and math curriculum (or to the overall behavior program). We will look at instruction in three tiers – instruction for the whole group – more intense intervention for those students who did not master the material in the core program – and then more intensive individualized instruction for any student in which tiers one and two were not successful.

For students in tiers two and three, Fountain Square Academy implements reading and math intervention programs. Programs are research-based and proven to help students succeed. These include targeted programs such as E2020 and PLATO.

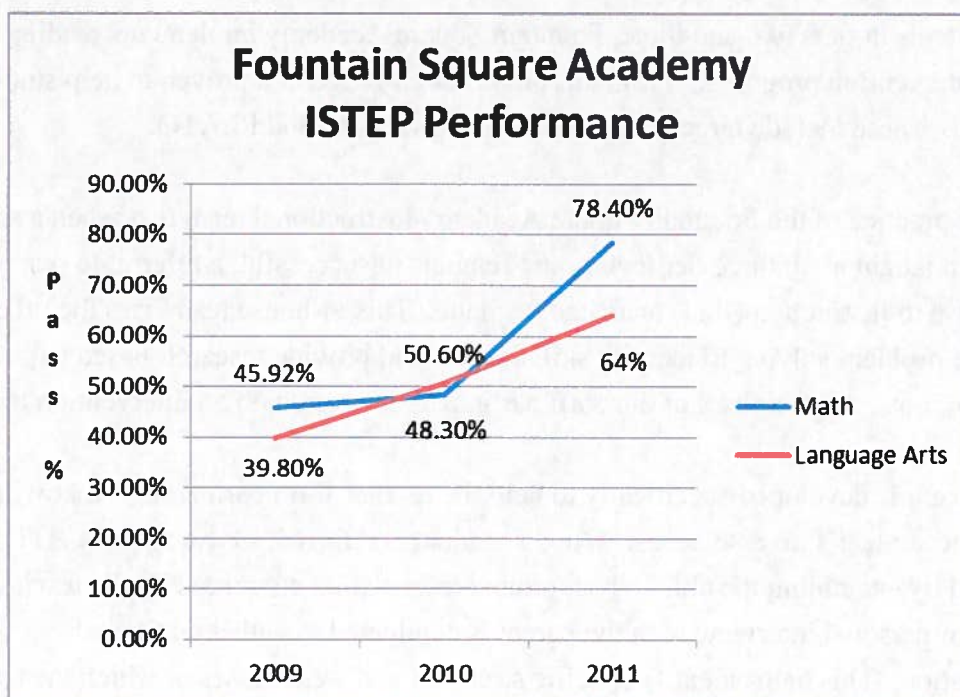
It is the practice of the Fountain Square Academy instructional team that when a student has been taught at all three tier levels, and remains unsuccessful, a referral to our Response to Instruction (RTI) team can be made. This in-house team uses the process of creative problem solving to identify skill deficits and provide research-based targeted interventions. All members of our staff participate in service on an intervention team.

Every team is developed specifically to help the teacher form partnerships that will best serve the student's diverse needs. When a student is referred, a case specific RTI team is selected by examining the child's background information submitted by the teacher. A phone or personal interview with the parent is conducted to gather additional information. This helps identify specific strengths and weaknesses of which the teacher may not have been aware. Staff members who hold the best chance of forming a partnership for helping this student succeed are then invited to join the RTI team. As the team meets, everyone is encouraged to take ownership of the child's success, and multiple staff members support each intervention that is selected by the team. Parents and family members have the opportunity to be a part of the team. This allows the partnership to stretch into the home as well. The school has also invited outside support persons into the RTI setting, including therapists, behavior specialists and physicians.

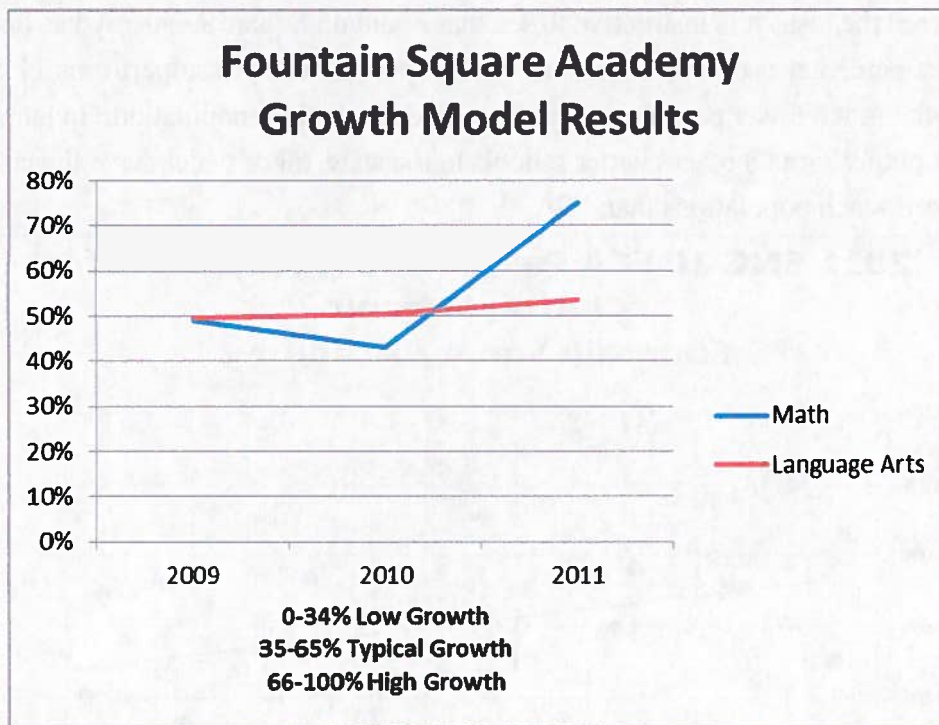
To monitor the success of interventions proposed by the RTI team, our school has developed a Response to Instruction (RTI) chart which is used as an evaluative document. The teacher documents the success of each intervention over time on the RTI chart.

For the general population in need of additional assistance, the school provides after school tutoring opportunities and has designed its transportation plan to support the after school tutoring. Specifically, if students needed tutoring but relied on the bus to get home and the bus left right after school, students couldn't participate in the tutoring. Today, the school offers two bus options—one right after school and one later in the afternoon for those who need tutoring. Snacks are also provided during this time.

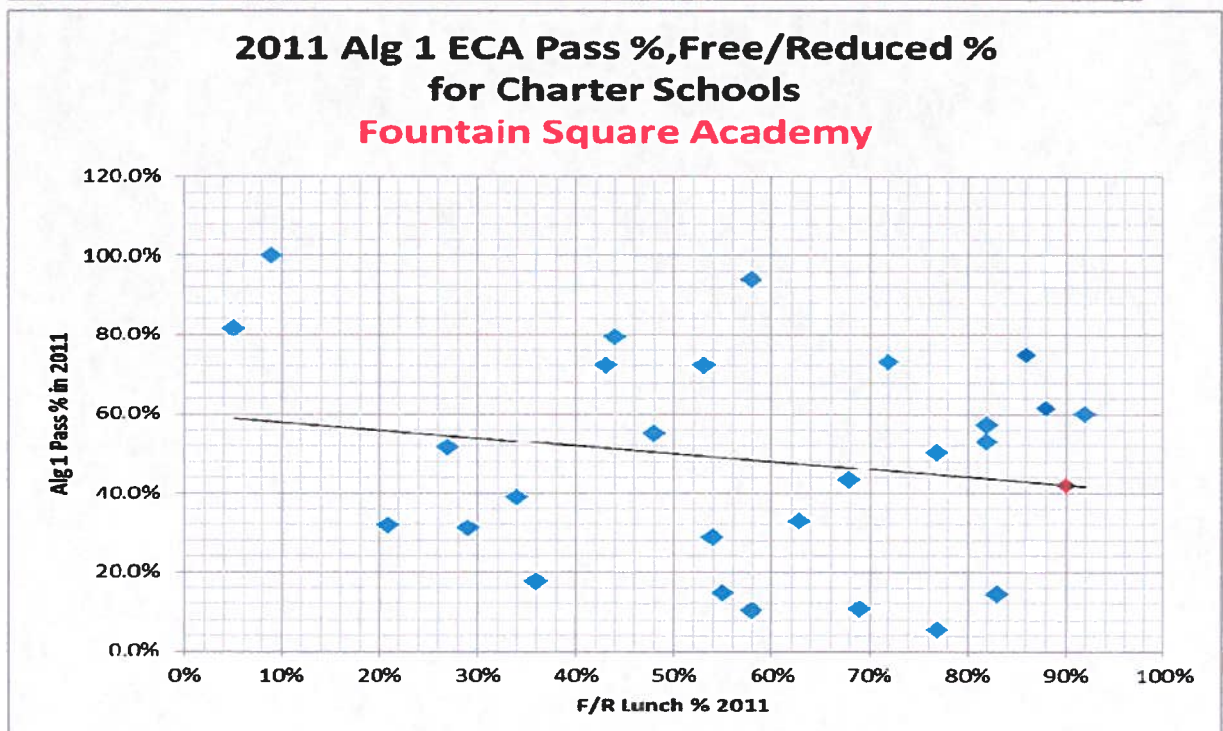
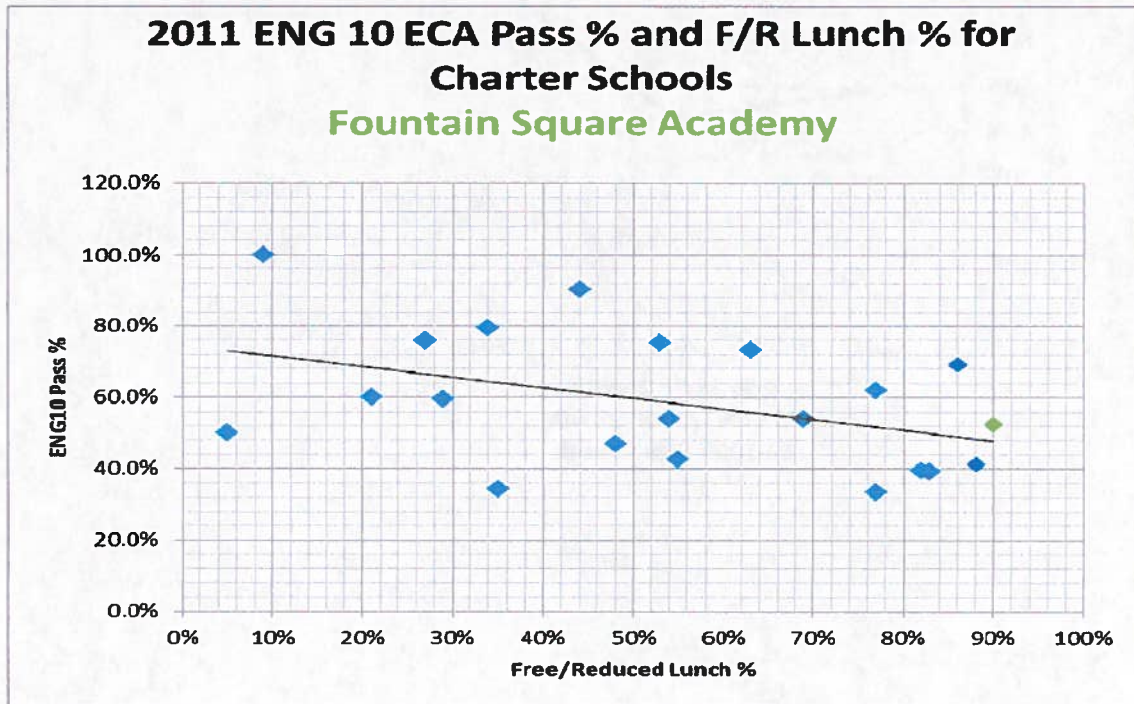
Below is a graph showing Fountain Square Academy's performance since 2009 when ISTEP moved from Fall testing to Spring testing. We believe this graph demonstrates the effectiveness of the school's model and our commitment to excellence.



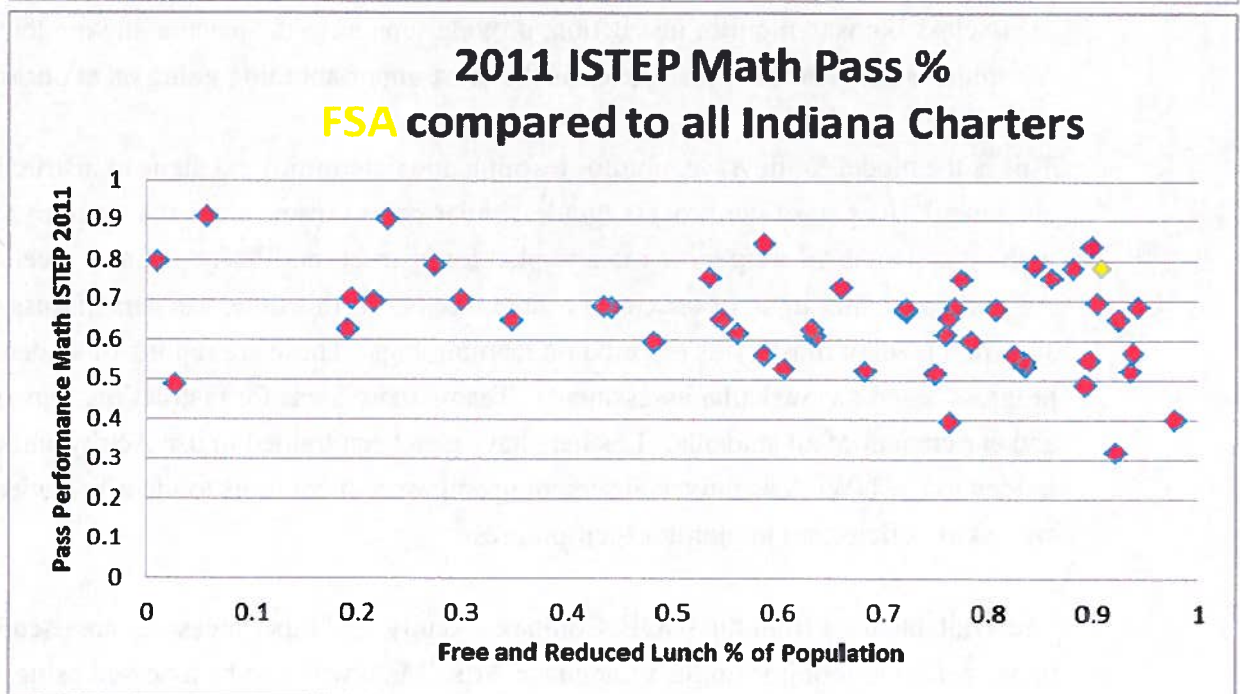
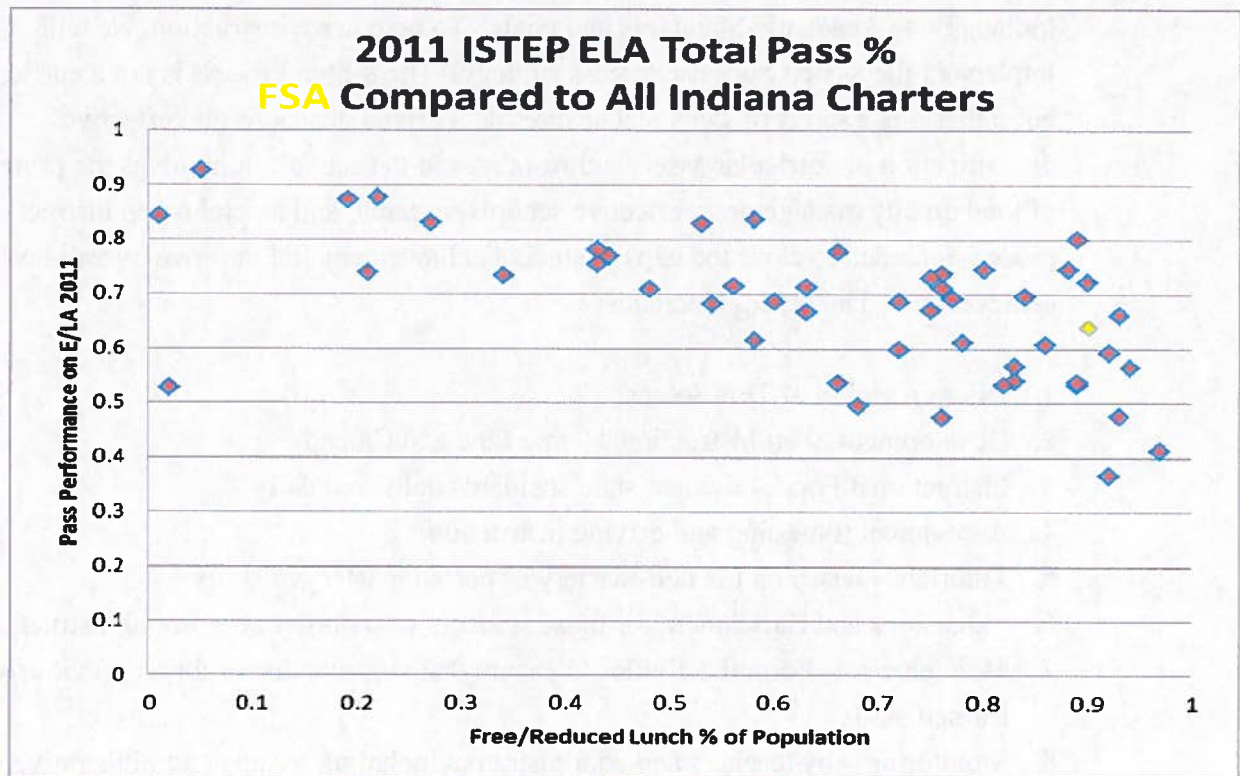
Below is a graph showing Fountain Square Academy's growth since 2009 using the Indiana Growth Model.



In addition to considering ISTEP and “growth” model data, below is a graph showing Fountain Square Academy’s performance on the Algebra 1 “end of course” assessment in 2011 and includes the performance of all other charter schools in the state that administered the test. It is instructive to see that Fountain Square Academy has one of the highest percentages of free and reduced lunch populations yet outperforms 11 charter schools with much lower percentages of these students in their population. In language arts, FSA outperforms 8 other charter schools in the state, all of which have fewer free and reduced lunch populations than FSA.



Below is a graph showing performance of FSA (in yellow) compared to all charter schools (in red) in the state administering ISTEP. Of schools with 80% or more free and reduced lunch qualified populations, FSA is in the top 6 in the state in Language Arts and in the top 3 in the state in math.



- d. Explain the instructional design and how it supports the goals and objectives. If your instructional design requires a contract and/or major expenditure, list the amount here along with the line item in the budget.

Our academic program—teacher-led instruction blended with E2020-Common Core Standards-based lessons, PLTW, and “early college”—is driven by a desire to meet the Indiana State Academic Standards and goals. To help drive instruction, we will implement the 8-Step Success Process strategy. The 8-Step Process is not a curriculum, but rather it is a series of steps that ensures data driven decisions and effective dissemination of curricular assets and resources in the school. It involves the principles of total quality management, effective schools research, and an eight-step instructional process intended to close the gaps in student achievement and improve overall levels of achievement. The process includes:

1. Disaggregation of Test Scores
2. Development of an Instructional Time Line and Calendar
3. Instructional Focus based on state standards delivered daily
4. Assessment (on-going and driving instruction)
5. Tutorials – based on the non-mastery or partial mastery of skills
6. Extensions and Enrichment for those students who master after initial instruction
7. Maintenance – Formal activities to ensure that students do not forget previously learned skills
8. Monitoring – by teachers and administrators including frequent administrative visits to classrooms to monitor instruction, provide support to the teacher and model to students that academic instruction is the most important thing going on at our school

This is the model for how we monitor learning and determine next steps in instruction at our school. As part of our process, grade-similar-cohort teams meet at least once a week with many teams meeting more often to plan for instruction. Each team also meets with the principal a minimum of once every three weeks. At this time, teachers discuss each student’s level of mastery as reported on learning logs. These are reports of student progress based on curricular assessments. Teams share ideas for instruction, remediation and enrichment of all students. Teachers have also been trained to use Acuity and will be trained to use NWEA as universal screening and assessment tools to identify students with skill deficits and to monitor their progress.

The available tests from the IDOE, Compass, Acuity, and other measures are used in the upper grades to monitor English/Language Arts. Math will also be assessed using Acuity in grades 7-8, and NWEA at all levels. Data is used to determine how every child is

progressing relative to children of the same age and/or grade. The results are scored, shared with parents, and then used by the school to help establish year-to-year trend lines. These trends support the school in the development and alignment of the Instructional Time Line.

Using national percentile ranks as the outcome variable, Fountain Square Academy's performance data can be analyzed to achieve the following goals:

- Statistically analyze overall outcome trends over time
- Statistically analyze outcome trends for selected content areas over time
- Compare school performance based on the schools' ethnic profiles
- Compare school performance based on the schools' economic profile (as indicated by level of participation in the free and reduced-price lunch program)
- Compare school performance based on school size (as indicated by number of teachers in a school)

The E2020 and Project Lead the Way (PLTW) programs are designed to serve students in 7th through 12th grades from diverse backgrounds. We will use E2020 for students to provide more individual attention and PLTW for students who are more inspired by the application of STEM than they are by traditional "direct instruction" math and science courses. E2020 will be used as a guide and an assessment tool as well as teaching tool for each student and students will use it daily along with their teacher-led direct instructional time. PLTW classes will be taught in school during the school day, and every PLTW instructor will receive extensive training as well as ongoing support in the courses they teach. While the STEM subject matter is rigorous, the approach is never rigid. That's because the PLTW program provides a flexible curriculum platform schools can customize to meet the specific needs of their academic environments.

The school has budgeted \$25,000 per year to implement Project Lead the Way and another \$30,000 per year for E2020 licenses and professional development. The school has incorporated these expenses into its budget for textbooks and professional development.

e. Describe how students have learning opportunities and experiences based on best practice.

E2020 is a program that has received numerous awards in recent years including the "Tech and Learning" award of excellence, the "Edtech Digest Award," and is the University of California Online Virtual Learning provider. More important than the awards, E2020, when coupled with caring and professional teachers and support staff, works to the benefit of the students we seek to serve. In recent months, school leadership

and staff have researched new methods to reach our students effectively and to ensure that the school provides a rigorous and complete educational program for grades 7-12. After considerable research, we agree that E2020 can help the school meet the specific needs of our school community. Many of our students are not interested in standing out in class. If they have questions, they don't ask for fear of looking stupid. If they know the answers, they don't respond for fear of looking smart. They don't want to stand out. As such, this is a difficult environment for teachers to fully engage students in the learning process. E2020 provides teachers AND students a proven method to communicate privately with one another, to allow students to ask their questions without standing out and to answer questions without standing out, too. Teachers can accurately gauge student learning and mastery, students receive effective and specific feedback from teachers and they can review any and all of their lessons at any given time via E2020.

Included in this application in the appendix is a case study provided by E2020 on schools with similar populations as Fountain Square Academy which shows the effectiveness of E2020. In addition to this study, staff has met with E2020 staff and have already received professional development in the use of E2020 in the classroom. Students have also taken a "test drive" of the program and report they like it very much.

The Project Lead the Way (PLTW) program is designed to serve students in 7th through 12th grades from diverse backgrounds who are more inspired by the application of STEM than they are by traditional math and science courses. PLTW classes will be taught in school during the school day, and every PLTW instructor will receive extensive training as well as ongoing support in the courses they teach. While the STEM subject matter is rigorous, the approach is never rigid. That's because the PLTW program provides a flexible curriculum platform schools can customize to meet the specific needs of their academic environments.

Skills that are built in the classroom are moved to the application phase through the Project Lead the Way Middle School/High School program and other programs specifically developed for the student application and therefore assessment. This is accomplished by identifying effective instructional strategies in writing and implementing the Writer's Workshop, by implementing strategies for improving problem-solving strategies in mathematics, and by adding a Science/Technology Lab to the special-area class schedule.

PLTW's comprehensive curriculum emphasizes critical thinking, creativity, innovation, and real-world problem solving. Each course curricula represents a complete package, which allows the instructor to focus on teaching, student achievement, and assessment.

The hands-on, project-based program engages students on multiple levels, exposes them to subjects that they typically would not pursue, provides them with a strong foundation for achieving their academic goals in any chosen field of study and, if pursued, establishes a proven path to college and career success in STEM related industries.

The school's implementation of "early college" follows the guidelines of the Middle College National Consortium and provides both the on-campus and off-campus experiences to students. Each of the college level classes that students are allowed to take falls within the Indiana College Transfer Library.

f. Explain how implementation of instructional strategies and methodology central to the design will be monitored for consistency, fidelity and impact.

This question is perhaps the best reason the school board has decided to go with E2020, PLTW, and early college as the core programs for the school. Each of these programs is highly measureable and provide lots of data on outcomes achieved by students. How many lessons have been measured within what amount of time as compared to others? How many college classes are our students enrolled in and how many college credits earned? How many projects have been completed within what amount of time? These are the kinds of measurements we can and will receive regular monthly academic reports from the principal. The reports provide the benchmark for the beginning of the year as well as progress reports throughout the year showing gains made by students. In addition to these reports, the board will monitor gains made by Acuity, NWEA as well as number of students taking (and passing) the Compass test, PSAT, SAT and ACT and of course ISTEP results. The principal has regular meetings with staff to review test data and progress made by students. Parents also receive quarterly reports regarding their student's progress toward stated goals. Adjustments will be made at each level—parent, teacher, principal and school board—to ensure the school stays on "track" toward meeting the state goals.

The school board will also contract with Project Lead the Way consultants to regularly review the progress, development and implementation of Project Lead the Way programs at Fountain Square Academy.

g. Explain how formative and summative assessment will be used to inform instruction and refine your instructional design.

Again, this is another reason the board has adopted E2020. The program includes

numerous assessments on all subjects and standards required by the state. Students take quizzes and end of course assessments to measure mastery of standards and skills. This is all recorded and readily available to all parties including the teacher, students, principal, AND parents/guardians. Everything addressed by the student and/or not addressed by the student is tracked electronically including how much time a student spent on a specific lesson or quiz.

Good assessment starts with the identification of very specific objectives that delineate what students are expected to learn and how they are expected to demonstrate mastery of that knowledge. E2020 provides a guide for teachers and students as to what amount of material is actually expected to be mastered and in what amount of time. No more guessing and/or relying on teachers (with varying skills and ability) to put this material together. This frees the teachers up to provide value-added services directly to each student. Teachers will intentionally be provided professional development and collaborate on assessment suggestions and options for various grade-level topics. Additional guidance in creating assessments is also provided as part of our professional development.

In addition to E2020, the Acuity formative assessment from CTB allows teachers in 7th through 8th grades and FSA's administration to diagnose, predict, report, communicate, and provide individual instruction. Acuity provides a view of the current levels of student achievement in the areas of reading, math, social studies, and science. Acuity data is utilized in guiding teaching and learning throughout the year.

In addition, our grade-level teachers and cohorts identify curricular three-week assessments to determine mastery of standards tied to the calendar in language arts and math. The results from these assessments drive instruction and give teachers data to create small groups for specific needs. Teacher-made tests, rubrics, and tests from instructional resources complete the assessment program.

Summative assessments are generally administered at the end of a quarter, semester or year to evaluate overall student retention and mastery of knowledge and skills.

Indiana's ISTEP+ summative assessment for 7th through 8th grades provides an end-of-the-year exam based on Indiana Standards/Common Core Standards. These standards are being implemented through an academic timetable that ends in the 2014-2015 academic year with only Common Core Standards being taught in the 2016-2017 academic year.

7. Calendar and Daily Schedule

Create and attach *Table 8*, to show how you will maximize academic learning time.

Attach Table 8 as a PDF (Portable Document Form) named, **Attachment 8 – Calendar and Daily Schedule**

8. Curriculum and Instructional Methods

- a. Provide an overview of the school curriculum and how it provides access to a common academic core for all students.

Fountain Square Academy provides curriculum that ensures student mastery of the Indiana State Standards and the Common Core Standards (CCS). E2020 helps the school stay true to this goal and standard. In the appendix of this application are samples of curriculum and lessons tied to standards provided by E2020 in biology, Algebra 1 and 9th grade English. As you will see, these lessons are tied to state and Common Core Standards. While the school will use the State's suggested instructional timeline in order to fully prepare students for ISTEP and ECA tests, E2020 provides a timeline as well that ensures key standards are taught within a well-founded scope and sequence. Explicit identification of what children should learn at each grade level aligned with the CCS ensures a coherent approach to building knowledge across all grade levels. Every child should learn the fundamentals of science, basic principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music from around the world, and stories and poems. This sequential process allows for a formidable continuum of learning that, over the academic years, scaffolds itself to higher order thinking at the appropriate developmental levels. Each academic year provides an additional layer of understanding.

In developing a curriculum for grades 9–12, Fountain Square Academy is committed to approaches to meet the 9–12 state guidelines and Common Core Standards. These approaches include best practices in literacy throughout all content areas and are guided by Indiana's high school Core 40, technical honors, and academic honors requirements. Indiana state standards and CCS offer a starting point for determining which specific topics should be taught in each subject and grade. This process will be enhanced at Fountain Square Academy with the implementation of E2020 and Project Lead the Way; both of which offer value-added opportunities in STEM, advanced placement and college prep courses.

All high school students are assessed using the PSAT/COMPASS/SAT and ACT tests to identify college level readiness. To earn credits towards the Core 40 academic honors, technical honors and general diploma options, students work within Indiana's diploma expectations at Fountain Square Academy. In addition, many students are able to take college courses earning dual credit for high school and college. It is the goal of Fountain Square Academy, that all high school students experience college level course work and intensive career preparation. To accomplish this, Fountain Square Academy has a strong partnership with Ivy Tech, Marian University, and career and technical schools such as Lincoln Technical Institute. Students are taking college and career courses while wrapped with support from the high school instructional team. Partnering with higher level institutions provides a unique opportunity for students to experience success by demonstrating academic and career skills in a hands-on environment, and works to motivate students to consider post high school educational opportunities that they may have thought impossible.

b. Describe how the curriculum links to the school's mission and instructional design. Fountain Square Academy's mission is to prepare students to be able to obtain a high-paying, high-quality, and high demand job and/or to enter into higher education upon graduation. We believe our entire program is geared and structured to meet this goal from the first day the student steps inside the school. E2020, PLTW and Early College provide the pathways to success. All three programs are measurable, timed, rigorous and applicable to today's high demands. An understanding and appreciation for the learning sequence and academic achievement will be validated through state required ISTEP/ECA assessment, NWEA or Acuity assessments, ACT, SAT, PSAT, COMPASS and college admissions as well as job offer letters. Through the Indiana growth model, Fountain Square Academy will monitor individual student growth and show mastery of CCS throughout each grade level at designated intervals.

c. Explain how you will ensure the curriculum and instruction are aligned to standards. While E2020 and PLTW have professional staff that work every day to make sure their lessons are up-to-date and tied to state standards, our teachers will review and implement lessons at the classroom level, and the principal and instructional coaches will be charged with ensuring lessons are indeed aligned with standards and are delivered in a timely manner for testing success. The school board's academic partner and committee will monitor progress of the school and work closely with the principal to meet this expectation. Teachers will be accountable for documenting CCS introduction, development, and mastery throughout the academic year. Curricular assessment data will

be reviewed every three weeks by the principal and school staff. Students and parents alike will have a clear recognition of classroom teaching and learning.

- d.** Describe what instructional strategies and methodologies are central for all teachers to know and use. If your instructional strategies require a contract and/or major expenditure, list the amount here along with the line item in the budget.

Fountain Square Academy is committed to an academic program driven by Indiana State Academic Standards and the 8-Step Success Process for delivering and monitoring instruction and student learning. The implementation of the 8-Step Process to deliver instruction has been extremely successful in reaching all children, regardless of race or socio-economic status. The 8-Step Process was brought to Fountain Square Academy through a state grant provided in 2010-11. The entire leadership team at Fountain Square Academy participated in this professional development and continues to implement the program today. The 8-Step Process involves the principles of total quality management, effective schools research, and an eight-step instructional process intended to close the gaps in student achievement and improve overall levels of achievement. The process involves eight steps including:

1. Disaggregation of Test Scores
2. Development of an Instructional Time Line and Calendar
3. Instructional Focus based on state standards delivered daily
4. Assessment (on-going and driving instruction)
5. Tutorials – based on the non-mastery or partial mastery of skills
6. Extensions and Enrichment for those students who master after initial instruction
7. Maintenance – Formal activities to ensure that students do not forget previously learned skills
8. Monitoring – by teachers and administrator including frequent administrative visits to classrooms to monitor instruction, provide support to the teacher and model to students that academic instruction is the most important thing going on at our school

Through this process, delivery and monitoring classroom instruction can be maximized for each student. Strategies are designed to ensure students master CCS. As part of our process, grade level teams meet once a week as a Professional Learning Community to plan for instruction, discuss assessment results, and additional strategies are shared that will lead to student achievements. Discussions are also expected to provide other valuable information that will lead to success for each student. Each team also meets with the administrator a minimum of once every three weeks. At this time, teachers discuss students' level of mastery as reported on learning logs (reports of student

progress based on teacher-developed assessments) and share ideas for instruction.

In this process, teachers identify and request assistance for students who are not responding to the core literacy and/or core math curriculum. We look at instruction in three tiers – instruction for the whole group – more intense intervention for those students who did not master the material in core program – and then more intensive individualized instruction for any student in which tiers one and two were not successful.

Technology

e. Describe how effective use of media and technology supports learning goals. Technology can have a dramatic effect on the rate at which students learn and it will be used extensively at Fountain Square Academy. Studies commissioned by the Milken Exchange on Education Technology released by Columbia University that discovered use of educational technology has directly led to considerable gains in students' reading, math, and language skills. Other studies of high-poverty, low-performing schools carried out by Fordham University and in Westminster, Colorado, and Wichita, Kansas have demonstrated similar positive results in student achievement through the use of technology. The studies completed by E2020 show similar gains in math and language arts and sciences by students who use their curriculum.

It is the goal of Fountain Square Academy teachers to use technology as a tool to enhance instruction and boost student achievement. Teachers already use technology in planning lessons, instructing students, and offering opportunities for enrichment and remediation using higher-order thinking skills. Technology is also used in communication with parents and students. In 2012, teachers will begin to use technology in the form of E2020 as described in other parts of this application.

FSA has utilized the American Recovery and Reinvestment Act (ARRA) funds that have been made available over the past few years to invest in a technology infrastructure that supports student achievement. Through this technology, the faculty is able to collect important data by continually testing their students with NWEA, Acuity, and PLATO. This Fall, the school will begin to implement E2020. The data gleaned from those assessments help with both direct instruction and differentiated instruction in the classroom.

Data projectors, laptop computers, document cameras, and mini netbooks are a few of the tools available to teachers and students to use in their classrooms for instruction and learning. All mobile media is connected to a wireless network for connectivity to the internet. Teacher and student access to each of these resources enhances the learning environment and promotes learning.

This year, the school is implementing a NEW one-to-one student/netbook ratio. This will greatly enhance student access to the internet, on-line curricula, and their research and educational opportunities. This is being paid for via an E-rate application. The school received nearly 300 wi-fi and internet card enabled netbooks in January of 2012 for students to use.

The administration supports teachers' efforts to use technology efficiently and effectively by providing a technology support team both in the areas of hardware as well as software. Teachers are provided continued professional development throughout the year on the use of various education software systems as well as web-based testing and curricula. The technology coordinator leads this process. The coordinator's primary responsibility is to connect teachers to technology resources that will enhance instruction and learning. The coordinator works cooperatively with the teachers to identify resources on the web, in applications, and in hardware. Weekly technology support emails are provided for ongoing professional development, and technology is a frequent topic in full staff professional development meetings ensuring an on-going job-embedded professional development for technology instructional strategies for teachers. Providing the connections and clarity for teachers to utilize technology in the classroom and elsewhere allows for a more enhanced and engaging curriculum.

f. Describe how technology will be used to provide access to the curriculum and to deliver instruction using the internet or other electronic means.

As stated above, Fountain Square Academy is implementing a one-to-one netbook to student ratio this year. These netbooks will be loaded with Microsoft Office (Word, Excel, PowerPoint, and Microsoft Publisher), allowing students to learn computing skills that are crucial to many academic and career avenues.

In addition, these netbooks can be used to access all academic on-line curricula the school currently uses including Plato, Discovery Education, and will begin to use such as E2020 and others. In addition, teachers can deliver content-rich material through social media outlets such as YouTube and TeacherTube. Social media is utilized to support individualized courses. An example of this is individualized elective classes in health and wellness.

The school can also use these netbooks for ISTEP and ECA and Acuity testing as well as NWEA testing. By having a one-to-one ratio, the school will be able to administer tests in a shorter amount of time, too.

The entire school has both wireless and traditional wall outlets available to support technology. The staff is provided weekly professional support on the use of technology, too via the school's technology director.

g. Explain how technology will enhance communication and technical support to students and parents.

Various technologies are used to communicate with parents regarding student progress. Strong communication is fundamental to this partnership and to building a sense of community between home and school.

The Fountain Square Academy website is used to convey a broad range of school information. Students often become involved with both the technology and the content of the website and work together with teachers to enhance the classroom pages to include student work and activities.

Teachers are encouraged to develop a website that can start with basic information to parents and students, and gradually increases in sophistication to create electronic assignment logs and individualized homework modifications for students, incorporating appropriate password protection.

Teachers and parents are able to communicate via e-mail and FSA's integrated phone and email system, ConnectEd which includes a voicemail feature and allows the school to broadcast important recorded messages to the entire school community instantly. Phones in each classroom permit teachers a flexible opportunity to contact parents from their classrooms.

h. List the amount budgeted for technology as well as the line item in the budget for technology costs.

E-Rate (non-cash, in-kind).....	\$150,000
Staff (Business Services Contract).....	\$40,000
Hardware (offset by E-Rate).....	\$20,000
Software (offset by E-Rate).....	\$20,000
Internet/Phone	\$20,000
Total:... \$250,000	

E-Rate provides schools discounts on technology hardware and services such as internet and phone access as well as servers and other supports. The value of the support

provided is greater than the expense shown on the budget form. The school usually pays 10% of the cost of technology services and supports.

9. Evaluation of Student Performance

a. Describe how student performance will be used to improve student achievement and attain the stated learning goals and objectives from (7b).

The 8-Step Process drives our instruction and creates a Mastery Learning Model for all grade levels. The instructional strategies used in Mastery Learning classrooms include:

- Using the State's standards, teachers determine what the students need to master.
- Teachers divide content into small learning units and tools or develop processes to check students' progress and learning.
- After presenting the material from the unit, teachers administer an assessment to determine each student's progress and to identify areas in which more instruction may be needed (FORMATIVE ASSESSMENT).
- Teachers share with students information about their learning process (FEEDBACK). The "feedback" reinforces precisely what was most important for the students to learn in each unit of instruction, recognizes what students learned well, and identifies the specific concepts on which students need to spend more time and, is appropriate for students' levels of learning.
- A student scoring at a high level of performance based on specific criteria on an assessment will move directly into activities that provide opportunities for them to broaden, expand or deepen their learning (ENRICHMENT) or may be moved on to the next unit of study or group of objectives to be mastered.
- Students who have not mastered the material are engaged in activities that offer guidance and direction on how they can correct their learning errors and remedy their learning problems (REMEDIATION). Students are provided with alternative learning methods and then given another formative assessment to check for mastery.

At the end of the unit(s), the teacher evaluates the final competence of students by giving a SUMMATIVE ASSESSMENT covering the objectives of the unit. After the assessment is given, teachers evaluate the results and plan instruction and interventions accordingly.

The standard-based report card includes the following performance levels used to mark individual student's progress:

7-8 Grading System: Report cards are issued at the end of each marking period and are supplemented by interim reports at the mid-point of each marking period. Students are evaluated at the end of each marking period on achievement, work-study habits and attitudes and behavior. In addition, the performance level will be indicated for reading and mathematics using current Acuity, NWEA, and other relevant data.

The comprehensive report cards at the end of each marking period provide information to parents about the student's performance in the core curriculum subjects and related arts courses (including Project Lead the Way, Art, Music, Physical Education, and Spanish). Middle school students are evaluated in any credit courses in which they are enrolled. Space is also provided for comments teachers may wish to make.

The evaluation codes used for academic subjects in the middle school are:

A = Outstanding level of performance

Indicates that the pupil has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and consistently has applied knowledge gained to new situations.

B = High level of performance

Indicates that the pupil has done above average work, mastered almost all of the course objectives; and has applied knowledge gained to new situations.

C = Satisfactory level of performance

Indicates that the pupil has done average work and has mastered many of the objectives of the course.

D = Needs improvement in performance

Indicates that the pupil has done below average work and has mastered few of the objectives of the course.

F = Unsatisfactory level of performance

Indicates that the pupil's work fell below a level of acceptance for the course and was unsatisfactory.

I = Incomplete

Indicates incomplete work which will need to be made up prior to a grade being assigned.

Only letter grades will appear on report cards and transcripts.

The scale is as follows:

A - 90-100

B - 80-89

C - 70-79

D- 60-69

F- Below 59

The evaluation codes for work-study habits and attitude and behavior are:

O = Outstanding level of performance

S = Satisfactory level of performance

N = Needs Improvement in performance

U = Unsatisfactory level of performance

Secondary (High) School

The evaluation codes used for academic subjects in the high school are:

A = Outstanding level of performance

Indicates that the pupil has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and consistently has applied knowledge gained to new situations.

B = High level of performance

Indicates that the pupil has done above average work, mastered almost all of the course objectives; and has applied knowledge gained to new situations.

C = Satisfactory level of performance

Indicates that the pupil has done average work and has mastered many of the objectives of the course.

D = Needs improvement in performance

Indicates that the pupil has done below average work and has mastered few of the objectives of the course.

F = Unsatisfactory level of performance

Indicates that the pupil's work fell below a level of acceptance for the course and was unsatisfactory.

I = Incomplete

Indicates incomplete work which will need to be made up prior to a grade being assigned.

Only letter grades will appear on report cards and transcripts.

The scale is as follows:

A - 90 - 100

B - 80 - 89

C - 70 - 79

D - 60 - 69

F - Below 59

Students are evaluated on academic progress and on quality of citizenship. Report cards are issued every marking period and will be supplemented by interim reports at the mid-point of each marking period. In evaluating the performance of pupils in a given subject area, teachers may take into account unit and/or activity tests, daily written/oral work, projects and/or outside assignments, and final semester examinations in specified courses.

All evaluation tools or devices are designed to effectively measure the written objectives of the course and mastery of state standards.

Teachers will provide information to students which will enable each student to:

1. know what will be expected for each learning unit or activity before instruction actually begins,
2. be informed of the specific criteria upon which performance will be evaluated,
3. be informed about learning progress for each learning unit or activity during as well as upon completion of the course of instruction, and
4. be evaluated based on the attainment of objectives of the course.

Letter symbols are used to describe the pupil's achievement as indicated by his/her level of mastery of course objectives for the class to which the pupil has been assigned.

If a student receives an "I" or incomplete, the student will have the opportunity to complete the course. If the "I" was issued in the 1st semester, the course must be completed by the 3rd week of the next semester. If the "I" was issued in the second semester, the student will have the first three weeks of the summer break to complete the course. This "make up" session will be structured by the classroom teacher utilizing his/her discretion required attendance at after school tutoring and/or independent study. If students fail to complete their work within the allotted time frame, their incomplete grade will become a grade of an "F" and remain on their permanent transcript.

Early college:

Students who are enrolled in Ivy Tech will have their Ivy Tech grade posted on their Fountain Square Academy transcript based on the Ivy Tech grading scale. These are dual credit (high school and college); therefore they are part of the high school transcript. If a student fails a class at Ivy Tech, they may be responsible for the cost of retaking a course for a replacement grade.

- b. Organization Framework.** Create a Table or Chart (10 b.) to detail the assessment system.

10. Special Populations – Anticipated Needs

- a.** Describe how you will determine the school's potential special needs students (disabilities, ELL, advanced, struggling).

Students with special needs will be identified when a student has shown little or no growth within the school's RTI (Response to Instruction) process. In the RTI process students receive support from staff members who are specially trained to provide intervention resources and instruction within the general education setting. If a student shows little or no growth when provided multiple remediation opportunities, a referral to a Multidisciplinary Team may be made. This team will look at all relevant data and determine if the student should be recommended for evaluation for potential special educational needs. Students enrolled with an existing IEP in place, will be reviewed in a Move In Case Conference within 10 days of enrolling to determine whether changes will need to be made to the existing IEP or whether it will be accepted as it reads. This is all according to federal and Indiana law/guidelines/procedures.

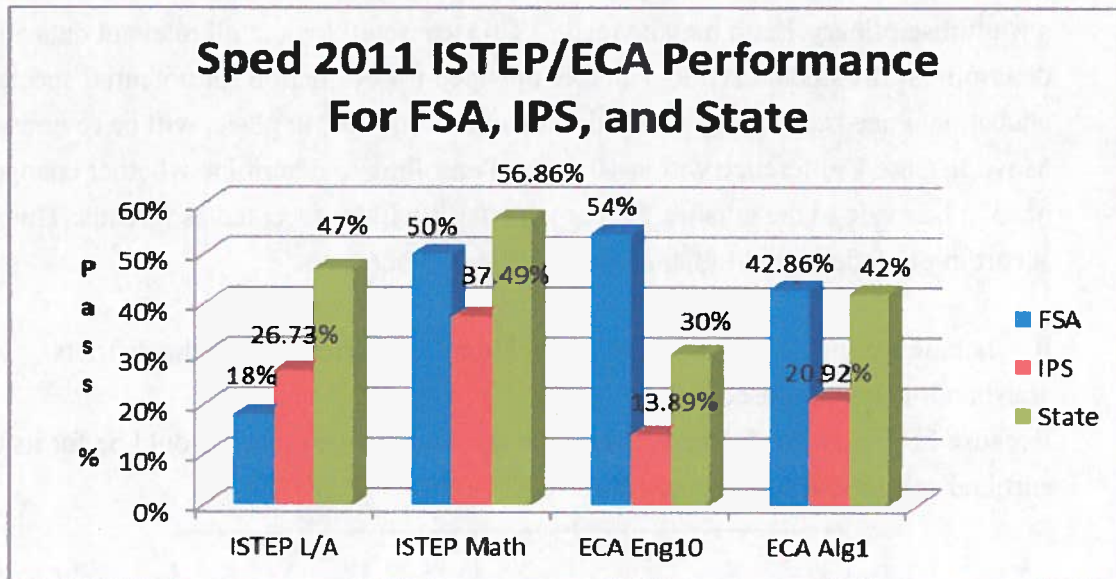
- b.** Include a review of demographics, including incidence rate, of the districts surrounding the proposed school.

Because FSA is an established school, the most relevant statistics would be for its current enrolled special-education population:

IEP	#
Autism	2
Specific LD	21
ED	2
MIMH	14
OHI	7
Speech	9
TBI	

c. Summarize performance data for district populations and subgroups on applicable State assessments (ISTEP+, IREAD, IMAST, ISTAR, ECA).

As an existing school, Fountain Square Academy has a history of performance with special ed populations. Below is a graph showing the pass % of ISTEP+ and the ECAs for special ed populations at Fountain Square Academy compared to special ed students attending IPS and the State averages. You will see that with the exception of language arts, special ed students attending Fountain Square outperform their counterparts in IPS, and outperform their state counterparts in the End of Course Assessments in both Alg1 and Eng10.



d. Summarize the survey data that includes the perception of the community you will serve.

According to a recent Stanford University study, the overall proportion of special education students in charter schools is 8% *Charter School Performance in Indiana, Stanford University, March 2011*. Fountain Square Academy's special education students made up 13% of its 2011 population. In 2011-12, the special education population is currently 20%. According to the Mayor's 2010-11 survey, 68% of parents of students with disabilities were "satisfied" and/or "very satisfied" with the school's services and 18% reported they were "neutral" about the services.

11. Serving Special Populations

Identifying and Serving Special Needs

- a.** Explain the specialized resources the school will devote to serving students with special needs
 - Special education teachers will have planning time to allow for co-planning with general education teachers, ensuring that IEP's are implemented fully with accommodations and modifications in place, that goals are commonly addressed by both general ed. and special ed., and that differentiated instruction is the norm.
 - Instructional materials and technology for special needs students will be provided through the school's special education funding, grants and general education budget, shared resources among schools, and accessing local providers such as Easter Seals Crossroads, The Dawn Project, etc. as needed.
 - The special education staff will participate in 4 days of additional professional development each school year, focusing on areas such as Article 7 and IDEA compliance, IIEPs, strong IEP development and goal writing, DOE compliance and reporting, and other areas as necessary. Additional professional development will be provided to all staff to address the requirements of varied learning needs throughout the school population, for special education teachers in the area of specialized instruction and programs, and in additional areas as needed.
 - Staff for special education will be hired through a rigorous process of application, interview, and background checks and will be required to meet state licensing requirements. Staff will be hired, trained and monitored by a Director of Special Education, to ensure on-going quality control.
 - Consulting staff will be contracted with as required for specialized needs and services. This includes, but is not limited to: speech/language therapy, OT/PT, school psychologists, counseling, etc., using the multitude of available resources in the Indianapolis area. This contracted work will be closely monitored for quality of service, and will be assigned as required by the student IEP's (Individualized Educational Plans), based on Case Conference Committee decisions.
 - Total budget of approximately \$130,000 will be funded through both federal and state dollars. Federal (IDEA Part B) dollars will fund related services such as speech and occupational therapy, and administration. State funds will support the teaching staff salaries and benefits.

b. Describe how the supplemental instructional design will meet the educational needs and goals of these students.

Supplemental instructional design: The school will meet the needs of a wide-range of student abilities by conducting regular evaluations and researched-based assessments to determine the level of need in a particular area. Updating information regularly and tracking student success will be an integral part of the school's model for data-driven instruction and conducted by general and special educators alike. The school will offer a continuum of services for all learners and focus on supplemental instruction for students, to meet a wide range of academic and behavioral challenges in school.

- The special education staff and school administration will provide general education teachers with training to learn new strategies for supporting students with exceptionalities in the general education setting and to prepare all team members with the knowledge necessary to provide high quality instruction to all learners. The special education teachers will work with general education teachers to ensure that students are receiving the support they need with small, flexible classroom groups when needed, materials appropriate for their needs, targeted assessments that ensure targeted teaching techniques.
- The school will ensure adequate time for co-planning/data analysis among special education staff and general educators to ensure the unique needs of each student are being met, and the strengths of individual teachers are shared across content areas. Weekly team meetings will include special education staff. Data gathered by classroom teachers and by special education teachers will be exchanged regularly, to update the staff on individual student growth, as well as to provide a model for tracking students that may benefit from the RTI process. Classroom teachers with special educators will always jointly participate in both RTI meetings and special education case conferences.

c. Summarize any research or evidence that supports the appropriateness of the school's approach to serving students with special needs.

According to the overwhelming majority of the latest research regarding best delivery practices for special education, emphasis is now being placed on effectiveness of services, rather than access to the proper supports. Students working to obtain a diploma (rather than a certificate of achievement/completion) benefit from time spent in the general education setting. Historically, schools have utilized a primarily "pull-out" model of support, in which students with exceptional needs receive instructional support and remediation in an alternative setting.

Fountain Square follows an Inclusion Model that is based on the most recent updates in

special education practices, suggesting that support given in the general education setting is superior in results for students' learning and development. Supporting general education classrooms with special education staff provides students with the opportunity to fully engage in the material, be integrated into important classroom discussions and information, stay current with classroom progress toward state standards; it also creates a classroom environment of acceptance and understanding for all learners.

A resource room will be utilized as needed to help support students in a separate environment, when necessary, so that accommodations can be delivered appropriately (i.e., small group testing, reader services, scribing, etc.). Having support staff both in the general education setting and providing an additional location for service delivery is necessary in order to provide exemplary support for the wide variety of student needs within a school.

d. Explain the process that will be used to monitor the achievement and progress of students with special needs.

All progress monitoring will be conducted regularly to update the case conference committee and school personnel regarding student growth. All assessments and tools used to measure progress will be researched-based in order to ensure that the data being given is accurate and has been thoroughly tested to ensure quality of the results. Goals will be tracked regularly and reports on progress will be sent home after each grading period (nine academic weeks) to demonstrate growth that was made. These tools and assessments will be administered in either the general education or special education resource room, based on the needs of the student and what is most appropriate for getting an accurate result.

e. Describe the process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

As special education practices have evolved over the last few decades, the importance of monitoring and re-evaluating the processes being used to support students is essential. The special education staff will be responsible for implementing the programs in place, however the school staff will reflect on the practices being used to support students with exceptional needs to determine necessary adjustments and changes that will improve conditions within the special education department. Staff will be given opportunities to speak openly about special education procedures and communicate concerns and ideas for improvements. The school will subscribe to the Council for Exceptional Children (on behalf of the staff) to provide quality materials for staff to access as they stay current on the most recent studies and best practices related to serving students with special needs. Weekly team meetings will provide structured time for regular communication related to the procedures and policies of the special education department. And, student progress

will be monitored for all students, with expectations that students will demonstrate significant growth, regardless of their special needs.

- f. Create and attach Table (12f) to show the personnel that the school will specifically devote to serving special populations and the associated administrative responsibilities. Include the amount here along with the line item in the budget.

Attach Table 12f as a PDF (Portable Document Form) named, **Attachment 12f – Personnel for Special Populations**

13. Student Discipline Program

- a. Describe the school's proposed student discipline program including: school-wide discipline methods (positive behavior supports, etc.). If your school-wide discipline requires a contract and/or major expenditure, list the amount here along with the line item in the budget.

This data is taken directly from Fountain Square Academy's student handbook.

Fountain Square Academy has a building-wide model for Positive Behavior Supports (at Fountain Square Academy we call this the BARK program, based on the school's bulldog mascot). **Information about the model itself and specifics about implementation can be found below.** Teachers design their own management plans for the classroom, **but it is expected that these include the BARK program.** They are supported and encouraged to work through problems and routine disputes within the classroom and with their team members. Once their plans have been designed, administrators use the plans to better support the teacher in interactions with students and parents. **(All individual classroom behavior management plans must be turned in to the principal by the end of the first week of school).**

During back to school night meetings, teachers are expected to let the students and parents know what the behavioral expectations are and the consequences if they are not followed. Administrators will review the Fountain Square Academy Student and Parent Handbook in the first two weeks of school with all students and booklets will be sent home with the expectation that parents review the information and return a signed sheet that a review was done. Teachers will document that a review of the handbook has been completed. This information is sometimes needed at a later date for documentation of

“informing students of their rights and responsibilities.”

Disciplinary action should neither be humiliating nor demeaning. Respect is paramount! To be effective, discipline must be consistent, fair, firm, and fitting for the situation.

Student problems should not be a topic of general discussion in the hallways or the teachers’ lounge. This tends to stereotype a particular student for teachers and is unprofessional. Please remember – the word “discipline” derives from the word “disciple.” We want our students to “follow our positive lead,” not be humiliated into conformity.

DISCIPLINE REFERRALS/MIS SHEETS: Formal discipline referrals should be used only for major disruptions, habitual problems, or when student does something that could hurt another person or himself. Teachers are asked to complete a discipline referral to document the incident for student records. A discipline referral for habitual problems should be issued only when the student has faced all other consequences as listed in the classroom discipline plan, including consistent and documented parent contact. A MIS (Minor Infraction Sheet) should be sent with any student coming to the office for a time out. These are used when all other classroom discipline has been exhausted and the student needs a phone call home, a talk with an administrator, or an office timeout. These sheets serve as a hall pass, and documentation of the disciplinary action. **As such, they MUST be filled out.** A student may be returned to class immediately if they report to the office without an MIS sheet.

Please remember that once a student is sent to the office for discipline, it becomes the decision of the administrator what will happen next. As we respect what you choose in the classroom for behavioral interventions, it is important that teachers also respect decisions concerning interventions coming from the office. Of course, teacher input is extremely important to our decisions, but sometimes we may have to respectfully “agree to disagree” on the final outcome. By Indiana statute only administrators can suspend a student from school.

CLASSROOM MANAGEMENT: Effective classroom management is critical to the teaching/learning process. Most discipline issues can be resolved when a teacher has effective management skills. The best plan possible will not be effective if a teacher does not put the time and effort into establishing relationships with his/her students. In most cases, when students believe that you really care about them and are willing to listen to them, they will not want to disappoint you. Once relationships are established, then a

consistent plan combining recognition for appropriate behavior (in some cases, rewards) and consequences for inappropriate behavior will work with the majority of your students. For that 3-5 percent that may not respond to the general classroom plan, individual plans may be necessary.

Administrators and the Response to Instruction (RTI) process are always available to help with the creation of individual plans.

FIVE SIGN: At Fountain Square Academy, we have a universal signal for students to get quiet. Adults raise their hand (not their voices) and request that students “give them five.” This is a simple visual prompt that indicates “undivided attention is required” at that time. Students respond well when the teacher has trained them appropriately. Students are directed to watch for the signal and when anyone sees an adult requesting “five,” then he/she raises his/her hand in response to seeing the teacher’s signal and becomes a model for others. Soon all students will respond and the room will be quiet.

BARK SYSTEM

SCHOOL-WIDE POSITIVE BEHAVIORAL EXPECTATIONS:

Be Great
Accept Responsibility
Respect
Kindness

School-Wide Positive Behavior Support is a set of strategies and systems to increase the capacity of schools to (a) reduce school disruption, and (b) educate all students including those with problem behaviors, using the following steps:

- Establish regular, predictable, positive learning and teaching environments.
- Teach and model behavioral expectations
- Create systems for providing regular positive feedback.
- Acknowledge students when they are “doing the right thing”.
- Improve social competence.
- Develop environments that support academic success.

This guide provides specific goals, behavioral expectations, teacher and staff responsibilities, and strategies for acknowledgement.

SCHOOL GOAL: Students at Fountain Square Academy will demonstrate BARK traits throughout the school day by following the four behavioral expectations.

Fountain Square Academy Behavioral Expectations:

- B Be Great**
- A Accept Responsibility**
- R Respect**
- K Kindness**

TEACHER and STAFF RESPONSIBILITIES:

- Teachers and staff will teach, model and practice each of the behavioral expectations throughout the year.
- Teachers and staff will acknowledge student behaviors that meet the BARK expectations.
- Individual classroom management plans will incorporate the BARK components into their everyday language.

ACKNOWLEDGMENT SYSTEM:

- The acknowledgement system is a feature of the BARK behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate BARK behavioral expectations. This program works in conjunction with school-wide and classroom goals.

SPECIFIC VERBAL FEEDBACK:

- When you observe students practicing safety, accountability, teamwork, and/or respect, acknowledge them by giving specific positive verbal feedback such as:
 - “You were a team player in the way you held the door open for your classmates.”
 - “Thank you for being accountable for your actions by walking with your hands and feet to your side and your eyes front.”

“BARK BUCKS”:

- Each student has the ability to earn a BARK Buck daily. If a student displays appropriate behavior in conjunction with the teacher’s classroom management plan.
- Students can earn additional BARK Bucks by displaying BARK behaviors. Students can be acknowledged by all adult staff members. (Teachers, Instructional Assistants, Secretaries, Custodians, Bus Drivers, Administrators etc...)

QUARTERLY CELEBRATIONS:

- 4 celebrations will be held throughout the school year. Students will use “BARK BUCKS” to purchase “extras” (activities, prizes, food) at the celebration.

The costs for this program are absorbed in the budget via the assistant principal, and minimal classroom supplies for the rewards associated with the BARK program.

b. Research that it is appropriate and effective for the school’s intended population

A major part of the Positive Behavior Supports model is utilizing data collected over time on all areas of behavior. As an established school, FSA has been collecting behavioral data for years. The “BARK” system is a step forward for the school, instituted in 2011, in response to the school’s experience in dealing with its student population since opening. The administrative team has had professional development in Positive Behavioral Supports (http://www.pbis.org/school/what_is_swpbs.aspx) (<http://www.modelprogram.com/DistrictWidePBS.html>). This is a well-researched and established process for allowing schools to identify, adapt, and sustain effective school-wide disciplinary practices.

c. Link to the school’s mission and instructional design.

Fountain Square’s mission is to ensure all students grow in character, academics, life skills, the arts, and wellness. The BARK system directly supports every student’s character development. Each of the elements of BARK support the learning of fundamental life skills. Further, a student’s wellness is supported by allowing them to have skills in managing life situations and social growth. Indirectly, BARK supports the mission of student growth in academics and the arts by ensuring an orderly educational atmosphere. BARK is a part of our instructional design. Each element is a part of every classroom’s common language. When students need to work cooperatively, teamwork and respect are discussed. Students must be accountable for their learning, and they are able to track their own progress using the same data for indicating mastery that our teachers use to guide instruction. Students are asked to continually push the limits of their abilities which require the courage to make mistakes and learn from them. A kind and safe classroom ensures an orderly environment allowing for all students to learn.

14. Professional Development Staff Experience and Expertise

Describe the potential staffs' experience in teaching and how their expertise will support the instructional design and improve student learning opportunities:

Fountain Square Academy's current administration includes a principal who was formerly the Superintendent of Lawrence Township schools and has more than 40 years of public education experience. The Dean of Students is enrolled in Marian University's licensed school leader program. The school also has a licensed high school counselor to assist students with their high school courses and scheduling as well as to assist them with their college pursuits. The entire teaching staff at Fountain Square Academy is licensed and highly qualified. We seek to make sure staff is licensed and highly qualified and will continue to do so.

In recent years, we have hired teachers from Teach for America and the Indianapolis Teaching Fellows program as well as more experienced teachers from traditional public schools.

We also look for teachers and staff who understand the population we serve. It is not enough to simply assign homework and to expect it to be completed when many of our students don't have a supportive environment at home. Our staff must be prepared and ready to provide additional assistance at school, after school and on the weekends. Today, we have this kind of staff.

Professional Development Plan

a. Describe staff development priorities and how these priorities align w/ goals for student performance, program design and staff needs.

Below is a chart outlining the overall professional development plan for the next three years. The chart also outlines specific goals for student performance for FSA. Under each goal is an action plan for professional development in support of the academic goal. The chart outlines the specific staff development target area and identifies participants. The chart then outlines the specific resources or persons that will be utilized to provide the professional development, the responsibility for ensuring the professional development takes place, support/funding for the development, timeline for the implementation of the professional development, and a specific metric for ensuring the success of the professional development and its implementation in the classroom.

PROFESSIONAL DEVELOPMENT PLAN

Goal 1: 100% of students in grades 7-8, including students with an IEP, will be provided access to a core literacy academic program. As a result, ISTEP proficiency in ELA and Math for students in grades 7th - 8th will increase 4%pt each year during the three year period of this plan.

Staff Development	Specific Professional Development, Programs, or Areas to be Used or Investigated	Who is Responsible?	Support / Funding Needed	Time Line	Measurement of Intervention Implementation
100% of teachers will be provided opportunities for professional development in the area of tiered literacy instruction for students with disabilities.	Response to Intervention Best use of Resource Staff Research best practice/strategies in working with spec. ed. students.	School Admin., Cohort Teams, Resource Teachers	Title 1 Funding and Prof. Development Funds	2011-2012	Documentation of teacher participation in professional development in the areas of literacy education and improved test results for students with disabilities.
100% of teachers will be provided the opportunity to attend professional development in the use of technology to enhance literacy instruction.	Discovery Streaming Netbooks Internet Resources E2020	Director of Instructional Technology	Title 1 Funding	Continuous professional development: 2012-2014	Monitor the ongoing professional development via documented professional development sessions, process checks with individual staff and cohort teams.
100% of 7-8 teachers will	8 Step Process	School Admin.	Title 1 Funding	Continuous	• Process checks

have access to ongoing professional development in the: • Use of Literacy Stations • Guided Reading • The Core Program • 5 Key Components of Reading • Data Meetings and Effective Use of Data • Tiered Instruction	AYS After-School Program			Professional Development: 2012-2014	and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • Learning Log Data to monitor student progress.
• Instruction Committee identifies effective instructional strategies to enhance the implementation of a uniform Writing Process. 100% of teachers will have the opportunity to participate in P.D. in this area.	6+1 Writing Traits <u>Teaching the Qualities of Writing</u> by Ralph Fletcher Lucy Caulkins Writing Other Writing Programs as defined by the committee	Cohort Teams, Admin.	Professional Dev. Funds	2012-2014	• Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • On Track meeting discussions
Goal 2: The 7th-8th Grade ISTEP+ Math scores and Alg1 ECA scores will improve by 3% pt. each year during the three year period of this plan.					
Staff Development	Specific Professional Development, Programs, or Areas to	Who is Responsible?	Support / Funding Needed	Time Line	Measurement of Intervention Implementation

	be Used or Investigated				
A committee and/or cohort teams will work to develop a universal language for math vocabulary and instruction for use by 100% of teachers.	Math Word Wall Read It, Solve It	Cohort Teams, Admin.	None Needed	2013-2014 School Yr.	• Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • Learning Log meeting discussions
100% of teachers will be provided the opportunity to attend professional development in the use of technology to enhance math instruction.	COWs SmartBoards Internet Resources PLATO E2020	Building Admin., Literacy Coach, Instructional Technology Coordinator	SIP Grant, Professional Dev. Funds	Continuous professional development: 2012-2014	Monitor the ongoing professional development via documented professional development sessions, process checks with individual staff and cohort teams.
A committee will research best practice and teaching strategies for improving student problem solving ability and higher order thinking. 100% of teachers will be provided the opportunity for professional development	TBD by Research Math Coach Development of a Common Language	Cohort Teams, Admin.	None Needed	2012-2013 School Yr.	• Process checks and coaching sessions with individual staff and grade level teams. • Walk-through and classroom observations. • Learning Log meeting discussions

in this area.					
Teachers will research, identify and implement a math assessment program.	M-Class Acuity Problem Based Software Math in a Minute	Cohort Teams, Admin.	SIP Grant and State Funding	2012-2013 School Yr.	Documentation of the identification and implementation process of the program.
Goal 3: The 7th-8th Grade students will make a minimum of one year's academic growth for one year's academic time at Fountain Square Academy, and where applicable students will show more than a year's academic growth.					
Staff Development	Specific Programs or Areas to be Used or Investigated	Who is Responsible?	Support / Funding Needed	Time Line	Measurement of Intervention Implementation
100% of 7-8 teachers will be provided the opportunity to attend professional development in the use of the Common Core Standards and Curricular materials.	Common Core Standards	School Admin., Cohort Teams, Resource Teachers	School Improvement Funds, Title 1 Funding and Prof. Development Funds	2012-2015	Documentation of teacher participation in professional development in Common Core Standards and Curricular materials.

b. Describe a multi-year/ long-term professional development plan.

In the chart in 'a.' above, a multi-year / long-term professional development plan is provided. This plan will be reviewed by the School Improvement Committee (consists of the principal, lead teachers, academic committee of the board, a community leader, and parents) each year. This review will allow for changes to be made in the plan as necessary to support our student population and changes in specific learning needs within the Fountain Square community.

c. Explain the system for ongoing staff development.

Over the next three years, staff members will be provided on-going professional development in the area of the E2020, PLTW, early college and 8-Step Process. Our academic program is driven by the Common Core Academic Standards and the 8-Step Process for delivering and monitoring instruction and student learning.

In addition to the teacher-mentoring program offered by our partnerships with Teach for America, Woodrow Wilson Fellowship, and the Indianapolis Teaching Fellows, Fountain Square Academy provides a teacher-mentoring program designed to support new and veteran teachers in meeting the needs of all students. Literacy and Math Coaches provide mentoring and on-going professional development. Further, Fountain Square Academy utilizes its three special-education resource teachers, school psychologist, occupational therapist, and speech pathologist to provide a similar coaching model in the area of instruction of students with disabilities. Specifically these staff members provide the on-going professional development and teacher-mentoring by:

- Modeling lessons and the differentiation of lessons to meet the individual needs of students
- Observing and coaching teachers on the use of modeled lessons
- Observing and coaching teachers on instruction of the core literacy program and the differentiation of this program to meet the individual needs of students
- Guiding data interpretation and helping ensure a three tiered process for remediation of students struggling in the area of English / Language Arts
- Identifying and sharing professional development resources
- Individual coaching for teachers struggling with new instructional concepts and practices
- Group coaching for grade level teams on new instructional concepts and practices
- Staff development in the area of differentiation and the three tier instructional model

As needed, committees will be developed and charged with specific tasks that support our school programs and/or our school improvement plan. These committees will be titled “Think Tanks,” and will be developed to research and propose policy or practice change in specific areas of our school program.

- d. Describe how the professional development system will evaluate effectiveness and implement a clearly defined evaluation process for transitioning PD content to classroom practice.

Fountain Square Academy submitted this Educator's Performance Profile rubric along with its Title II application to the state in 2011 and it was approved. This is a tool to help ensure all teachers know the professional expectations administration is requiring. Teacher performance will be rated using the rubric, and the performance rating may be tied to annual salary increases and continued employment with Fountain Square Academy.

EDUCATOR'S PERFORMANCE PROFILE

Teacher Evaluation

Teacher Name: _____ School Year: _____

Growth Oriented Rating Rubric	
The following rubric will be used to rate teacher performance for each of the proficiencies within the educator's performance profile.	
1	Ineffective – This proficiency was rarely or never observed and/o is at an unsatisfactory level.
2	Improvement Necessary - This proficiency was observed but at a level that is inconsistent and/or unsatisfactory and in need of improvement.
3	Effective - This proficiency was observed, and the teacher displays competency in this area.
4	Highly Effective - This proficiency was observed with a high level of aptitude, and the teacher displays consistent ability in this area.

<u>Purposeful Planning</u>				
Teachers use Indiana content area standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.				
Proficiencies	1	2	3	4
1. Utilize Assessment Data to Plan	☐	☐	☐	☐
2. Set Ambitious and Measurable Achievement Goals	☐	☐	☐	☐
3. Develop Standards-Based Unit Plans and Assessments	☐	☐	☐	☐
4. Create Objective-Driven Lesson Plans and Assessments	☐	☐	☐	☐
5. Track Student Data and Analyze Progress	☐	☐	☐	☐

<u>Effective Instruction</u>

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives in a classroom environment that fosters a climate of urgency and expectation around achievement, excellence and respect.

Proficiencies	1	2	3	4
1. Develop student understanding and mastery of lesson objectives	☐	☐	☐	☐
2. Demonstrate and Clearly Communicate Content Knowledge to Students	☐	☐	☐	☐
3. Engage students in academic content	☐	☐	☐	☐
4. Check for Understanding	☐	☐	☐	☐
5. Modify Instruction As Needed	☐	☐	☐	☐
6. Develop Higher Level of Understanding through Rigorous Instruction and Work	☐	☐	☐	☐
7. Maximize Instructional Time	☐	☐	☐	☐
8. Create Classroom Culture of Respect and Collaboration	☐	☐	☐	☐
9. Set High Expectations for Academic Success	☐	☐	☐	☐

Teacher Leadership

Teachers develop and sustain the intense energy and leadership within their school community to ensure the achievement of all students.

Proficiencies	1	2	3	4
1. Contribute to School Culture	☐	☐	☐	☐
2. Collaborate with Peers	☐	☐	☐	☐
3. Seek Professional Skills and Knowledge	☐	☐	☐	☐
4. Advocate for Student Success	☐	☐	☐	☐
5. Engage Families in Student Learning	☐	☐	☐	☐

Core Professionalism

These indicators illustrate the minimum competencies expected in any profession. These are separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice. Teachers are expected to meet these standards. If they do not, it will affect their overall rating negatively.

Indicator	Does Not Meet Standard		Meets Standard	
1 Attendance	☐	Individual demonstrates a pattern of unexcused absences (absences that are in violation of procedures).	☐	Individual has not demonstrated a pattern of unexcused absences and has followed procedures in reporting absences.
2 On-Time Arrival	☐	Individual demonstrates a pattern of unexcused late arrivals.	☐	Individual has not demonstrated a pattern of unexcused late arrivals.

3 Policies and Procedures	☐	Individual demonstrates a pattern of failing to follow state and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc).	☐	Individual demonstrates a pattern of following state and school policies and procedures (e.g. procedures for submitting discipline referrals, policies for appropriate attire, etc).
4 Respect	☐	Individual demonstrates a pattern of failing to interact with students, colleagues, parents/guardians, and community members in a respectful manner.	☐	Individual demonstrates a pattern of interacting with students, colleagues, parents/guardians, and community members in a respectful manner.
5 Support of School Goals and Initiatives	☐	Individual demonstrates a pattern of failing to support school goals and initiatives (e.g. enrollment efforts, family night attendance, student retention, sports programs).	☐	Individual demonstrates a pattern of working to support school goals and initiatives (e.g. enrollment efforts, family night attendance, student retention, sports programs).

ADMINISTRATOR'S COMMENTS/RECOMMENDATIONS:

Administrator's Signature: _____

Date: _____

Teacher's Signature: _____

Date: _____

*A teacher's signature on this form does not necessarily indicate agreement with the content. The signature indicates that the teacher has met with the administrator to discuss the content. Teachers may write comments that will be attached to and filed with the evaluation.

All teachers will have a December and March conference with the principal and/or principal fellow where evaluations are reviewed and signed.

All teachers will participate in the goal setting process with goals being turned into the principal in the fall of each school year. A school goal will be established. In addition each teacher should set two additional professional goals. These goals may be selected by a cohort or small group of teachers. Goals will be tied to professional development and the Educator Performance Profile.

Fountain Square Academy
Professional Goal Setting

Teacher Name: _____

School Year: _____

School: _____

Teaching Assignment: _____

Goal 1:

What I want to accomplish:

Steps I will take to accomplish this goal:

How will achievement of this goal be measured (documentation to be presented, what will be observed, what professional development will be complete...)?

Goal 2:

What I want to accomplish:

Steps I will take to accomplish this goal:

How will achievement of this goal be measured (documentation to be presented, what will be observed, what professional development will be complete...)?

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

Formal classroom observations will be done frequently in all classrooms. Classroom Walk-Through observations will be done frequently as well.

Fountain Square Academy
Classroom Observation Report

Administrator: _____
Teacher Name: _____ Grade: _____
Observation Date and Time: _____
Instructional Strategies Notes _____

- ☐ **Review** – What previous learning and prerequisite knowledge and skills were discussed?
- ☐ **Objective-** Was the objective(s) of the lesson clearly stated?
- ☐ **Activate** – Did the teacher build background knowledge How was what was *known* connected to what was *new*?
- ☐ **Model or Demonstrate** – How did the teacher model or demonstrate the new skills?
- ☐ **Guided Practice** – What guided practice activities were a part of this lesson?
- ☐ **Independent Practice** - What independent practice activities were a part of this lesson?
- ☐ **Review / Reflect / Closure** – How did the teacher close the lesson?

Higher Level Thinking / Engagement

L e v e l o f B l o o m	Student Think	Student Think & Work
	Teacher Work	Student Work

Application

Other Data :

_____ #or % of students attending to the task_____ Use of proximity is evident

_____ # or % of teacher questions _____ # or % of student

Evidence of Learning / Student Product / Learning Process:

Reflective Feedback:

Comments:

Conference Date: _____

Teacher Signature: _____

Administrator Signature: _____

Finally, the state approved Fountain Square Academy's plan to use Title II funds to support its proposed merit-based pay structure that is driven by academic data and student growth. The merit pay system will encourage teachers and staff members to actively support the school goals and reward those individuals how show progress in helping meet those goals. Specific metrics for each staff member will be developed. The outline below shows the initial plan for the merit based pay system.

Merit-Based Pay Recommendations

Teachers are hired at a base salary –

- The initial base salary will be \$35,000 for a teacher with 0 years of experience.
- The principal may increase the initial base salary offering commensurate with experience and content area.
 - Principals will determine the initial base offering for teachers with experience, and for recruiting of highly effective teachers in specific content areas.

Annual or Salary Schedule Increases –

- There is no set salary schedule. All annual increases will be cost of living increases of a percentage set by budget constraints. Cost of living increases will be determined each fall in

October, with these increases posted to work agreements by October 15 each school year.

- Teachers will begin each school year at the annual base salary they completed the previous school year.
- Cost of living increases will change the teacher's base salary, and this new salary will carry until Oct. 15 of the next school year.

Non-Merit Based Stipends –

- Master's Degree - \$3,000 paid in installments of \$1,000 annually for three years
- Additional Degree/College - (ex. Doctorate or Additional Licensure) - \$3,000 paid in installments of \$1,000 annually for three years
- Leadership Stipend - \$1,000 – paid to teacher leaders for participating on the school improvement and leadership team. This position will rotate annually or bi-annually as determined by the principal. Teacher leaders must have at least 1 year experience in the building, and have a minimal rating of Effective on the teacher rubric.

Merit-Based Pay –

- School Wide Achievement – It is our intention to adopt at the earliest possible date, the following school wide achievement matrix.
 - Enrollment target met for the year.
 - Student retention at 80% or higher.
 - 95% student attendance or better.
 - 95% staff attendance or better.
 - B or higher grade in PL221.
 - 80% or more of parents report overall satisfaction with the school.
 - 70% or better parent participation in parent/teacher conferences in both fall and spring.
 - 100% of teachers participate in professional development activities.

- Data – Teachers will receive a stipend for meeting one of the following.

Grade Level	Metric	Stipend
7-8 and Title 1 Teachers	In reading, 75% of all assigned students make 1.5 years growth during the academic year, complete the year above grade level, and/or pass the ISTEP+ • Assessment measures as appropriate for each grade level = Acuity, ISTEP+, NWEA	\$500.00
	In math, 75% of all assigned students will make 1.5 years growth during the academic year, complete the year at or above grade level, and/or pass the ISTEP+ • Assessment measures as appropriate for each grade level = Curricular Assessments, ISTEP+, NWEA	\$500.00
High School	75% or more students taking the ECA pass the ECA in Language Arts, Algebra 1, and Biology in the teacher's content area (Social Studies supports LA).	\$500.00
	75% or more of students earn 100% of attempted credits in Core 40 classes.	\$500.00
Special Education	95% of students on the teacher's caseload make progress towards meeting goals established in the IEP. • Metric defined by the IEP for each student	\$500.00
	The teacher has fulfilled legal obligations regarding special-needs students, as indicated by conditions such as the following: individualized education plans are up-to-date, student evaluations or re-evaluations have occurred within the appropriate time frame, and files contain the relevant required information, such as, file log sheet, parent consent form, documentation of case conference notification to parents and other conference participants and signatures of attendees at case conferences.	\$500.00

Special Area	75% or more of high school students earn 100% of attempted credits in Core 40 elective classes.	\$500.00
	Documented support of the language arts, math, science, and social studies standards for each grade level. This documentation will be presented by the teacher in the form of lesson plans, student product/work, administrative observation, and/or documented remediation/enrichment activities.	\$500.00

- Evaluation Rating

- Based on the rubric for teacher effectiveness the teacher meets a Highly Effective rating - \$500.00 Stipend
- Based on the rubric for teacher effectiveness the teacher meets an Effective rating - \$250.00 Stipend

- Professional Growth

- Teacher has made significant, documented progress towards meeting his/her approved professional goals for the school year - \$500.00

e. Explain how resources/ budgets are realistic and aligned to activities identified in the professional development plan based on needs and priorities. Include the line item in the budget and the amount of the allocation here.

In section “a” above the chart outlines the specific professional development activities that will take place over the next three years. Further, Title 1 funds will be used to hire and retain the Literacy and Math Coaches whose primary responsibility will be to support professional development in these critical curricular areas.

Funding sources are: Title 1 (\$18,000 for Professional Development), Title 1 (\$80,000 for coaches), and Title II (\$30,000 for merit pay). The board will also endeavor to raise \$100,000 to \$200,000 per year in support of the school. The fundraising is not included in the proposed budgets as the board budgets on a worst case scenario.

15. Co-Curricular and Extracurricular

(Indicate if not applicable to your school)

- a. Describe the school's plan for providing co-curricular or extracurricular programs and how they will be funded and delivered. Include the line item in the budget and the amount of the allocation.

There will be opportunities during and after school for a variety of programs including sports, music lessons, instrumental instruction, science and robotics, an award-winning 4H program, JROTC club, newspaper, and visual arts. The fitness program will stress lifelong health and fitness through the enjoyment of fun exercise and personal challenge.

- b. Describe the school participation fees associated with extra-curricular activities (if applicable), including the school's policy on fee waivers.

FSA students who participate in extra-curricular activities are charged a nominal fee. Support for FSA's clubs, sports, and events comes from the school's Extra-Curricular Fund, which is funded by admissions, concessions, and school-level fund-raising.

- c. Describe how your plan meets Title IX requirements.

Every sport offered at FSA is either coed, or has a matching team for each gender.

16. Transition Plan

- a. Describe the strategies and activities that will support students' transition from one grade span to the next.

Each year the school will:

- The school currently starts in 6th grade to create an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school and high school. This process will begin with kindergarten in 2013-14.
- Encourage collaboration between elementary, middle and high-school teachers.
- Provide comprehensive orientation programs for teachers, students and families beginning at kindergarten in 2013-14 and extending through all grade levels offered at the school ensuring all stakeholders understand the intricacies of the next level of education including: scheduling, course and curricular time-lines, graduation requirements for varying diploma tracks, opportunities for extra-curricular activities, and school climate and cultural expectations.

- Conduct surveys and review research on best practice to become knowledgeable about the needs and concerns of young adolescents in transition. Further, this will support teachers' efforts to address students' social, developmental, and academic needs.
- Create a climate that values and supports effective home/school communications.
- Keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education. Regular transitional parent meetings and conferences will occur.
- Provide counseling for students at both the middle and high levels to address transition concerns and assure students of the availability of ongoing support.
- Provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition. These will support students in developing personal educational goals and a deep understanding of the schedules and school programming that they will need to participate in to reach their personal goals.
- Use a variety of developmentally appropriate instructional practices that will enable each child to experience academic success.
- Employ strategies such as cooperative learning that provide opportunities for peer interaction.
- Consider organizational structures such as team teaching that ensure teachers have meaningful knowledge and understanding of each child.

Parents should:

- Provide young children with manageable tasks that will help them develop organizational skills and responsibility.
- Encourage children to try new things and to regard failure as a necessary part of learning and growing.
- Become knowledgeable about the needs and concerns of young adolescents in transition.
- Help children turn their anxieties into positive action by learning about school rules, schedules, locker procedures and the availability of counseling.
- Attend school functions and stay involved in children's schooling.
- Support children in their efforts to become independent.
- Maintain strong family connections with young adolescents.
- Be alert to signs of depression or anxiety in their children and seek help

b. Identify additional “transition” issues that will affect your school and describe how you will address them.

Fountain Square Academy provides a small school environment. This currently allows for collaboration between all levels of teachers and students. As the school continues to

increase in enrollment, all stakeholders will need to identify transitional challenges in supporting students who are moving from the elementary and middle school program to the high school program. The elementary, middle and high school programs will remain small and focused on “All Roads Lead to College.” Transitions will require a rigorous program of support for students, parents, and teachers to ensure all students are prepared for the demanding college preparatory program Fountain Square Academy provides. Students will need to understand the pathways and diploma options available, how PLTW can support their career readiness, and how they can take full advantage of the early college model.

Organization

17. Parental Involvement

- a. Describe how the school will identify the needs of students and their families to provide opportunities for effective parental involvement and benefit adult family members.

Beyond the traditional mechanisms of weekly classroom newsletters, bi-weekly reports of skill mastery, quarterly grade reports and parent teacher conferences, Fountain Square Academy continually monitors student performance through portfolios, electronic grade books, and computer assessment.

The school community will respond to any need deemed urgent and will enlist the assistance of families to address needs related to academics; social and character issues; health, safety, and welfare issues; and school environment. The school community, student and family will develop an individual Corrective Action Plan and measure the student’s progress in meeting the stated goals of the plan.

The school guidance counselor and assistant principal will have the primary responsibility to connect families to community resources. The school will seek a partnership with a local social work program to allow for an onsite provision of mental health services and social work support. (Suggest a more developed Family Engagement and Empowerment Plan that begins immediately in supporting parents’ development and helps them stay informed of ways to steer their children towards post-secondary learning. At this point, it is pretty minimal and the middle paragraph focuses entirely on poorly behaved kids.)

- b. Explain the school’s plan for parental involvement with the goals the school will achieve and how parents can realistically assist.

Fountain Square Academy serves a population that is among the toughest in Indianapolis with the lowest percentage of college education households and highest percentage of

high school dropouts. Parental support is challenging but Fountain Square Academy staff are mastering the art of engaging the parents by combining events with social service outreach programs. For instance, this year, the school offered a parent night that included dental assistance, financial literacy programs, outreach from the YMCA, Boys and Girls Club, churches and other community programs. The school also provided meals to families during the after school/early evening events. These actions helped attract parents/caretakers to the school and to help the school inform them of their child's performance and progress. These very positive actions also create a new view of school for our families in that school is now more inviting and supportive than perhaps when the adults/caretakers attended school.

To help plan and schedule these types of outreach programs, the Fountain Square Academy's School Improvement Committee monitors the school's plan and achievement goals. This committee consists of the Board of Directors, principal, teachers, community members, **and parents** to annually analyze all performance data for the school. The committee examines the following:

1. Information about how the school's curriculum supports the achievement of Indiana state standards;
2. Information about how the school's instructional strategies support the achievement of Indiana academic standards;
3. Analysis of student achievement based on ISTEP and other assessments;
4. Parental participation levels and comparison to student/parent contracted participation described in admissions contract agreement;
5. Technology goals and use as an effective curriculum learning system;
6. Safety and disciplined learning environment goals and conditions and adherence to state laws;
7. Professional development report and effectiveness;
8. Attendance rate;
9. Percentage of students meeting academic standards in all areas.

c. Describe programs and activities that will support parents' engagement in their students' academic success (i.e., assessments; standards; expectations; goal setting; feedback).

As stated earlier, the Fountain Square Academy employs the traditional mechanisms of weekly classroom newsletters, bi-weekly reports of skill mastery, quarterly grade reports and parent teacher conferences. All of these planning and feedback activities keep parents engaged in their students' academic success and when coupled with Corrective Action Plans, allow them to participate in the process.

d. Explain how the school will make the community aware they can be involved. The school hosts regular lunches to engage community members and to share the Fountain Square Academy story. FSA students are trained as ambassadors and present at the lunches. The lunches provide students an opportunity to practice their presentation and etiquette skills, as well as afford them an opportunity to learn about career opportunities and the importance of going to college. Annually, nearly 600 community members participate in these functions.

e. Describe activities that will provide parents opportunities to influence the management of the school.

Fountain Square Academy parents are encouraged to volunteer at least 10 hours per school year in support of the school. Spending time in the building is probably the best method for influencing the school community. Beyond this service, parents are encouraged to participate in the School Improvement Committee and attend the regular meetings of the Board of Directors.

Parents are also encouraged to fill out the annual family survey, to which the management pays close attention.

18. Partnerships / Contracts

a. Identify any partnerships or contractual relationships central to the school's operations or mission. Include the amount in the budget for partnerships or contractual relationships and the line item in the budget here.

Fountain Square Academy enjoys a partnership with Ivy Tech Community College and other community groups. High school students take college level classes on the Ivy Tech campus. Fountain Square Academy pays for the tuition and textbooks for the high school students and provides staff support to ensure students are successful in their college classes. Cost for this program is currently approximately \$10,000 annually for classes and textbooks (see budget line item under service contracts).

Fountain Square Academy also enjoys partnerships with College Summit and Teach for America. The partnership with College Summit allows the school to work with students on all things related to college including financial aid applications, college tours, testing plans and administration, and actual college applications. Teach For America provides the school access to highly qualified teachers who make a two-year commitment to teach at the school in areas of high need including special education, math, language arts and science. Fountain Square Academy has enjoyed its partnership with TFA since they came to Indianapolis. TFA has a successful recruiting program that engages graduates

from some of the nation's best schools to teach in urban schools for two years. While the TFA corps members teach in the schools, they receive professional development on a weekly basis and earn their master's degree.

Fountain Square Academy also enjoys a 21st Century Community Learning Center grant program which allows for and provides enrichment programs such as the AYS program, the 4H program, robotics, tutoring, and other enrichment activities. This grant also provides for the additional transportation students need. The value of this program is \$125,000 per year and is provided at no cost to the school. This grant is funded for the next two years, 2012-13 and 2013-14.

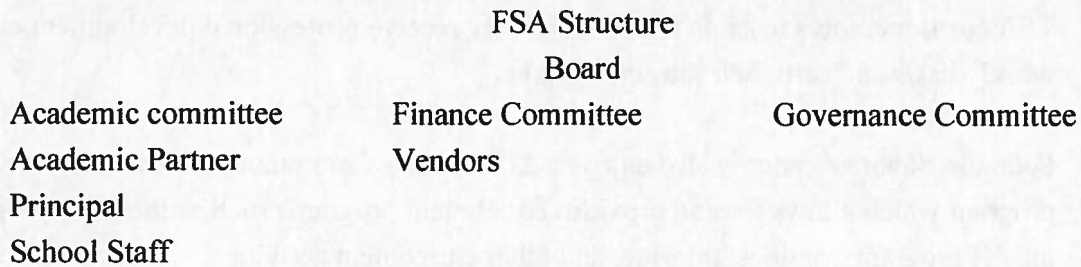
b. Explain the purpose of the partnerships or contractual relationships.

The purpose of these partnerships is to benefit the students. The tutoring and enrichment programs provide additional time for students to learn and master the skills and lessons required to graduate from high school and pass the state's standardized tests as well as SAT and other requirements. The partnership with Ivy Tech allows Fountain Square to reach its promise of college acceptance and completion to all students by providing not only the textbooks and tuition, but the staff support necessary for students to be successful in college. Additional links to career preparation, internship, and apprenticeship organizations allow students to gain leadership skills and work experience. Without these partnerships, the school's slogan "All Roads Lead to College" would be an empty promise.

19. Organizational Structure

a. Create and attach an organizational chart (19a) for the school. Support the chart with a narrative description outlining the school's organizational structure.

The organization is structured with the board of directors holding all responsibility for the academic, fiscal, and governance operations of the school. This responsibility is administered through the academic, finance, and governance committees. The principal will answer to the board through the academic committee, and all business vendors will answer to the board through the finance committee. The principal, in turn, will be the supervisor and liaison with the teachers, staff, students and parents.



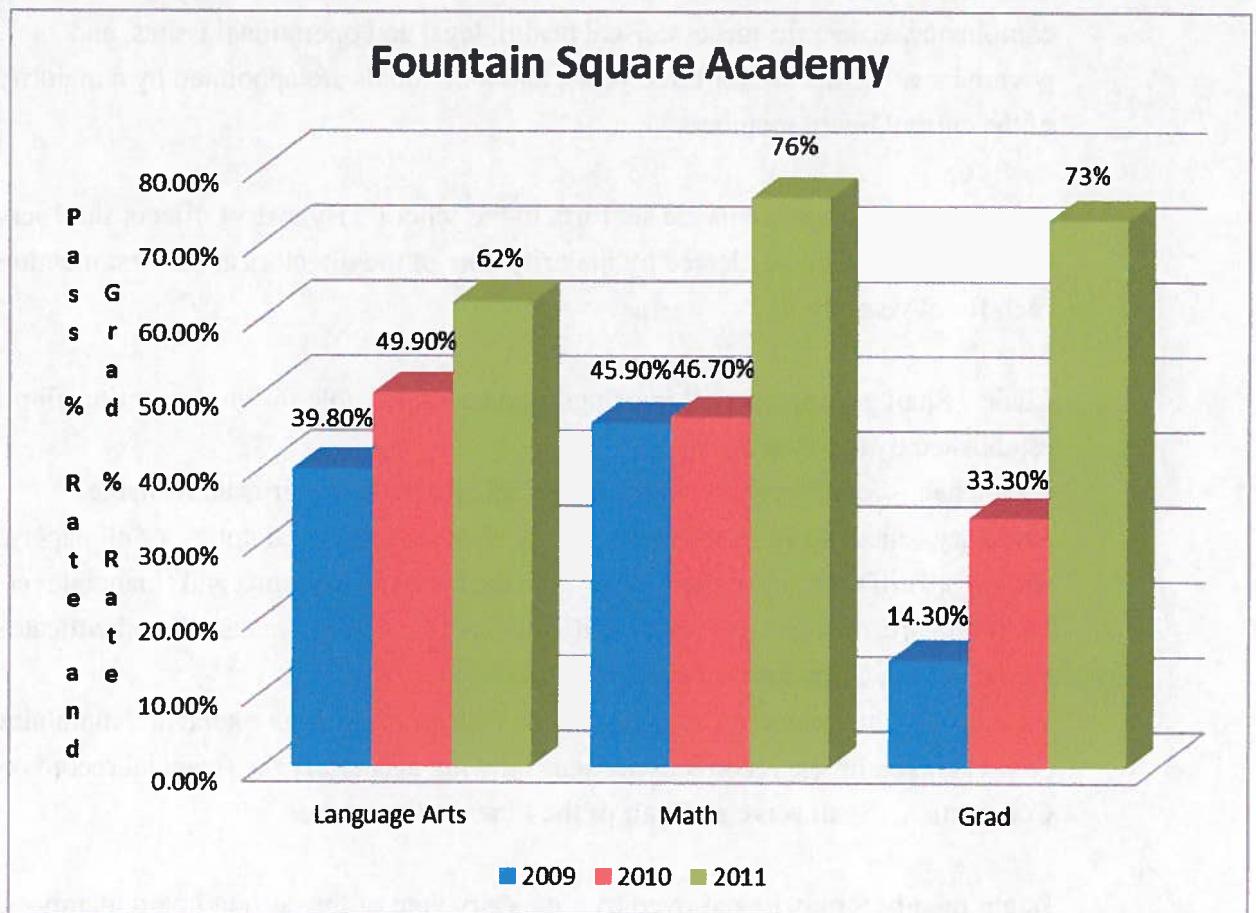
Attach Table 19a as a PDF (Portable Document Form) named, **Attachment 19a – Organizational Chart**

b. Provide a rationale for choosing this structure, and the roles of any management or partner organizations.

The Fountain Square Academy board of directors has reviewed the past history of the school and its organizational structure to inform itself on how to create an effective structure for the school going forward. The current five member board of directors plans to have full control of the school, to work directly with the principal and an academic partner, and to seek vendors and others to provide the business and service supports necessary for the school to be successful. The academic committee of the board will work directly with the principal. The principle responsibility of the finance/business committee is financial oversight including budgets, audits, and assurance that cost-effective support functions are in place for the school. The governance committee will work to ensure the board is acting in a productive manner for the school to be successful, that it grows in expertise, and that it meets all applicable laws and compliance issues.

The staff will be hired and managed by the principal, all of whom remain employees of the school.

The board believes this structure provides the most accountability and allows the principal to focus on academics and school culture and the finance/business committee of the board to focus on the business aspects of the school (see attachment 54 for more details). Below is a graph showing performance at Fountain Square Academy over the past three years (when ISTEP started being administered in the Spring.



Fountain Square Academy's results (shown above) also demonstrate the "improvement" that has taken place at the school over the last three years (since ISTEP+ began being administered in the Spring). Fountain Square Academy's PL221 performance rating in 2011 merits an "A" grade but was capped at "C" for not making adequate yearly progress (AYP) in 3 of 15 categories. In 2011, Fountain Square Academy is the #1 "most improved" school in math in the state and the #1 "most improved" school in language arts in Marion County.

The ISTEP gains coupled with the graduation rate improvement reinforces the merits of this education model and with a new and stronger board working in support of the principal and guiding the business practices of the schools, we believe Fountain Square Academy will continue to see improvements in its achievement results.

20. Governing Board

- a. Describe the responsibilities as a whole, individual officer responsibilities, election/selection processes and terms, and removal of board members.

The Board of Directors for Fountain Square Academy retains full responsibility for all aspects of the successful operation of the school, including, but not limited to – charter

compliance, academic success, fiscal health, legal and operational issues, and governance. Terms are for three years, and individuals are appointed by a majority vote of the current board members.

Individual officer positions are set forth in the school's Bylaws. Officers shall serve one-year terms and shall be elected by majority vote of the directors at the first meeting of each fiscal year.

Chair – Shall preside over all meetings, and be responsible for implementing all policies established by the Board.

Vice-Chair – Shall serve in place of the Chair when the Chair is unavailable.

Secretary – shall serve as the custodian, or shall delegate such duties, of all papers, books and records of the Corporation, other than the books of accounts and financial records.

Shall prepare, or cause to be prepared, minutes of meetings, and shall authenticate records of the Corporation as necessary.

Treasurer – Shall prepare and maintain, or shall cause to be prepared and maintained, correct and complete records of account showing accurately the financial records of the Corporation. Shall serve as Chair of the Finance Committee.

Board members may be removed by a majority vote of the current board members.

- b. Create and attach a chart (Chart 20b) that reflects the flow of information to and from all stakeholders.

Attach Table 20b as a PDF (Portable Document Form) named, **Attachment 20b – Flow of Information**

- c. Attach Articles of Incorporation

Attach Articles of Incorporation as a PDF (Portable Document Format- Acrobat®) named, **Attachment 20c – Articles of Incorporation**

21. Principal Leadership

Educational Role

a. Describe the school leader's role in educational leadership.

The principal is primarily accountable for the development and execution of a school's programs to provide excellence in learning. He/she believes in the power of education, and strives to ensure that the talents and resources of the school are focused to create the best possible opportunity for all students. School leaders use their authority and influence to lead change. He/she is an advocate of best practice, and will make the bold data-based decisions that lead effective change in our schools. Excellent school leaders model life-long learning, and support the professional growth of the school staff in ensuring that programs are current, rigorous, and relevant. He/she shall seek to network with stakeholders, and utilize the resources those stakeholders can provide. He/she is a good steward of the assets provided them, and works to put the best available learning tools and resources in the classroom and in the hands of teachers and students. The school leader must understand that leadership is shared and they work collaboratively with stakeholders, staff, and other administrators to allow all students to become life learners, productive citizens, and individuals with the capacity to fulfill their dreams.

It is the school leader's responsibility to support professional development in several ways. School initiatives, new materials, and new programs can always prompt professional development, but the school leader must be responsible for a more comprehensive professional-development program. First, the school leader must review current student-achievement data. This information can yield significant information about areas of needed professional development. If students are not achieving in any specific area across the board, our team may need support in using the resources we have available or in looking at different methodology in helping students be more successful. Next, the school leader must look at each teacher as an individual. It is important to recognize the particular bent of genius and the particular gaps in knowledge and skill of each teacher, and to reflect that in planning for professional development. This can happen by offering individualized or smaller group-learning opportunities, and by supporting each teacher in a cognitive-coaching model. Finally, it is the school leader's responsibility to model life-long learning and personal professional development. The principal must be willing to take risks and grow as a professional by consistently seeking learning opportunities reflecting best practice and current research.

The school leader has the primary responsibility for pushing the envelope and driving necessary change by reflecting and providing a comprehensive professional development program in the school.

b. Describe the qualifications required for the school leader.

A qualified candidate for principal must possess:

- Master's Degree or higher (MBA or MS in Education preferred)
- Proven leadership skills
- Proven organizational, problem solving, and written and oral communication skills
- Expertise in school and/or organizational policy, procedures, and program development
- Successful experience working with urban, at-risk youth
- Experience in planning and directing professional development opportunities
- A data-driven approach to instruction and/or institutional improvement
- Proven ability to motivate, inspire and manage a diverse staff
- Ability to meet deadlines
- Ability to collaborate with others in an entrepreneurial spirit, focused on improving student achievement and school excellence
- A commitment to personal excellence, translating into outstanding student achievement and teacher excellence
- Principal license preferred
- 7-12 experience including in advanced placement classes, college placement, and high school scheduling

Additional preferred qualifications, but not required:

- Minimum of 5 years teaching and/or urban non-profit corporation experience
- School/Non-Profit Organizational Leadership experience

The position

The successful candidate for school leader will possess all of the above listed qualities, as well as a desire to work with disadvantaged youth, with the ultimate goal of preparing every child to attend college. The FSA School Leader is a positive role model for students and staff. Responsibilities include upholding the school mission and vision through leading efforts to hire, professionally develop, and communicate with staff on an ongoing basis. School leaders also serve as lead contact on curriculum development and implementation, including all student assessments. The principal creates a positive school climate by creating and enforcing behavior management policies and being accessible to and communicating with all families of students. He/she will enforce all enrollment policies and take the lead on student recruitment efforts. The principal will coordinate with the board and staff to assure that the school educational model is enforced and

continuously improved. The successful candidate will also be able to position the school within the community, develop productive partnerships and after school programs. The qualified candidate will receive competitive compensation including full benefits.

- c. Explain the process that will be used to recruit this person and the criteria used to select him or her.

All applicants for principal follow this process. The job is posted. Applicants respond with their resumes. Qualified applicants are then requested to respond to an 8-page questionnaire. A review team reads the responses and looks for both writing skills as well as compatible answers to the school's needs and philosophy. The top candidates are then invited to an initial interview. A team of five seasoned educators participate in the initial interviews and then recommendations are made for the final candidates to be interviewed by teachers, parents, students, and members of the board. Once the interviews are completed, the lead interview team reviews comments and recommendations from all involved, and makes a recommendation to the board. The board makes the final decision on school leadership.

- d. Explain the process and criteria that will be used to select this person, including who will be involved and the role of the board and management organization, if any. The board will continue to follow the process as outlined in question C. As the board does not intend to employ an EMO, there will be no role for the EMO in selecting the school principal.

If Applicable, attach the resume or biography as a PDF (Portable Document Format- Acrobat®) named, **Attachment 21d – Principal Resume**

School Management

- e. Create and attach an organizational chart (Chart 21e) that reflects the management structure consistent with the information provided within the application.

- f. If applicable, describe how the school will work with a management organization and explain the relationship between employees of the school and that organization.

The school board does not intend to use a management company. All school staff will be employees of the school. The board will make the final selection of the principal and the principal will make the final decisions on all teaching and school staff.

22. Staffing

Create and attach a first-year-staffing chart (Chart 22a) and a chart (Chart 22b) of staffing projections for the term of the charter. Support the information with a narrative explanation.

23. Staff Recruitment and Retention

- a. Describe how you will recruit and retain staff, particularly high quality teachers:

In order to retain high-quality faculty, FSA will continue to ensure that:

1. All teachers are provided a full range of educational materials and technology.
2. New teachers and teachers who are early in their career development are provided mentoring and support services in selecting materials, teaching strategies, planning and classroom organization.
3. Staff members will be treated as professionals with constant feedback from the administrative staff.
4. A faculty advisory committee will be established and meet at least four (4) times a year.
5. There will be a committee structure for staff to make recommendations to the administration on various issues and situations.
6. Staff will be encouraged to attend conferences and seminars to enhance their skills. They will be reimbursed for their expenses.
7. High performing staff will receive yearly bonuses (see merit pay plan on page xx).

8. The staff salaries will be competitive with surrounding educational environments.
9. The most important tactic for retaining key staff is to respect them as highly valued partners in the education of students.

b. If applicable, describe how staff will be involved in the governance and management of the charter school.

SCHOOL IMPROVEMENT: The Fountain Square Academy staff is responsible for the development and implementation of a school improvement/strategic plan. Although there is a leadership team, all staff members will contribute to the process of defining needs and setting goals. All goals are “works in progress” for a three-year timeline. The leadership team is responsible for making sure that progress is made on goals and that the timeline is followed or adjusted. A staff development plan is incorporated into the overall plan to ensure that the goals can be implemented effectively.

SHARED DECISION-MAKING/COMMITTEES/THINK-TANK TEAMS:

Although the principal is held accountable and has the ultimate responsibility for the building, most of the decisions about our school will be made using the “shared decision making model.” A win-win attitude will prevail and decisions made will attempt to bring together all concerns and present a solution that meets the needs of everyone as much as possible. Staff members who have suggestions or concerns are encouraged to express them openly and without fear of retribution.

Each “grade similar” cohort of teachers will have a team leader selected that will be a member of the Fountain Square Academy Leadership Team. This group will meet regularly to discuss needs and to review and update our school improvement and strategic plans. The Leadership Team will also support communication to and from school administration, support staff development, and be responsible representing the cohort in the shared decision making within the school.

As needed, committees will be developed and charged with specific tasks that support our school programs and/or our school improvement plan. These committees will be titled “Think Tanks”, and will be developed to research and propose policy or practice change in specific areas of our school program.

Finance and Facilities

24. School Financial Plan

Describe the school's financial plan and policies in compliance with requirements by the State Board of Accounts. State Board of Accounts Manual

- a. Explain the process your school will use to develop its budget:

The budget will be developed by the principal, the school treasurer, the board finance committee, academic committee, and approved by the full board of directors.

Beginning in January, the School Treasurer will provide financial estimates for all possible revenues, such as per pupil funding, federal grants, special education, textbooks grants, donations, and others for the upcoming school year. The treasurer will also provide estimates based on historical data of fixed costs such as rent and utilities.

The principal and the academic committee will then work within estimated budget parameters to develop appropriate staffing and programming expenditures to support student academic achievement. At all times, the guiding principle behind the budget will be to support student academic and personal growth, and drive as much funding as possible into the classroom.

By March, the principal, academic committee and treasurer will have a draft budget for review and approval of the finance committee. The finance committee will review closely, and after discussion and possible changes, will bring forth a recommended budget to the full board for approval.

The full board should approve the final budget by May preceding the upcoming school year.

Given that many assumptions may change between May and the start of the school year – enrollment, grant levels, expenditures, etc. – it is possible that the Board will review and approve a revised budget reflecting current information after “count day.”

Financial information – including budget to actual revenues and expenditures – shall be monitored and reviewed by the finance committee and full board on a monthly basis.

- b. School's fiscal procedures:

The process for developing the budget begins with an examination of all of the relevant financial factors: prior year expenditure history, anticipated revenues, anticipated expenditures, debt service requirements, cash reserves, etc. Further, the process will take into account any additional significant factors (expansion, changes

in legislation, etc.) that might significantly impact the financial health of the school.

While the school will not use “appropriations” as legally defined in the traditional school sense, the concept of setting aside funds and not spending over those amounts is a wise fiscal policy for charters to observe. Therefore, the school will make every effort to stay within budgeted amounts for individual funds and line items approved.

Budget and financial reports will be monitored (revenues v. expenses, budget to actual, balance sheet, fund balances) by the finance committee and the board on a monthly basis. All accounts will be kept on a cash basis, as established by the Indiana State Board of Accounts.

Unexpended reserves shall remain in the school’s bank accounts, and may be distributed either through motion of the board or inclusion in a future, approved budget. Interfund transfers will be kept to a minimum and at all times will reflect relevant fund restrictions. Any emergency expenditure outside the budget must be reviewed by the board (or the finance committee, as designated by the board.)

- c. Describe the methods the school will use to complete the audit of their financial operations:

The school will follow all accounting and audit requirements of the Indiana State Board of Accounts (bi-annual audits), and it may engage a private audit firm in the off-years.

25. Cash Flow Projections for Pre-Operational (Start-up) and First Year

Present and attach pre-operational through first-year monthly cash-flow projections with clearly explained assumptions (Table 25, Budget Worksheets A-B). Provide supporting evidence in the form of a narrative that the proposed school would have sufficient start-up funds through first year available to it. Explain how the first year plan supports the school’s mission and educational goals.

- a. Explain budget priorities that are consistent with and support key parts of the plan, including the school’s mission, educational program, staffing and facility:

Finances in an educational setting must support the curriculum and the mission of the school. Every effort is made to identify areas of savings in operational costs, so that the school can drive as much funding into the classrooms as possible, in the form of highly qualified teachers, proper curriculum, and technology resources to support

instruction. Mission priorities include E2020 curriculum and professional development, Project Lead the Way curriculum and professional development, and the early middle college program in cooperation with Ivy Tech.

- b. Explain realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt:**

It is important that the school run in a fiscally responsible manner while still supporting mission and instruction. With that in mind, the school strives to exist on recurring and stable funding from state and federal sources, with minimal reliance of fundraising and donor generosity. As an existing school, it is well-experienced in anticipating revenues, and planning for timing issues with cash flow, grant reimbursements, and timing of payments from the state. The school does carry some debt from early years, but has achieved balanced budgets for the last three years. The school has developed a structured repayment plan to its outside lenders including \$159,754 owed to GEO (roughly \$50,000 per year over the next three years and is included in the attached budget) and has a structured repayment of \$71,316 to Old National Bank which matures in June 2015. The school also has a \$125,000 line of credit which it anticipates having retired by June 30, 2012. The repayment plan is designed to decrease the debt levels at a slow and steady pace, so as not to interfere with the need to keep funds in the classroom for a quality education.

Revenue and expenditure assumptions are detailed in the budget in attachment 25.

- c. Present viable strategies for meeting potential budget and cash flow challenges, for the first year of operation:**

Given that the school is already in existence, it does not face the significant cash flow issues that a first-year school must address. But, monthly deficits are addressed by the board via low-interest bridge loans available from various sources. In addition, the board intends to start a fundraising campaign and believes it is possible to raise between \$100,000 to \$200,000 each year.

Attach Budget Worksheets A-B - as a PDF (Portable Document Format - Adobe® named, Attachment 25 - Budget Worksheets A-B

26. Projected Five Year Budget Plans

Present and attach five-year cash-flow projections with clearly explained assumptions (Table 26, Budget Worksheet C). Provide supporting evidence in the form of a narrative that the proposed school's five-year budget plans are fiscally sound and that the proposed school would have a well thought out timetable of anticipated revenue (detail the sources) and expenditures on a month-by-month basis to support the school's mission and educational goals.

- a. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility:**

Finances in an educational setting must support the curriculum and the mission of the school. In this case, every effort is made to drive as much funding into the classroom as possible, in the form of highly qualified teachers, proper curriculum, and technology resources to support instruction. Our school is structured to take advantage of cost savings through group purchases with other schools.

- b. Present realistic, evidence-based revenue and expenditure assumptions, including any plan to incur and repay debt:**

It is important that the school run in a fiscally responsible manner while still supporting mission and instruction. With that in mind, the school strives to exist on recurring and stable funding from state and federal sources, with minimal reliance on fundraising and donor generosity. If needed, the school has the ability to access low-interest loans from GEO Foundation and other lenders.

- c. Present viable strategies for meeting potential budget and cash flow challenges, for the five years of operation:**

Although the school, as an existing institution, does not face the same significant cash shortfalls as a first-year school would, it has the ability to access short-term, low-interest loans to cover temporary cash short-falls incurred during the more expense-heavy opening months that occur in each school year. The school may access the Common School Loan fund where growth requires additional funding; however, the school will strive to keep borrowing to a minimum.

Fund-raising Contributions

Present evidence of anticipated fundraising contributions, or in-kind contributions if claimed in the application.

Fountain Square Academy has a history of receiving contributions and plans to seek funds in the future to support its programs. There are no contributions listed in the budget of the application but the Board believes gifts totaling \$100,000 to \$200,000 can be raised each year.

27. Insurance

Describe the insurance coverage to be carried by the charter school, including the name of the insured and amounts of insurance for liability, property loss, and student personal injury. Detail how the insurance expenses are included in the school's budgeted expenses.

Insurance for the Fountain Square Academy is provided by and coverage is as follows:

- General liability insurance in the amount of \$1,000,000 per occurrence and \$2,000,000 aggregate.
- Vehicle insurance for any vehicles owned or leased by the charter school or by the Organizer and used for the charter school purposes in the amounts listed below:
 - Liability \$1,000,000 aggregate/occurrence
 - Medical Payments \$5,000
 - Uninsured Motorist \$1,000,000
 - Under-insured Motorist \$1,000,000
 - Physical Damage Per Schedule
 - Hired Auto Liability \$1,000,000
 - Hired Auto Physical Damage \$25,000
 - Comprehensive deductible \$500
 - Collision deductible \$100
- Educators Legal Liability (D&O and EPLI) insurance in the following amounts:
 - Per Wrongful Act \$1,000,000
 - Aggregate Limit \$1,000,000
 - Umbrella/excess liability insurance follow-form to the underlying liability coverages in the amount of \$5,000,000

These are existing coverages of FSA's on-going operations.

28. Facilities Plan

Describe the facilities needs and cost:

- a.** Facilities costs including, as applicable, cost of purchasing, leasing, building, or renovating an educational facility that conforms to applicable health, safety, and occupancy requirements:

Fountain Square Academy will continue to lease its current 30,000 sq. ft. facility at 1615 Barth Ave., Indianapolis from SEND, an Indianapolis-based non-profit. The board has evaluated the lease and believes it to be reasonable. The approximate cost in annual rent is \$225,000, with approximately \$70,000 additional in utility costs.

- b.** Provide evidence that the proposed facility will be adequate or present a plan for securing a facility that is appropriate and adequate for the school's educational program, anticipated location, and target population.

Fountain Square Academy has used this location for 7 years. It is suitable to serve our purposes for 2012-13. In 2012-13, the board will evaluate the facility options for the 2013-14 school year.

- c.** Provide an explanation that demonstrates the plan for acquisition of a facility is financially viable.

Fountain Square Academy has demonstrated over 7 years of occupying its campus that the building is financially viable. Its annual facility costs (including security, leasehold improvements, maintenance, utilities, and rent) are approximately 11% of its total budget.

- d.** Detail and attach specific aspects of the facility using Form 29d.

Attach Facility Form 29d as a PDF (Portable Document Form) named, **Attachment 29d – Facility Form**

e. If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school, including any contingency planning.

n/a

f. If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility. Indicate specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided. Facilities-related budget assumptions.

For now, FSA will continue to lease its building from SEND. The board is exploring other facility options for 2013-14.

29.

Accountability Plan Aligned

Develop a reasonable, thorough, and conceptually sound design for measuring and reporting the performance and progress of the charter school that is aligned with the State's 10 principles from the "Indiana Department of Education Consolidated State Application Accountability Workbook for Public Law 107-110 that:

- a. Includes all students and all subgroups.**

FSA expects all subgroups (black, free- and reduced-price lunch, and special-education) to participate in all measurements and reach all goals listed below:

Goals Specific to Fountain Square Academy's Performance in reaching proficiency in accordance with the Indiana System of Accountability:

The 7th - 8th Grade ISTEP+ Language Arts and ECA Eng10 scores in will improve by a minimum of 3% points in the passing rate each of the first three years of this charter.

The 7th-8th Grade ISTEP+ Math and Alg1 scores will improve by a minimum of 4% points each year of the first three years of this charter.

The graduation rate will be maintained or improved to 90% by the 2013-2014 school year.

Continuum of Assessments for measuring and reporting the performance and progress of the charter school.

Type of Assessment			Grade Level
Assessments in Language Arts			
	DRA	DIBELS	
	DRA	DIBELS	
	DRA	DIBELS	
	DRA	DIBELS	
	DRA		
	DRA		
	DRA		
Gates-			
Gates-			
Gates-			
Gates-			
Gates-MacCini			
Gates-MacCini			
Gates-MacCini			

Assessments in Mathematics									
MClass							NWEA		
Math									
MClass							NWEA		
MClass							NWEA		
MClass							NWEA	ACUITY	ISTEP +
							NWEA	ACUITY	ISTEP +
							NWEA	ACUITY	ISTEP +
							NWEA	ACUITY	ISTEP +
							NWEA	ACUITY	ISTEP +
							NWEA	ACUITY	ISTEP +
							NWEA	ACUITY	ISTEP +
							NWEA	ACUITY	ISTEP +
	Algebra					Compass	NWEA		
	Algebra	ACT	SAT	PSAT	Compass		NWEA		English
		ACT	SAT						English
		ACT	SAT						

- b. Expects all students and subgroups to reach proficiency in accordance with State System of Accountability (Absolute, Comparative, Growth).
- Goals 1 and 2 defined above will ensure that Fountain Square Academy meets Indiana's Performance Indicators with Exemplary Progress through the 2013-2014 school year.

- The chart below defines Indiana's Performance Indicators.

	A	B	C	D	F
Performance	Exemplary Progress	Commendable Progress	Academic Progress	Academic Watch	Academic Probation
$\geq 90\%$					
$\geq 80\%$	$\geq 1\%$	$< 1\%$			
$\geq 70\%$	$\geq 3\%$	$\geq 2\%$	$\geq 1\%$	$< 1\%$	
$\geq 60\%$	$\geq 4\%$	$\geq 3\%$		$< 2\%$	$< 0\%$
$\geq 50\%$	$\geq 5\%$	$\geq 4\%$	$\geq 3\%$	$< 3\%$	$< 1\%$
$< 50\%$		$\geq 5\%$	$\geq 4\%$	$\geq 3\%$	$< 3\%$

- c. Uses the Federal targets for achievement and aligns method of AYP determination with the State System of Accountability.

- Goals 1, 2, and 3 defined above will ensure that Fountain Square Academy meets all Federal targets for AYP through the 2013-2014 school year. - Fountain Square Academy's Federal targets for AYP consist of 17 categories:				
Performance in English/Language Arts	Performance in Math	Participation in English	Participation in Math	Other Indicators
Overall	Overall	Overall	Overall	Graduation Rate
Black	Black	Black	Black	
F/R Meals	F/R Meals	F/R Meals	F/R Meals	
Special Education	Special Education	Special Education	Special Education	

- d. High school must include graduation rate as indicator.

FSA's graduation rate, as defined in Goal 3 above, will be maintained or improved to 90% by the 2013-2014 school year.

- e. Middle schools must include an additional indicator that is valid and reliable.
- See the chart above: "Continuum of Assessments for measuring and reporting the performance and progress of the charter school."
 - All middle school students participate in one or more assessments providing indicators for monitoring and reporting student success.
 - These assessments are research-based, valid, and reliable.
 - The assessments include both standards based and nationally normed indicators.
 - These assessments will support predictive measures for ensuring students pass both ISTEP+ and ECA assessments.

- FSA students taking the NWEA MAP test will demonstrate the following improvement:
 - 2012-2013: 70% will meet or exceed their RIT growth targets
 - 2013-2014: 70% will meet or exceed their RIT growth targets
 - 2014-2015: 70% will meet or exceed their RIT growth targets
- f. Rate of participation and attendance will be at least 95% (school and all subgroups).
- Indiana Code 20-32-5 and the ISTEP and ECA Program Manuals provide that all students must participate in ISTEP+ in English and Mathematics at Grades 5 – 10 and in Science at Grade 5 and 7 and Biology I.
- IMAST will be used for students in accordance with IEPs as the ISTEP+ alternative assessment providing participation.
- Less than 4% of special education students will participate in ISTAR.
- In the ACUITY, Gate-McGinitie, NWEA, PSAT, and Compass assessments all students in all will participate.
- g. Additional Targets:
 - Student recurrent enrollment

SCHOOL YEAR: DAY 1	% RETURNING FROM PREVIOUS SY
2012-2013	70%
2013-2014	75%
2014-2015	80%

- Post-secondary and career readiness and success (for high schools)

• Fountain Square Academy • Post -Secondary and Career Readiness Goals			
Number of Students	2012-13 (25 Seniors)	1013-14 (35 Seniors)	1014-15 (35 Seniors)
What percentage of students will be accepted to a two or four year college or university?	100%	100%	100%
What percentages of students are working?	52%	50%	50%
What percentages of students are projected to graduate with at least three college credits?	12%	26%	34%
What percentages of students are projected to attend a technical/trade program?	24%	25%	25%
What percentages of students are projected to attend a two or four year college or university?	60%	71%	71%
Undecided	12%	0%	0%

30. Accountability to Sponsor

- a.** Demonstrate financial viability by including how annual audits and timely reports will be accomplished.

The current board of directors includes two experienced CFOs, one with his CPA, and one with an MBA and a finance degree, who will serve on the business/finance committee of the board. These individuals will ensure that the school is in compliance with all requirements of its charter and state law. The board has already worked with Milestone Advisors this past year to further strengthen its financial reporting and services.

- b.** Demonstrate organizational viability by planning for regularly scheduled board meetings and adherence to board policy.

FSA's board of directors has full board meetings every other month, with committee meetings in between. Additional meetings will be scheduled as the board deems necessary. New board members are oriented to board policy, including the bylaws, and the board reviews its policies annually. The board is chaired by Mr. Rollin Dick, who has extensive experience in board leadership.

31. Accountability to Constituents

- a.** Describe the system for gathering data from constituents regarding their concerns and suggestions and responding effectively.

We will employ many procedures and processes for gathering information on how constituents receive our services including online surveys, phone systems, internet emails, teacher conferences and other devices.

FSA will distribute annually a survey to its families. The following is the 2011-2012 version:

Dear Fountain Square Academy Families,

As an organization, we truly value our students and their families and for this reason, we are very interested in determining your family's opinions regarding our school. Would you please take a few minutes to answer the following questions? We will use your answers to guide us in making improvement decisions -- so your answers are critical. Thank you so much for giving us your honest feedback. Your answers will be compiled and held in complete confidence. Your name will not be shared.

1. What is the #1 reason you chose Fountain Square Academy?
 - a. Class size
 - b. Safety
 - c. Academic program
 - d. Location
 - e. Staff
 - f. Other Please
explain: _____
 2. Do you approve of the class size for your child?
 - a. Yes
 - b. No Please
explain: _____
 3. Is the Principal of the School responsive to your needs?
 - a. Yes
 - b. No Can you be specific?

 4. Did you receive enough information about the school guidelines and expectations prior to enrolling?
 - a. Yes
 - b. No Please
explain: _____
 5. Is your child's primary teacher responsive to your needs?
 - a. Yes
 - b. No Please
explain: _____
 - c. _____
 6. Does your child participate in:
 - a. Art
 - b. Music
 - c. P.E.
 - d. Spanish
 - e. All of the above
 - f. None of the above?
 7. Do you value the enrichment opportunities (sports, clubs, etc.) we provide?
 - a. Yes
 - b. Not applicable
 - c. No If no, are there additional opportunities you wish to see at the school?
Please
explain: _____
-

8. Overall, what is the quality of the education your child receives at FSA?

- a. Excellent
- b. Good
- c. Fair
- d. Poor

9. Do you believe the school adequately prepares your child for college?

- a. Very much so
- b. Yes,
- c. Not so much
- d. No

10. Do you like the school's early college program?

- a. Yes
- b. Not applicable
- c. No How could it be improved? Please explain: _____

11. Is the culture/climate of the school inviting?

- a. Yes
- b. No How could it be improved? Please explain: _____

12. Would you recommend the school to your friends?

- a. Yes
- b. No

If you would like meet with Fountain Square Academy administrators regarding your questions or concerns, please provide:

Name _____ Phone
number _____

My child(ren) is (are) in:

5th grade 6th grade 7th grade 8th grade 9th grade 10th grade

11th grade 12 grade Middle College

(circle those grades that apply)

Otherwise, all feedback associated with this survey will be kept confidential.

- b. Explain the process and criteria that will be used to monitor and evaluate the extent to which the school is achieving its mission throughout the charter term including frequency of gathering and analyzing data and reporting progress towards meeting its Accountability Plan goals:

All results for accountability will be monitored and evaluated as data is received. For assessments such as NWEA and Acuity, that information is gathered quarterly and/or three times a year and is received nearly instantaneously. End-of-course assessments are given during specific windows of time, and then the data is received upon compilation. A portion of ISTEP+ data comes out in the spring; the remainder in the summer.

College-specific goals, such as graduation rates and credits earned, will be tracked continuously, with necessary adjustments made to student plans.

ACCOUNTABILITY TIMELINE			
DATA	FREQUENCY	RECEIVED/ANALYZED	REPORTING
NWEA	Aug/Sept May/June	Immediately upon completion	At following board meeting
ACUITY		Immediately upon completion	At following board meeting
ECA	After completion of targeted Core 40 courses	Given during IDOE window after completion of courses; will analyze as soon as scores are returned by IDOE	Will report twice a year to BoD
ISTEP+	Two rounds given in spring semester	Results received in two segments; late spring, summer	Will report to BoD at next board meeting; link results on FSA's website
College-Credit Progress	Final upon graduation	Analyzed after receipt of information from college	Reported to BoD after each semester; reviewed at end of year
College-Graduation Progress	Final upon graduation	Analyzed continually, tracking student's progress towards degree	Reported to BoD after each semester; reviewed at end of year
ACT/SAT		Analyzed as soon as all data is received from testing company	Reported to BoD at next meeting; reviewed at end of year

- c. Describe the extent to which the school plans to communicate its progress towards meeting its Accountability Plan goals and how that information will be shared with and used by stakeholders, including parents, teachers, board members and school leaders:**

Fountain Square Academy believes it is responsible to all of its stakeholders in regards to its progress towards its goals, which will be analyzed as the results for the measurements are received. The board of directors will review and discuss the results, which will then be submitted to Ball State University. The principal and other leadership will participate in the board's discussion, and then will inform the staff. In addition, FSA is committed to informing its families at PTO and other meetings, along with publishing an annual report in its weekly newsletter and on its website. Fountain Square Academy will report very transparently its results, good or bad, and will work with its stakeholders to ensure that everyone is helping the school reach its goals.

School Policies and Procedures

Each of the following components of the application will be evaluated by Pass or Fail criteria. For each of the Sections under School Policies and Procedures, resources are provided in the form of web-links to model policies or school law statutes. Since these are draft policies and procedures, each applicant organization is responsible for ensuring that the board of trustees for the proposed charter school has approved the final policies and procedures at a formal board meeting after the school is approved. In addition, the school's policies and procedures, for all approved charter schools, will become a part of the contract between the charter school and Ball State University.

32. Policy Regarding Organizer Governance

Please attach a statement of assurance that the organizing group is in compliance with the BSU Policy Regarding Organizer Governance.

Attach your Policy Regarding Organizer Governance – as a PDF (Portable Document Form) named, **Attachment 33 – Policy Regarding Organizer Governance**

33. Proposed Governing Bylaws

Please attach a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of board members and the length of the terms established for each board member position.

Attach your Proposed Governing By-laws - as a PDF (Portable Document Form) named, **Attachment 34 – Proposed Governing By-laws**

34. School Admissions Policy and Criteria

Attach plans and timelines for student recruitment and enrollment, including lottery procedures.

Attach School Admission Policy – as a (Portable Document Form) named, **Attachment 35 – School Admissions Policy**

35. Discipline Policy

Attach Discipline Policy - as a PDF (Portable Document Form) named, **Attachment 36– Discipline Policy**

Attach the charter school discipline rules and procedures including: student due process and judicial review; firearms and deadly weapons; and reporting of student violations of law.

36. Health and Safety Measures

Attach the description of how the school will meet health requirements and identify the persons responsible for ensuring health and safety requirements are met.

Attach your Health and Safety Measures - as a PDF (Portable Document Form) named, **Attachment 37– Health and Safety Measures**

37. School's Leadership and Teacher Employment Policies

Attach a copy of the proposed school's personnel policies, including at least the following information:

Attach your School's Leadership and Teacher Employment Policies- as a PDF (Portable Document Form) named, **Attachment 38– School's Leadership and Teacher Employment Policies**

38. Policy Regarding Criminal Histories

Please attach the charter school's policy regarding criminal history.

Attach your Policy Regarding Criminal Histories - as a PDF (Portable Document Form) named, **Attachment 39– Policy Regarding Criminal Histories**

39. Policy Regarding Conflict of Interest

Attach the conflict of interest policy. The conflict of interest policy must be written to apply not only to board members, but to administrators and employees of the school as well.

Attach your Policy Regarding Conflict of Interest - as a PDF (Portable Document Form) named, **Attachment 40 – Policy Regarding Conflict of Interest**

40. Complaint Policy

Attach the policies of the charter school's board for handling complaints from individuals or groups.

Attach your Complaint Policy - as a PDF (Portable Document Form) named, **Attachment 41 – Complaint Policy**

41. Special Education

Provide a policy and procedures manual specifying the charter school's plan for compliance with state and federal regulations.

Attach your Policy Regarding Special Education- as a PDF (Portable Document Form) named, **Attachment 42 – Policy Regarding Special Education**

42. Parental Access to Education Records

Provide the charter school's policy concerning parental access to a child's education records.

Attach your Parental Access to Education Records policy- as a PDF (Portable Document Form) named, **Attachment 43– Parental Access to Education Records**

43. Dissolution Procedures

Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school, including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets.

Attach your Dissolution Procedures Policy- as a PDF (Portable Document Form) named, **Attachment 44 – Dissolution Procedures Policy**

44. Patriotic Commemorative Observances

Submit your policy regarding the observance of holidays.

Attach your Policy Regarding Patriotic Commemorative Observances - as a PDF (Portable Document Form) named, **Attachment 45– Policy Patriotic Commemorative Observances**

45. Personal Financial Responsibility Instruction

Submit your policy regarding personal financial responsibility instruction.

Attach your Policy Regarding Personal Financial Responsibility Instruction - as a PDF (Portable Document Form) named, **Attachment 46– Policy Personal Financial Responsibility Instruction**

46. School Safety Plan

Submit your school safety plan.

Attach your Policy Regarding School Safety Plan as a PDF (Portable Document Form) named, **Attachment 47– School Safety Plan Policy**

47. Dress Code Policy (if applicable)

If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be subsidized for parents unable to afford them.

Attach your Dress Code Policy as a PDF (Portable Document Form) named, **Attachment 48 – Dress Code Policy**

48. Student and Parent Handbook

Submit a copy of your student and parent handbook.

Attach your Student and Parent Handbook as a PDF (Portable Document Form) named, **Attachment 49 – Student and Parent Handbook**

49. Transportation Plan and Policy

Describe the transportation policy for students, including arrangements made for students whose IEP's specify transportation as a related service.

Attach your Transportation Plan and Policy as a PDF (Portable Document Form) named, **Attachment 50– Transportation Plan and Policy**

50. Food Services Plan and Policy

Describe the plans for food services to be provided by the charter school. Include the Board's food services policy.

Attach your Food Services Plan and Policy as a PDF (Portable Document Form) named, **Attachment 51– Food Services Plan and Policy**

51. School Promotion Policy

Explain the policy and criteria your school will use for promoting students from grade to grade.

Attach your School Promotion Policy as a PDF (Portable Document Form) named, **Attachment 52 – School Promotion Policy**

52. Detailed School Start-up Plan:

Provide a Pre-Opening Plan that documents key tasks to be completed between approval of the application and opening of the school. Include a schedule for initiation, development and completion of those tasks, identify primary responsibility by individual or position, and document anticipated resource needs.

Attach your Detailed School Start-up Plan as a PDF (Portable Document Form) named, **Attachment 53 – Detailed School Start-up Plan**

**ATTACHMENT B:
EXPANDED CRIMINAL
HISTORY CHECKS**

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Tuesday, June 28, 2011 9:34 AM
To: Karen Gordon
Subject: SMITH, MICHAEL (born 7/9/48) - National Criminal Records Report

SentryLink

Get the answers you need at a price you'll love.

Home Services Reporting Criminal Search Driving Record Health Records Background Contact Us

National Criminal Records Report

**Report
dated:**
6/28/11

NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

**Search
results for:**

SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name =
Michael
Last name =
Smith
Date of birth
= 7/9/48
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

GEO
Feldhaus

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Thursday, September 22, 2011 9:52 AM
To: Karen Gordon
Subject: FELDHAUS, CHARLES (born 10/7/57) - National Criminal Records Report

SentryLink

Get the answers you need at a price you'll love.

Home Services & Pricing Criminal Search Driving Records Credit Reports Coverage Contact Us

National Criminal Records Report

Report dated:
9/22/11

NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

**Search
results for:**

SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name =
Charles
Last name =
Feldhaus
Date of birth
= 10/7/57
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

Karen Gordon

GEO
Parker

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Thursday, September 22, 2011 12:24 PM
To: Karen Gordon
Subject: PARKER, JAMES (born 4/18/59) - National Criminal Records Report

SentryLink

Get the answers you need at a price you'll love.

[Home](#) [Services & Pricing](#) [Criminal Search](#) [Driving Records](#) [Credit Reports](#) [Coverage](#) [Contact Us](#)

National Criminal Records Report

Report dated: 9/22/11
NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

Search results for: SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name =
James
Last name =
Parker
Date of birth
= 4/18/59
Jurisdiction =
ALL

PARKER, JAMES T

Clark County - Municipal Court
Offender ID: PARKJAME0013419-1
Address 5766 N PENNSYLVANIA ST
INDIANAPOLIS

County, Case No: N/A

Charge	MM/SPEED EXCESS 65 MPH ON
Filed	9/14/00
Disposition	GUILTY BY WAIVER
Fine Amount	100
Case Number Count	0013419-1
Issuing Agency	OHIO HIGHWAY PATROL
Case Type	TRAFFIC
Closed Date	9/21/00
Statute Jurisdiction	10/ STATE OF OHIO
Statute Number	4511.21D2
Division Or Type	D
Bond Status	NO BONDS
Citation Number	M 257729
Accident	N
Mandatory Court	N

Sequence Number 1
Prior Number of Conviction 0

PARKER, JAMES

Madison County - Municipal Court
Offender ID: PARKJAME-TRD0906433
Address 4802 N MERIDIAN ST
INDIANAPOLIS

County, Case No: TRD0906433

Charge	85/65 SPEED 1
Type	MINOR MISDEMEANOR
Filed	7/10/09
Disposed	7/28/09
Disposition	GUILTY
Statute Code	4511.21D2
Case Status	WAIVED
Case Type	TRAFFIC
Hearing Type	ARR
Ticket Number	Y850100
Fine Amount	30.00
Fine Amount Suspended	.00
Disposition Details	CASE WAS WAIVED BY DEFENDANT
Hearing Date	7/15/09
Court Costs Suspended	.00
Status Location Date	7/28/09

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

Dana Johnson

From: SentryLink Web Reporting [webreports@sentrylink.com]
Sent: Friday, November 14, 2008 10:35 AM
To: Dana Johnson
Subject: DICK, ROLLIN (born 8/9/31) - National Criminal Records Report

SentryLink

Get the answers you need at a price

National Criminal Records Report

Report dated:
11/14/08

NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

Search results for:

SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name = Rollin
Last name = Dick
Date of birth = 8/9/31
Jurisdiction = ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.
2. The recipient of this report shall give a copy of this report to the subject of the report.
3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

Ref: 7

11/14/2008

Karen Gordon

From: SentryLink Web Reporting <webreports@sentrylink.com>
Sent: Wednesday, August 31, 2011 8:18 AM
To: Karen Gordon
Subject: MANION, LORA (born 7/21/63) - National Criminal Records Report

SentryLink

Get the answers you need at a price you'll love.

National Criminal Records Report

Report dated:
8/31/11

NOTE: Information contained herein is derived solely from public records, which may not be 100% accurate or complete. Users should not assume that this data provides a complete or accurate history of any person's criminal history. Users should consult state and federal laws before using this information in making decisions on hiring or firing of employees.

**Search
results for:**

SentryLink, LLC assumes no liability for any claims for damages arising from the use of this data beyond the actual cost of the searches performed.

First name =
Lora
Last name =
Manion
Date of birth
= 7/21/63
Jurisdiction =
ALL

No criminal records were found for this individual.

Notice to employers: If you intend to take adverse action as a result of this report, including but not limited to failure to hire, you must provide the subject of this report a copy of the report along with our contact information and a summary of their rights under the Fair Credit Reporting Act.

Notice to employers operating in California:

California law requires the following notices when obtaining a pre-employment screening report. This report is only provided on the condition that an employer subject to California law agrees to abide by these conditions. Furthermore, by requesting a screening report, an employer certifies compliance with California Civil Code Section 1786.16.

1. The report does not guarantee the accuracy or truthfulness of the information as to the subject of the investigation, but only that it is accurately copied from public records. Evidence of identity theft may or may not be identified from this report.

2. The recipient of this report shall give a copy of this report to the subject of the report.

3. Failure to provide a copy of the report as required by law may expose you to liability as specified in Section 1786.50. Section 1786.50 provides for fines and damages in the event a consumer is harmed by an employer not complying with this section. Section 1786.16 refers to certain requirements already in existence, such as obtaining releases.

PRef: 7

**ATTACHMENT 2:
ATTITUDES TOWARD
THE CHARTER**

Fountain Square Academy
111 Respondents
167 Students

10-11

	Very Dissatisfied		Dissatisfied		Neutral		Satisfied		Very Satisfied	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Individual attention teachers give your student?	1	1%	3	3%	17	15%	35	32%	55	50%
Curriculum/Academic Program?	2	2%	8	7%	20	18%	44	39%	38	34%
Class Size?	1	1%	7	6%	17	15%	50	44%	38	34%
School Size?	1	1%	7	6%	16	14%	46	41%	43	38%
Accessibility and openness to parents?	2	2%	5	5%	15	14%	34	31%	55	50%
Academic standards for students?	1	1%	5	5%	19	17%	37	33%	49	44%
Quality of teaching and instruction?	2	2%	3	3%	15	13%	47	42%	46	41%
Curriculum materials and support?	2	2%	6	5%	15	13%	53	47%	36	32%
Discipline in the classroom?	2	2%	6	5%	23	20%	43	38%	39	35%
Extracurricular activities?	7	6%	8	7%	25	23%	35	32%	36	32%
School facilities?	3	3%	5	4%	30	27%	43	38%	31	28%
Safety?	3	3%	6	5%	13	12%	39	35%	51	46%
Length of school day?	4	4%	7	6%	17	15%	44	40%	39	35%
Length of school year?	0	0%	0	0%	20	18%	51	45%	42	37%
School administration?	1	1%	6	5%	19	17%	42	38%	44	39%
Enrollment process?	0	0%	2	2%	15	13%	51	46%	44	39%
Communications received from school?	2	2%	3	3%	15	13%	47	42%	45	40%
Overall, how satisfied are you with this school?	4	4%	3	3%	16	14%	35	31%	55	49%
Services provided for students with disabilities?	3	8%	3	8%	7	18%	9	23%	18	45%

Fountain Square Academy

	Count	Percent
If your student is not graduating this year, how likely is it that your student will return to this school?	23	20%
Definitely\returning	61	54%
Not likely\to return	3	3%
Not returning	7	6%
Probably\returning	19	17%

	Count	Percent
Please indicate the type of school your child attended before coming to this school.	22	19%
Charter School	21	19%
Private School\ (non-religious)	1	1%
Private School\ (religious affiliation)	3	3%
Traditional\Public School	66	58%

	Count	Percent
How is your child doing academically?	2	2%
Above Grade Level	30	27%
At Grade Level	66	58%
Below Grade Level	15	13%

	Count
How many children do you have in this school?	72
1	28
2	7
3	2
4	2
5	2

Fountain Square Academy Parent Comments

What do you think this school does well?

- Communication with parents
- College credits
- Individual help for students
- Show students respect
- After school/Saturday tutoring
- Motivated students
- Caring teaching staff and administration
- Zero tolerance for gang activity

What about this school do you think needs improvement?

- Drop off and pick up/need for buses
- Discipline in the classrooms
- Opportunities for parent involvement
- Length of school day
- Facility needs repair/gym
- Problems with teacher communication/attitude
- More structured after school activities

09-10

Parent Survey (English Version) - Fountain Square														Total Parent Surveys Collected: 34			
Satisfaction Questions																	
Q1.	Features of the charter school	Very Satisfied	Somewhat Satisfied	Uncertain	Somewhat Dissatisfied	Very Dissatisfied	No Response	Very Satisfied	Somewhat Satisfied	Very Satisfied	No Response	Very Satisfied	Somewhat Satisfied				
a.	Individual attention teachers give your student	15	13	2	4	0	0	44%	38%								
b.	Curriculum/academic program	11	17	6	0	0	0	32%	50%								
c.	Class size	22	10	1	1	0	0	65%	29%								
d.	School size	22	11	0	0	1	0	65%	32%								
e.	Accessibility and openness to parents	16	14	1	2	1	0	47%	41%								
f.	Academic standards for students	14	11	8	1	0	0	41%	32%								
g.	Resources available for instruction	11	12	9	0	2	0	32%	35%								
h.	Quality of teaching/instruction	16	17	1	0	0	0	47%	50%								
i.	Access to/use of computers and other technology	16	11	6	1	0	0	47%	32%								
j.	Information about student learning that parents receive	14	15	2	3	0	0	41%	44%								
k.	Classroom management	11	9	11	2	0	1	32%	26%								
l.	Sense of pride that students have in the school	15	13	4	1	1	0	44%	38%								
m.	Opportunities for parent involvement	13	17	2	1	0	1	38%	50%								
n.	Extent to which the school is fulfilling its mission	12	16	3	1	0	2	35%	47%								
o.	Relation with local community	6	9	13	3	0	3	18%	26%								
p.	Length of school day	20	8	3	2	0	1	59%	24%								
q.	Length of school year	19	10	4	0	0	1	56%	29%								
r.	Extracurricular activities	11	9	9	4	0	1	32%	26%								
s.	Curriculum material and supplies	12	8	11	2	0	1	35%	24%								
t.	School administration	17	12	2	1	1	1	50%	35%								
u.	Teachers	13	19	0	2	0	0	38%	56%								
	School Operations/Environment																
v.	School facilities	12	14	2	4	2	0	35%	41%								
w.	Transportation	15	10	3	3	3	0	44%	29%								
x.	School finances	6	3	20	2	1	2	18%	9%								

y.	Enrollment process	12	19	2	0	0	1	35%	56%
z.	Safety	15	15	1	1	1	1	44%	44%
Q2.	<i>If you are the parent of a student with a disability at the school, how satisfied are you with services provided to students with a disability?*</i>	4	3	2	0	1	N/A	40%	30%
Q6.	<i>Overall, how satisfied are you with this school?</i>	18	15	0	1	0	0	53%	44%
Q5.	<i>How would you rate the overall quality of education at this charter school?</i>	Excellent	Very Good	Good	Fair	Poor	Don't Know	No Response	Excellent
		13	10	6	5	0	0	0	38%

Likelihood Questions

Q3.	<i>How likely are you to recommend this school to friends and colleagues?</i>	Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	No Response	Extremely Likely	Very Likely
		13	12	8	1	0	0	38%	35%
Q4.	<i>If your student is not graduating from the school this year, how likely is it that your student will return to this school next year?</i>	Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	Student Graduating	No Response	Extremely Likely
		2	16	8	7	0	0	1	6%
Q7.	<i>Please indicate the type of school your child went to immediately before this school.</i>	Pre-K/Preschool	A different charter school	Traditional public school (non-charter)	Private/Parochial school	Home school	This is the only school my child has attended	No Response	Pre-K/Preschool
		0	6	23	1	2	2	0	0%
Q8.	<i>If the charter school your child attends did not exist, what type of school would your child likely attend? (Multiple answers permitted)</i>	A different charter school	Traditional public school	Magnet public school program	Private/Parochial school	Home school	Other	No Response	A different charter school
		13	16	3	0	2	0	N/A	38%

Background Questions

Q9.	<i>What is your relationship to the student?</i>	Mother	Father	Grand-parent	Other family member	Legal Guardian	Other	No Response	Mother
		26	2	6	0	0	0	0	76%

Q10. What is the highest level of education you have completed?	Did not complete High School	GED	High School	Associate's	Bachelor's	Master's	Doctorate	No Response
	14	4	12	1	1	0	0	2
Q11. What is your ethnicity? (Multiple answers permitted)	American Indian or Alaska Native	Black or African American	Asian	Native Hawaiian or Pacific Islander	White	Hispanic or Latino	Multi-ethnic	No Response
	0	8	1	6	25	1	2	N/A

Q13. Additional Comments about the strengths of the charter school	Number
	16

Q14. Additional Comments about the weaknesses of the charter school	Number
	19

Please provide additional comments about the strengths of chart

After school activities.
Are very good in computer learning.
Caring teachers and principals.
Coop with Ivy Tech. Office accessibility to parents.
Good job
Good teachers.
Ms. Bartlett the special Ed Teacher is awesome! Amy Buidges is very interested in the welfare of her students!
No comments
None
Teachers have close connections with children and parents.
The administration appears to have the students' education and welfare at top level. Keep up the good work and thank you.
The commitment to our children to graduate with high standards and not just getting by.
The teachers are more involved in teaching the kids and they like their jobs and their students.
Very concerned about their children

Very concerned about their children.
We just love this school.
<i>Please provide additional comments about ways the charter</i>
Allow children/students to use their bags.
Change time when students get to leave. This is very unsafe. Both schools get released at 3:30, causing traffic problems. Cars line up all the way to Shelby and the street needs to be a one-way street.
Closer bus route to the homes. Grades on the report cards - it does not tell us if they are passing or flunking.
Get rid of some of them mean teachers!
Gym for kids. Better "lite" lunches. Less fried foods.
Investigate theft in the school better. Also let the parents know about what goes on with the student. Don't keep it confidential and then expel them.
Keep up the hard work
Listen to the children's wants more/comments. Try to be teachers to the students rather than their parents.
More access to the computers, especially during after-school tutoring
More help in tutoring math
more sports.
Needs a gym.
Not all kids can make A, B, so they need to let C, D be passing.
Our school is in the same building as SENSE. We need a different dismissal time. The street is IMPOSSIBLE to drive down when both schools dismiss at the same time.
Provide the students with daily homework.
Situviera una persona que able espanol

The school transportation. My children have to ride the bus to school for like 15 mins due to the scattered out bus stops that need to be made. Monday through Thursday, the school lets out at 4:30PM. My children's bus does not get to its stop until 5:50 a

They need to change the A, B and let C, D's be passing.

Those teachers need to stop calling me all the dang time!

	Somewhat Dissatisfied	Very Dissatisfied	No response	Total	% Very or Somewhat Satisfied
Uncertain					
6%	12%	0%	0%	100%	82%
18%	0%	0%	0%	100%	82%
3%	3%	0%	0%	100%	94%
0%	0%	3%	0%	100%	97%
3%	6%	3%	0%	100%	88%
24%	3%	0%	0%	100%	74%
26%	0%	6%	0%	100%	68%
3%	0%	0%	0%	100%	97%
18%	3%	0%	0%	100%	79%
6%	9%	0%	0%	100%	85%
32%	6%	0%	3%	100%	59%
12%	3%	3%	0%	100%	82%
6%	3%	0%	3%	100%	88%
9%	3%	0%	6%	100%	82%
38%	9%	0%	9%	100%	44%
9%	6%	0%	3%	100%	82%
12%	0%	0%	3%	100%	85%
26%	12%	0%	3%	100%	59%
32%	6%	0%	3%	100%	59%
6%	3%	3%	3%	100%	85%
0%	6%	0%	0%	100%	94%
Uncertain					
6%	12%	6%	0%	100%	76%
9%	9%	9%	0%	100%	74%
59%	6%	3%	6%	100%	26%

6%	0%	0%	3%	100%	91%
3%	3%	3%	3%	100%	88%
20%	0%	10%			
			N/A	100%	70%
0%	3%	0%	0%	100%	97%
Very Good	Good	Fair	Poor	Don't Know	No Response
29%	18%	15%	0%	0%	0%
Somewhat Likely	Not Very Likely	Not at all Likely	No response	Total	% Likely
24%	3%	0%	0%	100%	74%
Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely	Student Graduating	No Response
47%	24%	21%	0%	0%	3%
A different charter school	Traditional public school (non-charter)	Private/Parochial school	Home school	This is the only school my child has attended	No Response
18%	68%	3%	6%	6%	0%
Traditional public school	Magnet public school program	Private/Parochial school	Home school	Other	No Response
47%	9%	0%	6%	0%	N/A
Father	Grand-parent	Other family member	Legal Guardian	Other	No response
6%	18%	0%	0%	0%	100%
					Total
					100%
					% Excellent or Very Good
					68%

Did not complete High School	GED	High School	Associate's	Bachelor's	Master's	Doctorate	No Response
41%	12%	35%	3%	3%	0%	0%	6%
American Indian or Alaska Native	Black or African American	Asian	Native Hawaiian or Pacific Islander	White	Hispanic or Latino	Multi-ethnic	No Response
0%	19%	2%	14%	58%	2%	5%	N/A

08-09

Satisfaction Questions

Q1	How satisfied are you with the following features of your charter school?	Very Satisfied	Somewhat Satisfied	Uncertain	Somewhat Dissatisfied	Very Dissatisfied
a	Individual attention teachers give your student	32	16	8	1	4
b	Curriculum/academic program	22	22	12	2	1
c	Class size	41	20	0	0	1
d	School size	38	20	2	1	1
e	Accessibility and openness to parents	33	23	4	0	1
f	Academic standards for students	30	22	6	1	1
g	Resources available for instruction	24	20	12	4	1
h	Quality of teaching/instruction	25	25	4	5	1
i	Access to/use of computers and other technology	34	15	8	2	2
j	Information about student learning that parents receive	28	19	9	3	3
k	Classroom management	22	23	9	3	5
l	Sense of pride that students have in the school	22	17	14	9	0
m	Opportunities for parent involvement	29	18	8	4	3
n	Extent to which the school is fulfilling its mission	26	19	13	3	1
o	Relation with local community	24	19	18	0	1
p	Length of school day	31	23	3	1	4
q	Length of school year	31	23	4	3	1
r	Extracurricular activities	12	20	15	8	6
s	Curriculum material and supplies	16	29	5	6	6
t	School administration	29	22	5	3	2
u	Teachers	23	28	4	5	2
Q7	How satisfied are you with the following school operations/environment?	Very Satisfied	Somewhat Satisfied	Uncertain	Somewhat Dissatisfied	Very Dissatisfied
a	School facilities	19	35	1	4	2
b	Transportation	22	19	12	5	4
c	School finances	18	18	22	3	1
d	Enrollment process	31	23	3	2	2
e	Safety	30	20	3	7	2

Q2	If you are the parent of a student with a disability at the school, how satisfied are you with services provided to students with a disability?	11	6	14	3	4
Q3	Overall, how satisfied are you with this school?	37	16	7	0	2
Q4	How would you rate the overall quality of education at this charter school?					
		Excellent	Very Good	Good	Fair	Poor
		4	29	14	10	4
Likelihood Questions						
Q5	How likely are you to recommend this school to friends and colleagues?	Extremely Likely	Very Likely	Somewhat Likely	Not Very Likely	Not at all Likely
		20	24	14	3	1
Q6	If your student is not graduating from the school this year, how likely is it that your student will return to this school next year?	37	10	11	2	0
Q8	Please indicate the type of school your child went to immediately before this school.	Pre-K/Preschool	A different charter school	Traditional public school (non-charter)	Private/Parochial school	Home school
		0	2	52	1	2
Q9	If the charter school your child attends did not exist, what type of school would your child likely attend?	A different charter school	Traditional public school	Magnet public school program	Private/Parochial school	Home school
		15	26	6	4	4
Background Questions						
Q10	What is your relationship to the student?	Mother	Father	Grand-parent	Other family member	Legal Guardian
		48	5	6	1	1
Q11	What is the highest level of education you have completed?	Did not complete High School	GED	High School	Associate's	Bachelor's
		19	9	23	5	1

Q12 What is your ethnicity?		American Indian or Alaska Native	Black or African American	Asian	Native Hawaiian or Pacific Islander	White
		2	7	0	0	45
Q14	Additional Comments about the strengths of the charter school	Number				
		29				
Q15	Additional Comments about the weaknesses of the charter school	Number				
		30				

Strengths

- They have really gotten it together now!
- It is great that you added gym & art classes!
- Better control of students helps students with behavior problems.
- The class size is nice.
- Possibilities of new principals a plus.
- N/A
- My son has autism, although he is high functioning, he has blossomed at Fountain Square Academy this school year. A large part due to his one on one (Mr. Kent Ewing).
- Good teachers. Nice classes.
- None
- My child has a better chance of success verses the Indianapolis Public Schools, because of the class sizes & the opportunity 4 college.
- The charter school is great, communication with the teachers & Ms. Wilson is great. I like charter school because it gives a student the opportunity to learn at their own pace and not in danger of falling behind.
- Its ok. Need more strengths.
- One on one with some class room teachers.
- Website for parents to check daily assignment & update on student.
- More attention to student.
- not overpopulated, good class sizes, good teachers info over the phone is good to let you know about upcoming events.
- Class sizes, population, good teachers. Information given over the phone.
- Keep up the good work.

The strength lies in the fact my grandson attends the school properly and is happy there.

Attentiveness with the children

The concept is excellent. The auto calls are a blessing to know what is going on.

I like the teacher support to my disabled child.

The staff is very professional. The teachers take time with the students to make sure they understand what is being taught. The teachers are concerned about the direction the children are headed in.

What drew me to this school was the stability of the classes. They are smaller and offer more one on one time.

staff in the office is helpful

At first it was hard for my child. She wasn't getting something. Somewhere it click with teachers and tutors that she comprehend better by memory.

they have very good teachers and want the best

Improvements

it could improve its lunches and sports.

transportation wise

Get some more after school activities like sports, cheerleading things like that!

Better discipline other then suspension, which the student actual enjoys.

I have none.

A little more structure & organization.

The school has had a high turn over in teachers and needs to find a way to keep the good teachers. Provide more programs. Add extra activities. Students need homework daily.

Fountain Square Academy had a Principal change in mid year. I hope consistency continues and the focus to succeed remains a priority.

Sports. Get out earlier.

None

More funding 4 class rooms & extra Curricular activities, such as music, art and sports.

You really need to get a different lunch program. The food you are serving is horrible.

Teachers being fair & more pleasant to students.

Some tutoring or more 1 on 1, when needed.

i would like to see more help for students who need it and more extra-activities. They can improved on serving better lunches. I would like for the school to provide transportation for any after school services.

TAKE THINGS more seriously.

By watching the kids attitudes & threats students make against each other.

Teachers need to listen & help more like ms. Bridger DON'T.

More attention to student.

Restrooms need improvement, need a janitor. More extracurricular activity, improve the appearance of the school, upgrade computers , better resources. Improve bathrooms, better lunches, school appearance, upgrade computers, better resources.

Offer sports, cheerleading

More security ! Safety from outsiders. More funds should be available for this

school ! I like this school !

Better way of tutoring for behind kids. Need for enhancement of social skills.

Individual teachers contact with incomplete work! ..homework other than report cards

I here were alot of tights between students. I think teachers need helpers. You need ISS, more discipline, and not suspend so fast! Every behavior seems like an automatic suspension. They need to be afraid to get into trouble not to get rewarded by sitting home watching TV. My kids never got into trouble before this school!

Finances could improve things the school needs to help the children learn and further their education.

I have had issues with my child's, math classes. The fact that my child was required to take two math classes was too much. My child is ADHD and needed the one on one and couldn't receive it. My child is not in high school and shouldn't be treated as though he is.

They could clean it better and start earlier so the student can get out at an earlier time of day. Ms. Bridges is not fit to be teaching.

better lunch served

more activities like volleyball, cheer leaders, acting, etc

	No Response	% Very or Somewhat Satisfied	
	1	77%	62
	3	71%	62
	0	98%	62
	0	94%	62
	1	90%	62
	2	84%	62
	1	71%	62
	2	81%	62
	1	79%	62
	0	76%	62
	0	73%	62
	0	63%	62
	0	76%	62
	0	73%	62
	0	69%	62
	0	87%	62
	0	87%	62
	1	52%	62
	0	73%	62
	1	82%	62
	0	82%	62
		% Very or Somewhat Satisfied	
	1	87%	62
	0	66%	62
	0	58%	62
	1	87%	62
	0	81%	62

24	27%	62
0	85%	62
Don't Know	No Response	% Excellent or Very Good
1	0%	Total 100% 53%
No Response	% Likely	
0	71%	62
2	76%	62
N/A: This is the only school my child has attended	No Response	
4	2%	62
Other	No Response	
1	10%	62
Other	No response	Total
0	2%	100%
Master's	Master's	Doctorate
0	0%	0%
		No response 8%

Hispanic or Latino	Hispanic or Latino	Multiethnic	No response
7	11%	0%	2%

ATTACHMENT 6b:
ACHIEVEMENT

Attachment 6b: Achievement

SCHOOL	W. McKinley IPS #39*	F. Douglass IPS #19*	J. Garfield IPS #31*	Fountain Sq Academy	Emma Donnan IPS #572	Manual High School (IPS)
GRADES	KG-6	KG-6	KG-6	6th-12th	7th/8th	9th-12th
ENROLLMENT (6-12)	61	40	55	253	534	957
DEMOGRAPHICS						
MINORITY #	34%	60%	44%	34%	40%	37%
FREE/RED #	82%	90%	83%	77%	84%	73%
SP ED #	19%	19%	20%	13%	25%	25%
ELL #	3%	37%	18%	0%	9%	4%
ISTEP/ECA						
ISTEP OVERALL	47%	55%	39%	58%	32%	n/a
3rd	42%	64%	44%	n/a	n/a	n/a
4th	45%	37%	29%	n/a	n/a	n/a
5th	49%	63%	40%	50%	n/a	n/a
6th	53%	58%	44%	67%	n/a	n/a
7th	n/a	n/a	n/a	50%	27%	n/a
8th	n/a	n/a	n/a	63%	38%	n/a
Black	32%	52%	18%	57%	27%	12%
Hispanic	48%	61%	57%	64%	36%	24%
White	48%	54%	39%	55%	34%	18%
Multi- racial	54%		47%		38%	
Free/Red	46%	53%	41%	56%	33%	17%
Sp Ed	16%	31%	18%	15%	6%	5%
ELL	n/a	54%	51%	n/a	18%	21%
ECA**				30%	18%	17%
* ISTEP data for 6th grade only						
** ECA data broken down only for Manual HS						

ATTACHMENT 8:
CALENDAR AND DAILY
SCHEDULE

Attachment 8: School Calendar

The Board of Directors is considering two options for the calendar year 2012-2013. One is a traditional calendar and the other is a blended year-round calendar. Both options are submitted with this proposal. The Board will make a decision upon authorizer approval of this application.

ATTACHMENT 8: Calendar and Daily Schedule

Number of school days/ length of school year	180 days
Length of instructional day (minutes)	420 minutes (7:30 to 2:30)
Number of minutes for core academic areas/ subjects	90 minutes for Language Arts/Reading 60 minutes for Math 60 minutes for Science 60 minutes for Social Studies 40 minutes for Writing
Uninterrupted time for academic instruction	90 minutes for Language Arts/Reading 60 minutes for Math
Extended learning time provisions	3 hours after-school, Monday-Thursday, data-driven tutoring with enrichment opportunities, funded by a GEO Foundation grant. Students are selected to participate in the tutoring according to curricular and standardized assessments. The enrichment opportunities are open to all students.



2012-2013 School Calendar Blended

July 2012

23-27: Teacher Week
30: First Day of School

August 2012

31: Teacher Professional Day, No School
September 2012
3: Labor Day

October 2012

2: End 1st Quarter
4-5: Parent/Teacher Conference, No School
8-19: Fall Intersession

November 2012

22-23: Thanksgiving Break, No School

December 2012

24-31: Winter Break, No School

January 2013

1-6: Winter Break, No School

7: Students Return

21: Dr. Martin Luther King Jr. Day, No School

February 2013

15: Teacher Professional Day, No Students
18: President's Day, No School

March 2013

6: End 3rd Quarter

25-31: Spring Intersession

April 2013

1-7: Spring Intersession

May 2013

27: Memorial Day, No School
30: Last Day of School

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

October 2012						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

November 2012						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2012						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2013						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2013						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



2012-2013 School Calendar Traditional

July 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
August 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
September 2012						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29
October 2012						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
November 2012						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
December 2012						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 2012

30-31: Teacher Week

August 2012

1-3: Teacher Week cont'd.

6: First Day of School

31: Teacher Professional Day, No School

September 2012

3: Labor Day

October 2012

9: End 1st Quarter

16-17: Parent/Teacher Conference, No School

18-21: Fall Break, No School

November 2012

9: Teacher Professional Day, No School

21-25: Thanksgiving Break, No School

December 2012

20: End 2nd Quarter

21-31: Winter Break, No School

January 2013

1-6: Winter Break, No School

7: Students Return

21: Dr. Martin Luther King Jr. Day, No School

February 2013

15: Teacher Professional Day, No Students

18: President's Day, No School

March 2013

6: End 3rd Quarter

April 2013

1-7: Spring Break

May 2013

22: Last Day of School

27: Memorial Day, No School

January 2013						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
February 2013						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
March 2013						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2013						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2013						
S	M	T	W	T	F	S
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

ATTACHMENT 10b:
ASSESSMENT SYSTEM

ATTACHMENT 10b: Assessment System

NAME	SCHEDULE	STRATEGY
ISTEP+	Spring (7-8)	Data will support planning for school wide professional development for teachers, identification of students needing remediation in Language Arts and Math
ECA (English 10; Algebra 1)	As needed (9-10)	Graduation requirements
ACUITY	3x year (7-8)	Predictive standards based assessment used for planning and implementing timely instruction that will help all students succeed on the ISTEP+
IMAST	Spring (7-8)	Data will allow for the identification of students with IEP's needing remediation in language arts and math
ISTAR	Spring (7-8), as indicated by IEP	Data used to support goal setting for special education students
NWEA	3x year (7-10)	Normed assessment supporting identification of student achievement in LA and Math. Data will be used in planning for differentiated instruction supporting all students' academic growth.
PSAT	1x year (9-10)	Predictor of college enrollment; identify remediation needs
COMPASS	1x year (9-10)	IvyTech test for admission to dual-credit courses; identify remediation needs
SAT/ACT	TBD	College admissions

ATTACHMENT 12f:
PERSONNEL FOR SPECIAL
POPULATIONS

Table 12f: Personnel for Special Populations

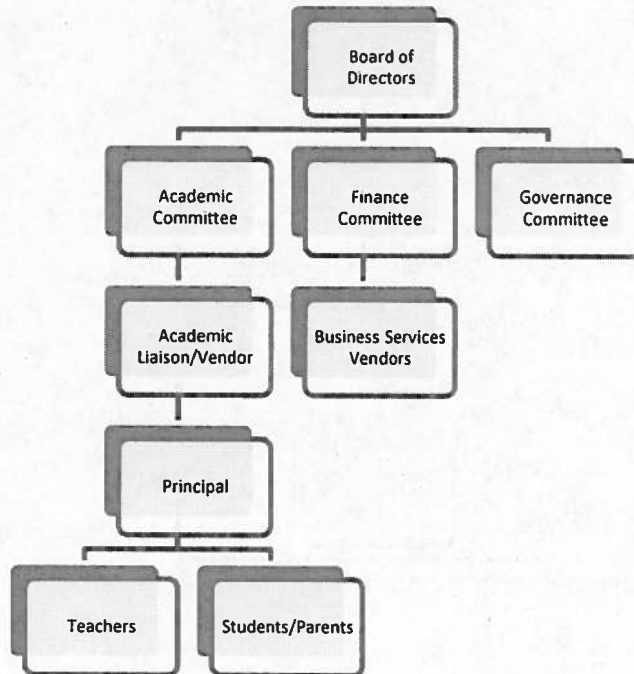
Position	Responsibilities	Approx. Salary	Budget Line
Special Education Teacher(s)	Evaluating, teaching, creating and supporting IEP's, parent liaison, consult with gen ed staff, assist with RTI process; compliance with state and federal law	\$40,000 avg	Expenditures; Salaries; Teachers (Gen Ed Funds)
Special Education Director	Hiring, training, oversight of programming, IEP development; compliance with state and federal law	\$75/hour	Contract Services; Related Services (IDEA Funds)

Additional Contract Services as needed:

School Psychologist
 Speech Therapists
 Occupational Therapists
 Physical Therapist
 Hearing/Vision Services

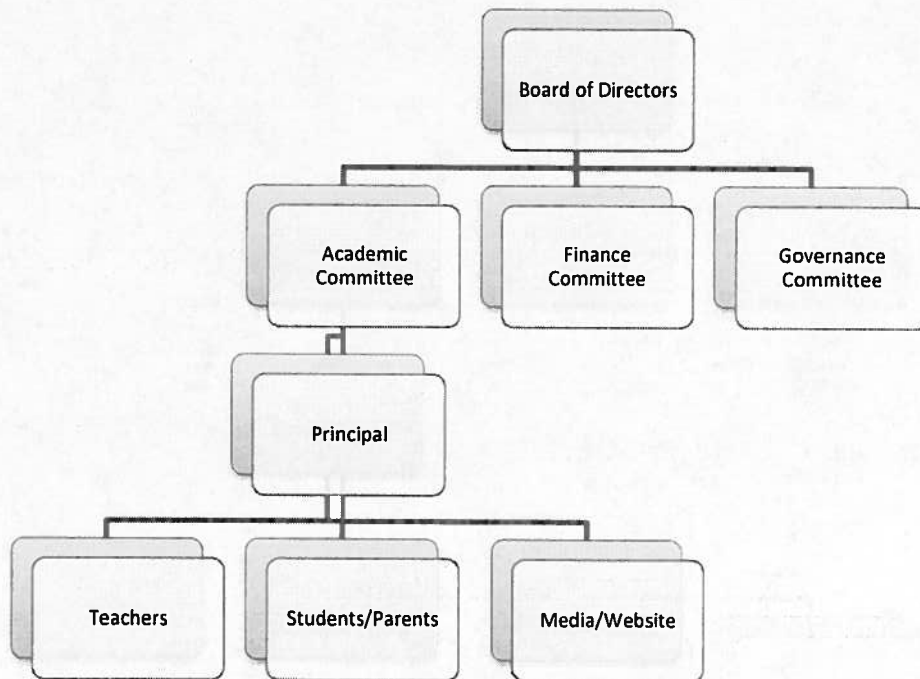
**ATTACHMENT 19a:
ORGANIZATIONAL
CHART**

ATTACHMENT 19a: Organizational Chart



**ATTACHMENT 20b:
FLOW OF INFORMATION**

ATTACHMENT 20b: Flow of Information



**ATTACHMENT 20c:
ARTICLES OF
INCORPORATION**

ARTICLES OF INCORPORATION
OF
FOUNTAIN SQUARE ACADEMY, INC.

Revised and Amended July 1, 2012

Fountain Square Academy, Inc. (the "Corporation") organized pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby amends its Articles of Incorporation as follows:

ARTICLE I: Name

The name of the Corporation is Fountain Square Academy, Inc..

ARTICLE II: Classification of Corporation

The Corporation is a public benefit corporation.

ARTICLE III: Purposes and Powers

Section 3.1. Purposes. The Corporation is formed to organize and operate a charter school in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-5.5, et. seq., as amended. In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act, provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable educational purposes.

Section 3.2. Nonprofit Purposes.

(a) The Corporation is organized and operated exclusively for charitable and educational purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Section 3.1.

(b) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall

not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or

(ii) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

Section 3.3. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provisions of these Articles of Incorporation, the Corporation shall have the power:

(a) to do everything necessary, advisable or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation, and to do all of the things incidental thereto or connected therewith which are not forbidden by law.

(b) In any event, the foregoing power or powers shall not be exercised or exercisable in a manner inconsistent with the Corporation's status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws; and

(c) To have, exercise and enjoy in furtherance of the purposes hereinbefore set forth all the general rights, privileges and powers granted to corporations by the Act, as now existing or hereafter amended, and by the common law.

Section 3.4. Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the taxes on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(b) The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal

Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(c) The Corporation shall not retain any excess business holdings which would subject it to the taxes on excess business holdings imposed by Section 4943 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(d) The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

(e) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

ARTICLE IV: Distribution of Assets on Revocation/Dissolution

If the Sponsor revokes the charter before the end of the term for which it is granted, or does not renew the charter with another Sponsor, or the charter is otherwise terminated before the end of the terms for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the charter school shall apply.

In the event of the complete liquidation or dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

First, all remaining funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution;

Second, all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Third, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such

organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE V: Term of Existence

The Corporation shall have perpetual existence.

ARTICLE VI: Registered Office and Registered Agent

Section 6.1: Registered Office and Registered Agent: The registered office and agent are as follows:

Rollin Dick
6270 Corporate Drive, Suite 200
Indianapolis, IN 46278

Section 6.2: Principal Office: The post office address of the principal office of the Corporation is as follows:

1615 Barth Ave
Indianapolis, IN 46203

ARTICLE VII: No Members

The Corporation shall have no members.

ARTICLE VIII: Board of Directors

Section 8.1 Number and Term of Office. The number of directors shall be as specified in or fixed in accordance with the Bylaws of the Corporation. The term of office of a director shall be as specified in the Bylaws; provided, however, that the term of an elected director shall not exceed five (5) years. Directors are elected by majority vote of the current Board members, and may be elected for successive terms. Terms of office of directors may be staggered as specified in the Bylaws.

Section 8.2: Qualifications. Each director shall have such qualifications as may be specified from time to time in the Bylaws of the Corporation or as required by law.

ARTICLE IX: Name and Address of Incorporator

The name and address of the incorporator of the Corporation are as follows:

Rollin Dick
6270 Corporate Drive, Suite 200
Indianapolis, IN 46278

IN WITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation and verifies subject to penalties of perjury that the facts contained herein are true.

Dated this 1st Day of July, 2012.

(written signature)

Rollin M Dick
(printed signature)

**ATTACHMENT 21d:
PRINCIPAL RESUME**

Dr. Percy Clark, Jr.
5901 Silas Court
Carmel, Indiana 46033
Telephone: 317-815-1880

Personal Data

Born: July 21, 1942, Chicago, Illinois
Married: March 19, 1965 to the former Carol Sue Christophersen
Children: One son, Mark; two daughters, Michelle and Nicole

Education

Certificate	Postdoctoral Work, Columbia University, New York, New York,	1980
Ph. D.	Educational Administration, University of Michigan, Ann Arbor, Michigan.	1978
M. A.	Counseling and Personnel Services, Western Michigan University Kalamazoo, Michigan,	1969
B. A.	Western Michigan University, Kalamazoo, Michigan,	1964

Professional Experience

2010 – Present	Director of New School Initiatives, Greater Educational Opportunities (GEO) Indianapolis, Indiana
2009-2010	Charter School Principal, Imagine Schools East, Indianapolis, Indiana
2007-2009	Executive Vice President The Leona Group Lansing, Michigan (Charter Schools)
2001 - 2007	Superintendent of Schools, Pasadena Unified School District Pasadena, California
1999 - 2001	Regional Operations Vice President, Schools Division Edison Schools Inc. Michigan - 19 Charter and Partnership Schools
1998 - 1999	Operations Vice President, Schools Division Edison Schools Inc. Illinois - Michigan (Charter Schools)

1996 - 1998	Director - Education Initiatives, Ball Foundation, Glen Ellyn, Illinois
1982 - 1996	Superintendent of Schools, Metropolitan School District of Lawrence Township, Indianapolis, Indiana Adjunct Professor, Butler University Indianapolis, Indiana
1978 - 1982	Assistant Superintendent, Shaker Heights City School District, Shaker Heights, Ohio
1972 - 1978	Director of Student Services, Kalamazoo Public School System, Kalamazoo, Michigan
1969 - 1972	Elementary School Principal, Kalamazoo Public School System, Kalamazoo, Michigan
1968-1969	In-service Coordinator, Kalamazoo Intermediate School District, Kalamazoo, Michigan
1964 - 1968	Elementary and Secondary Classroom Teacher, Portage Public School System, Portage, Michigan

Honors

ET3 TEC Champion Award, Leaders Inventing Equitable Futures	2005
Technology to Empower Community Champion Award	2005
James Coday Alliance for Arts Education Certificate of Appreciation	2004
New Dawn Award of Community Service	2004
The City of West Covina Martin Luther King Award	2003
Outstanding Educator, Scott UMC/Aspires West Pasadena	2003
Recognition Award, California State Board of Equalization	2002
Prestigious Award, Women in Action	2002
Alkebu-lan Humanitarian Award	2002
Honorary Freedom Fighter Certificate, Martin Luther	

King Jr. Community Coalition	2002
Indiana Christian Leadership's, Martin Luther King, Jr. Award for Education Year of the Child Award,	1993
Indianapolis Urban League, Outstanding Christian Men's Service Award	1988
Great Men in 1988 Award, Light of the World Christian Church	1988
Center for Leadership Development, Achievement in Education Award	1985
Scroll of Honor Achievement Award, Omega Psi Phi Fraternity	1984
Sagamore of the Wabash Award, Conferred by Indiana Governor Robert Orr	1984
Key to the City of Indianapolis, Presented by Mayor William H. Hudnut III	1984
Listed as one of the 100 North America's Top Executive Educators, Executive Educator	1984
Educator of the Year Award, Association for Loan Free Education (ALFE)	1983
Listed in Who's Who in America	1982
Educator's Award, Concerned Parents of Shaker Heights, Inc.	1982

State and National Committees

International Board Member of Junior Achievement
 Chairman of the Pasadena Rotary Teacher of Excellence Award
 President of the African American Superintendents of California
 Member of the Boy Scout Council of America
 Chairman of the Indiana University
 Public School Partnership Board of Directors
 Chairman of the Statewide Hoosier for Excellence Scholarship Program
 appointed by Senator Richard Lugar
 Chairman of American Association of School Administrators
 Minority Affairs Committee
 Chairman for the City of Indianapolis Detoxification Task Force
 Chairman for the City of Indianapolis Drug Task
 Chairman of the Federal Relations Committee for the Indiana Association of
 Public School Superintendents

Merit Selection Commission on Federal Judicial Nominations
Indiana Curriculum Advisory Council
Ohio State Department of Education
Committee on Minimum Competencies
Michigan State Department of Education
Task Force on Desegregation
Michigan State Department of Education
Committee on Minimum Competencies.
Michigan Middle Cities Education Association
Health, Education and Welfare (HEW) Task Force on Single Families

Professional Affiliations

Horace Mann Society
Association of California School Administrators
American Association of School Administrators (AASA)
Indiana Association of Public School Superintendents (IAPSS)
Indiana School Boards Association (ISBA)
National Association of Black School Educators (NABSE)
Association for Supervision and Curriculum Development (ASCD)
American Association for Counseling and Development (AACD)
National Association for Pupil Personnel Administrators (NAPPA)

Civic Responsibilities

Pasadena Education Foundation
Pasadena Rotary
NAACP
Urban League
Board of Directors:
First American Bank - Indianapolis
Walker Research, Inc.
M.S.D. of Lawrence Township Foundation, Inc.
Greater Indianapolis Progress Committee
City of Indianapolis Human Relations Council
Greater Indianapolis Commission on Youth
Private Industry Council
Community Service Council
Junior Achievement
Indianapolis Comcast Cablevision

United Way
Community Hospital North
Boys' Clubs of America
Western Michigan University Alumni
Riley Memorial Hospital
University of Southern Indiana Board of Trustees
Midwest Training Center for Drug Free Schools and
Communities
Citizens Gas
Bank One
Indianapolis Commission of African American Males
The Accordia Group

Educational Achievements in Pasadena Unified School District

Leadership:

- Developed with the Board of Education in 2001 the Mission, Vision and Goals for the District
- Developed and implemented with the Board the Strategic Plan with Aim of Raising the Bar and Closing the Gap
- Developed with the Board a Balanced Scorecard connected to the goals of the district

Curriculum:

- Instituted uniform curriculum standards, texts and assessments
- Established Accountability Timelines
- Established Interventions (Saturday School, Secondary Literacy)
- Standards Based Elementary Report Card
- In 2001 upon my arrival, three schools were scoring above 700 API; in 2004, 14 schools were scoring above 700 API and in 2005, 19 schools were scoring above 700 API
- In 2005 of school districts with more than 15,000 tested students, Pasadena was in second place with an API gain of 31 points

Administration and Staff Development:

- Recruited experienced, enthusiastic principals who are instructional leaders
- Increased the percentage of fully credentialed teachers by over 20% since 2001, winning an award in 2002-03 for the largest gain in Los Angeles County

- Provided professional staff development AB466 in literacy for over 90% of the teachers in Pasadena Unified School District

Presentations: (Selected List)

Title One Achieving Schools Conference

Reading First Panel

National Forum on Excellence, Indianapolis, Indiana

Served on Panel with the Secretary of Education and Governor Robert D. Orr

American Association of School Administrators (AASA) "I Care Conference" Washington, D.C.

Indiana Personnel and Guidance Association (IPGA) Indianapolis, Indiana

National Home Economics Conference Indianapolis, Indiana and Cedar Rapids, Iowa

American Association of School Administrators (AASA) Anchorage, Alaska

American Association of School Administrators Annual Conference Las Vegas, Nevada and Orlando, Florida

National School Boards Association Conference Anaheim, California

Town meeting for the National Conference for Educating Black Children: The Many Faces of Education - Their Implications for Black Children Indianapolis Junior League 1994

St. Joseph's College Presentation to Minority Students, 1994
Presentation to Education Students, 1994

IBM Conference in Technology and the International School, 1995

American Association of School Administrators Conference on the International School, 1995.

4-H Rotary Presentations - Operation 911: Rescuing the Village, 1994

School of Education Annual Alumni Conference, IUPUI "The 3-Ds of the Educational Environment: Diverse, Demanding, and Delightful" Sermon, Fall Creek Baptist Church, 1994

Indianapolis Life, Leadership Seminar, 1994

Alliance of Business Leaders and Educators, 1994

Butler University Minority Administrator Program, 1994

Media Experience: Television

"Conversations with Clark," Channel KLRN, Pasadena, California

"Views & Visions," Channel 4, Indianapolis, Indiana

"Today in Indiana," Channel 4, Indianapolis, Indiana

"A.M. Indiana," Channel 13, Indianapolis, Indiana

"In Touch," Comcast Cablevision, Indianapolis, Indiana

**"Clark's Commentary," Comcast Cablevision, Indianapolis, Indiana Radio
"Gary's Place," WIBC Radio Station, Indianapolis, Indiana**

Educational Achievements in Settings Outside the School District Structure

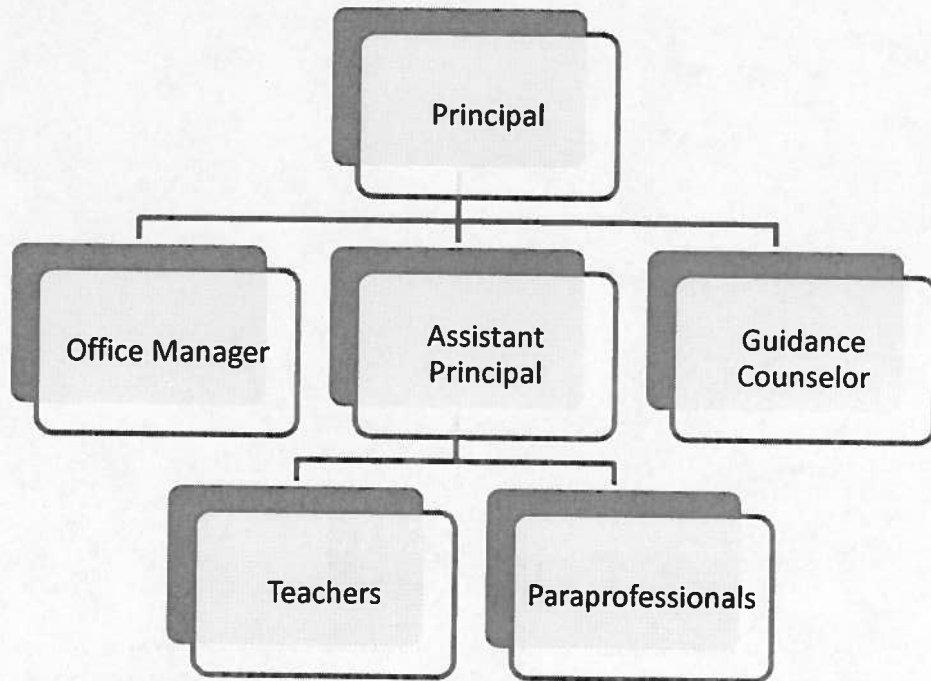
The Ball Foundation/Edison Schools Inc.

Founded six charter schools in a variety of settings; established schools in Urban/Suburban sites, with middle-high and low socioeconomic populations. The teachers' groups consisted of non-Union and high-Union activity sites. The schools had private foundation backing or for-profit business support. The states of Michigan, Arizona, Illinois with a variety of charter laws served as the locations for these schools. The experience of easy recruitment of students to highly competitive student recruitment settings was present in both opportunities. The clients included in our targets were both easy to please customers with poor functioning schools in their communities to hard to please customers with high level schools already present in their communities.

Established 30 partnership/collaborative schools in the same variety of settings - clearly starting is only the first step. Articulated and modeled high expectations in all these settings, even in the first year of operation. There was a focus on student academic achievement at all sites in every way possible. Engaged non-traditional support for these sites for academic achievement. Connected these sites to other schools, agencies, institutions to continue to roll-out what they learned and learn from others. Developed a reputation for delivering what is promised.

**ATTACHMENT 21e:
ORGANIZATIONAL
CHART**

Attachment 21E: Organizational Chart



ATTACHMENT 22a:
FIRST YEAR STAFFING

Year 1					
	Grade	Students	Teachers	Learning Guides	
	7	65	3	0.5	
	8	65	3	0.5	
	9	65	3	0.5	
	10	65	3	0.5	
	11	40	2	0.5	
	12	30	1	0.5	
	Related		2		
	Spec. Ed		2	1	
	Title		2		
Totals		330	21	4	
Student / Teacher Ratio		13.2			
	Admin		2		
	Office		1		
	Counselor		1		

**ATTACHMENT 22b:
STAFFING PROJECTIONS**

Year 2				Year 3				Year 4				Year 5			
Grade	Students	Teachers	Learning Guides	Grade	Students	Teachers	Learning Guides	Grade	Students	Teachers	Learning Guides	Grade	Students	Teachers	Learning Guides
7	60	3	0.5	7	55	2.5	0.5	7	55	2.5	0.5	7	55	2.5	0.5
8	60	3	0.5	8	55	2.5	0.5	8	55	2.5	0.5	8	55	2.5	0.5
9	60	3	0.5	9	55	2.5	0.5	9	55	2.5	0.5	9	55	2.5	0.5
10	60	3	0.5	10	55	2.5	0.5	10	55	2.5	0.5	10	55	2.5	0.5
11	60	3	0.5	11	55	2.5	0.5	11	55	2.5	0.5	11	55	2.5	0.5
12	30	1	0.5	12	55	2.5	0.5	12	55	2.5	0.5	12	55	2.5	0.5
Related		2		Related		2		Related		2		Related		2	
Spec. Ed		2	1	Spec. Ed		2	1	Spec. Ed		2	1	Spec. Ed		2	1
Title		2		Title		2		Title		2		Title		2	
Totals	330	22	4	Totals	330	21	4	Totals	330	21	4	Totals	330	21	4
Student / Teacher Ratio		12.7		Student / Teacher Ratio		13.2		Student / Teacher Ratio		13.2		Student / Teacher Ratio		13.2	
Admin		2		Admin		2		Admin		2		Admin		2	
Office		1		Office		1		Office		1		Office		1	
Counselor		1		Counselor		1		Counselor		1		Counselor		1	

ATTACHMENT 25:
BUDGET
WORKSHEETS A-B

Projected Enrollment: 330	School Name: Fountain Square Academy												Dates Covered: July 1, 2013-June 30, 2014											
	Description (where requested in Column A)												November	December	January	February	March	April	May	June	Total			
CARRY OVER																								
I. CASH IN (INCOME):																								
Donations/Gifts (Please Describe)																								
Food Service																								
Investment Earnings																								
Loan From Common School Loan																								
Other Grants (Please Describe)																								
State Grants (Please Describe)																								
Textbook Reimbursement																								
State Tuition Support																								
IDEA Special Education																								
Other (Please Describe)																								
Other (Please Describe)																								
Temporary Cash Flow Loans																								
TOTAL CASH IN (INCOME):																								
II. EXPENDITURES:																								
A. Employee Salaries																								
Administration																								
Office Support																								
Receptionist/ Office Mgr																								
Guidance Counselor																								
Classroom Assistants																								
Clerical																								
Consultants (Please Describe)																								
Internship Coordinator																								
Overtime Expense																								
Social Workers																								
Substitute Teachers																								
Teachers																								
Technicians																								
Temporary Salaries																								
Other Human Resource Expense (Please Describe)																								
Total Employee Salaries																								
B. Employee Benefits																								
Group Dental Insurance																								
Group Life Insurance																								
Long Term Disability Insurance																								
Teachers/Public Employee Retirement																								
Social Security & Medicare																								
Unemployment Compensation																								
Workers Compensation																								
Other Employee Benefits																								
Total Employee Benefits																								
C. Rental of Facilities & Utilities																								
Electricity																								
Gas Oil or Steam Heat																								
Grass and Tree Services																								

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

ATTACHMENT 26:
BUDGET WORKSHEET C

	Fountain Square Academy				
	First Fiscal Year (From Schedule B)	Second Fiscal Year (From Schedule C)	Third Fiscal Year	Fourth Fiscal Year	Fifth Fiscal Year
Dates Covered	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Projected Enrollment	330	330	330	330	330
Minimum enrollment for financial viability					
CARRY OVER	-	106,405	121,631	115,965	102,033
I. CASH IN (INCOME):					
Donations/Gifts		-			
Food Service	150,000	150,000	160,000	160,000	160,000
Investment Earnings		-			
Loan From Common School Loan	212,628	-			
Other Grants	280,000	300,000	300,000	320,000	320,000
State Grants	-	-			
Textbook Reimbursement	10,000	20,000	20,000	20,000	20,000
State Tuition Support	2,170,507	2,369,959	2,441,058	2,514,290	2,589,718
IDEA Special Ed	45,000	60,000	60,000	65,000	65,000
Other (Please Describe)	20,000	20,000	20,000	25,000	25,000
Other (Please Describe)	20,000	20,000	20,000	25,000	25,000
Temporary Cash Flow Loan	120,000	100,000			
TOTAL CASH IN (INCOME):	3,028,135	3,039,959	3,021,058	3,129,290	3,204,718
II. EXPENDITURES:					
A. Employee Salaries					
Administration	140,000	144,200	148,526	152,982	157,571
Office Support	35,000	36,050	37,132	38,245	39,393
Other Administration - Guidance Counselor	40,000	41,200	42,436	43,709	45,020
Classroom Assistants	72,000	74,160	76,385	78,676	81,037
Clerical	-	-			
Consultants	-	-			
Internship Coordinator	-	-			
Overtime Expense	-	-			
Social Workers	-	-			
Substitute Teachers	8,000	8,500	8,500	8,500	8,500
Teachers	800,000	865,200	891,156	917,891	945,427
Technicians	18,000	18,540	19,096	19,669	20,259
Temporary Salaries	-	-			
Other Human Resource Expense	30,000	30,900	31,827	32,782	33,765
Total Employee Salaries	1,143,000	1,218,750	1,255,058	1,292,454	1,330,973
B. Employee Benefits					
Group Dental Insurance	-	-			
Group Health Insurance	114,300	146,250	150,607	155,095	159,717
Group Life Insurance	-	-			
Long-Term Disability Insurance	-	-			
PERF/Teacher's Retirement	85,725	91,406	100,405	103,396	106,478
Social Security & Medicare	57,150	60,938	75,303	77,547	79,858
Unemployment Compensation	11,430	12,188	13,806	14,217	14,641
Workers Compensation	11,430	12,188	13,806	14,217	14,641
Other Employee Benefits	-	-			
Total Employee Benefits	280,035	322,969	353,926	364,472	375,334
C. Rental of Facilities & Utilities					
Electricity	50,000	51,500	55,045	56,696	58,397
Gas, Oil, or Steam Heat	8,000	8,240	9,487	12,000	14,000
Grass and Tree Services	-	-			
Internet Access	10,000	10,300	10,609	10,927	11,255
Mortgage	-	-			
Rent	260,000	260,000	260,000	260,000	260,000
Repair & Maintenance Services	10,000	10,300	10,000	10,000	10,000
Telephone Long Distance	10,000	10,300	10,609	10,927	11,255
Trash Removal	4,500	4,635	4,774	4,917	5,065
Utilities	-	-			
Water & Sewer	8,000	8,240	8,487	8,742	9,004
Other Facilities & Utilities Expense	30,000	30,900	31,827	32,782	33,765
Total Rent and Utilities	390,500	394,415	400,838	406,992	412,742
D. Insurance					

Board Errors and Omissions					
General Liability Insurance					
Health Insurance					
Property & Casualty Insurance					
Property & Inland Marine					
Theft Insurance					
Treasurer Bonds					
Umbrella/excess Liability					
Vehicle Insurance					
Worker's Compensation Insurance					
Other Insurance Expense					
Total Insurance	20,000	24,000	24,720	25,462	26,225
<i>E. Service Contracts</i>					
Accounting & Payroll Services	-	-			
Consulting Services	-	-			
Data Processing Services	-	-			
Equipment Rental & Lease	10,000	15,000	15,450	15,914	16,391
Food Service Contract	150,000	150,000	160,000	160,000	160,000
Legal Services	-	-			
Professional & Technical Services	-	-			
Security Services	5,000	8,000	8,500	8,500	9,000
Staff Development	20,000	20,000	20,000	20,000	20,000
Other Service Contracts	70,000	70,000	75,000	75,000	80,000
Other Service Contracts	45,000	50,000	60,000	70,000	80,000
Other Service Contracts	10,000	20,000	24,000	28,000	32,000
Other Service Contracts	50,000	50,000	50,000	60,000	60,000
Other Service Contracts	250,000	250,000	250,000	275,000	275,000
Total Service Contracts	610,000	633,000	662,950	712,414	732,391
<i>F. Supplies & Materials</i>					
Advertising	10,000	10,000	10,000	10,000	10,000
Computer Software	40,000	10,000	10,000	10,000	10,000
Custodial Supplies	8,000	15,000	10,000	10,000	10,000
Instructional Supplies	15,000	25,000	25,000	25,000	25,000
Office Supplies & Expense	15,000	21,000	22,000	25,000	25,000
Postage	4,000	5,000	6,000	7,000	7,000
Printing	-	-			
Testing & Evaluation Supplies	5,000	6,000	6,500	7,000	7,000
Textbooks	50,000	50,000	50,000	50,000	50,000
Other Supplies & Materials	-	-			
Total Supplies & Materials	147,000	142,000	139,500	144,000	144,000
<i>G. Capital Outlay</i>					
Computer Hardware	50,000	10,000	20,000	20,000	20,000
Computer Software	-	-			
Office Furniture & Equipment	5,000	5,000	3,000	3,000	3,000
Instructional Furniture & Equipment	10,000	10,000	5,000	5,000	5,000
Vehicles	-	-			
Land Purchases	-	-			
Improvements & Alterations	-	-			
Other Capital Outlay	-	-			
Total Capital Outlay	65,000	25,000	28,000	28,000	28,000
<i>H. Other Expenditures</i>					
Audit Expense	5,000	5,000	5,500	6,000	6,500
Dues & Fees	-	-			
Judgements	-	-			
Debt Services	50,000	50,000	50,000	50,000	
Travel Expense/Mileage	2,500	2,500	3,000	3,000	4,000
Temp Cash Flow Loan Repay w/Int	127,200	106,000			
Athletic Program	8,000	15,000	15,000	20,000	20,000
Field Trips	7,500	15,000	15,000	15,000	17,000
Payment to an EMO	-	-			
BSU Administrative Fee	65,995	71,099	73,232	75,429	77,692
Total Other Expenditures	266,195	264,599	161,732	169,429	125,192
TOTAL EXPENDITURES	2,921,730	3,024,733	3,026,724	3,143,222	3,174,857
REMAINING CASH BALANCE (DEFICIT)	106,405	121,631	115,965	102,033	131,895

ATTACHMENT 29d:
FACILITY FORM

ATTACHMENT 29d: Facilities Form

- A. School District in which the school will locate – *Indianapolis Public Schools*
- B. Geographic preference within the district – *south*
- C. Address – *1516 Barth Ave, Indianapolis, IN 46203*
- D. Does the school pan a stand alone facility, or will the school co-locate with another organization? *It occupies the second floor of a three story building. The lower floor is occupied by a K-6 charter school; the third floor is unfinished.*

Space	Number	Average Size
Classrooms	22	900 sq ft.
Offices	3	250 sq ft
Meeting/Counseling	4	250 sq ft
Gym	0	
Kitchen/Dining	1	1000 sq ft
Auditorium	0	
Library/Media	0	
Hallways	2	500 sq ft

Kitchen/Dining area are shared with the elementary school on the first floor.

	Year One	Year Two	Year Three
Total Estimated Sq Ft requirements	30,000	30,000	30,000
% Budget dedicated to Facility rental, mortgage, construction	8.8%	8.6%	8.6%
Dollars per child dedicated to rental, mortgage, construction	\$788	\$788	\$788
Anticipated annual utility budget	\$70,500	\$72,615	\$77,793

**ATTACHMENT 33:
POLICY REGARDING
ORGANIZER
GOVERNANCE**

Attachment 33: Policy Regarding Organizer Governance

The Board of Directors for Fountain Square Academy hereby assures the Office of Charter Schools at Ball State University that it has read, understands, and will comply with all state policies regarding organizer governance.

ATTACHMENT 34:
PROPOSED GOVERNING
BY-LAWS

BYLAWS
OF
FOUNTAIN SQUARE ACADEMY, INC.

Revised and Adopted July 1, 2012

ARTICLE I: General

Section 1: Name

The name of the corporation is Fountain Square Academy, Inc. (the "Corporation").

Section 2: Registered Office and Registered Agent

The registered agent and post office address of the Corporation are Rollin Dick, 9085 E. State Rd. 334, Zionsville, IN 46077.

Section 3: Fiscal Year

The Fiscal Year of the Corporation shall begin on the first day of July, and shall end on the last day of June in the following year.

ARTICLE II: Board of Directors

Section 1: Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have no less than five members, and no more than eleven. At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

Members of the Board of Directors will serve a three-year term. Terms of the founding members may be staggered as deemed necessary. At the first meeting of each fiscal year, the Board of Directors shall elect all officer positions for the year.

Section 2: Quorum and Approval of Actions

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board of Directors. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board of

Directors. Any Director participating in a meeting by telephone may not vote or make motions, and shall not be counted towards a quorum.

Section 3: Regular Meetings

The Board of Directors shall hold a minimum of six (6) regular meetings on an annual basis, for the purpose of transacting such business as properly may come before the Board.

Section 4: Additional Meetings

The Board of Directors may hold additional meetings for any lawful purpose upon no less than (2) business days' notice, in compliance with Indiana Open Door Law, (currently codified at IC 5-14-1.5-1).

Section 5: Compliance with Indiana Open Door Law

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law, and any corresponding provision of subsequent Indiana law, in connection with all regular or additional meetings of the Board.

Section 6: Action by Written Consent

No action of the Board shall be taken by Written Consent; all action shall be properly taken and recorded in public board meetings, in accordance with Indiana Open Door Laws.

Section 7: Resignation, Removal, and Vacancies:

Any director may resign at any time by giving written notice of such resignation to the Board of Directors. Such resignation shall take effect at the time specified, or, if no time is specified, at the time of receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

A Director may be removed by a majority of the Directors then in office.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 8: Educational Management Organizations

Should the Board of Directors elect to engage an educational management corporation ("EMO") to manage the operations of the charter school for which the Corporation is responsible, (the "School"), no member of the Corporation's Board of Directors nor an immediate relative of such may have any pecuniary interest in such EMO, nor shall the EMO at any time have appointment or removal authority over members of the Board.

ARTICLE III: Officers

Section 1: In General

The Officers of the Corporation shall consist of a Chair, a Vice-Chair, a Secretary, and a Treasurer. An officer may hold more than one office. Each officer shall be elected by the Board of Directors and shall serve for one year, or until the officer's successor is duly elected.

Officers do not need to be members of the Board of Directors. Any officer may be removed by the Board of Directors by a majority vote of the Directors then in office. Any vacancy in any office shall be filled by the Board of Directors by a majority vote of the Directors then in office, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected.

Section 2: Chair

The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing the policies established by the Board of Directors, as well as other duties as prescribed by the Board.

Section 3: Vice-Chair

The Vice-Chair shall serve in place of the Chair during times in which the Chair is otherwise unavailable.

Section 4: Secretary

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

Section 5: Treasurer

The Treasurer shall prepare and maintain, or shall cause to be prepared and maintained, correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping according to proper audit and accounting principles. The Treasurer shall furnish, or shall cause to be furnished, a statement of the financial condition of the Corporation when requested by the Board of Directors or the Chair, and shall perform other duties usual to such position as the Board of Directors or Chair may prescribe.

ARTICLE IV: Conflicts of Interest

Section 1: General Policy

It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, seeking to transact business with the Corporation, in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives, including spouses, ancestors, and descendants, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose, and for taking

appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2: Effect of Conflict Provisions

The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that is otherwise valid and enforceable under applicable law.

ARTICLE V: Indemnification

Section 1: Indemnification by Corporation

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article V) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation, and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful. The termination of any claim, action, suit, or proceeding by judgment, settlement, (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article V.

Section 2: Definitions

- (a) As used in this Article V, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article V, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article V, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article V, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same without any payment or promise made to induce a settlement.

Section 3: Entitlement to Indemnification

Every person claiming indemnification under this Article V (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article V and (b) the Board of Directors, appear before the referee and answer questions that the referee deems relevant and shall be giving ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4: Relationship to Other Rights

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

Section 5: Extent of Indemnification

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

Section 6: Purchase of Insurance

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

ARTICLE VI: Contracts, Checks, Loans, Deposits and Gifts

Section 1: Contracts

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

Section 2: Checks

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

Section 3: Loans

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

Section 4: Deposits

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

Section 5: Gifts

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

ARTICLE VII: Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration amendment, or repeal of these Bylaws must be approved in writing by the Sponsor of the School (as the term "Sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

These Bylaws are hereby formally adopted by proper motion by the Board of Directors at their meeting on _____.

DRAFT

Attest,

Secretary