East Chicago Urban Enterprise Academy
1402 East Chicago Avenue, East Chicago Indiana 46312 PH (219) 392-36580 Fax (219) 392-3652

December 14, 2011

Dear Dr. Marra,

The East Chicago Urban Enterprise Academy Board is pleased to present our Kindergarten thru 8th grade application to you for consideration. As you are aware, we have operated the charter school since August of 2005, and feel that we have made significant progress in providing our students with a sound educational program. We certainly wish to continue to work with you as the Educational Management Organization for the Academy.

The current proposal we are submitting to you for renewal encompasses the K-8 arrangement we have been operating since 2005. As you know, we have considered submitting to you a proposal that would include a K-12 structure, however after much discussion and consideration we have decided to submit this K-8 proposal on its own.

Please be advised that the ECUEA Board of Directors intends to submit a proposal for the K-12 structure to you during the first quarter of next year. We are solidly behind the K-12 structure and have had several discussions with realtors and developers. A piece of property has been clearly identified that would serve as a second facility housing the junior / senior high school facility of ECUEA. The addition of a high school will allow the Academy to continue promoting student achievement and growth through their secondary education.

Ball State University has been supportive of our school and sincerely hope we will continue our relationship in the years to come.

Thank you for your time and consideration.

Yours truly,

David Padilla, Vice Chairman
East Chicago Urban Enterprise Academy
Board of Directors

Application Narrative

For the charter reauthorization, the narrative section of the application is reflective of the Performance Reauthorization Standards. In your responses, please address all the specific elements listed under the main heading of each section. If additional information or documents are needed to address a particular section, make specific reference to them in the section, label them the appropriately numbered attachment, and append them to the application.

A. Provide a Statement defining the **Vision** and **Mission** of the school. How have they been consistently implemented throughout all aspects of the school?

B. Provide a statement of the **Goals** for the school. What are the actions implemented to attain each of the goals?

A. **Original Mission Statement** – The East Chicago Urban Enterprise Academy will, through high academic standards and strong community involvement, be a school of excellence, which will challenge students to strive to reach their full potential as successful wager- earners, citizens, and productive members of their families and society. The first and foremost responsibility of ECUEA will be to our students. In order to realize the vision of the Academy, we commit to:

- Treating each student as an individual by recognizing and responding to their personal learning style,
- Providing a safe and supportive environment for learning,
- Employing highly qualified and motivated professionals and
- Supporting the involvement of our student's families and the community.

In carrying out the day to day activities of East Chicago Urban Enterprise Academy we will instill in children a love of learning by providing an innovative and exciting curriculum. We will continually seek to improve test scores by offering the technical means, knowledge and tools necessary to excel in the 21st Century's high tech age. We will inspire pride and instill hope by motivating and encouraging our students to give their very best each day, all day.

By demonstrating our mission daily, East Chicago Urban Enterprise Academy will be known as the school that developed minds and transformed student's lives, one at a time. Parents, staff and the community will see the Academy as the school that truly made a difference in the lives of our students.

Vision Statement Developed through INSAI School Improvement Process

We believe all students deserve:

to be respected and taught to respect others, the right to be heard, and an opportunity to express their feelings and opinions. We believe all students deserve positive role models and to be held accountable of high expectations with teachers who genuinely care. We believe all students deserve the right to be educated in a safe, productive atmosphere, conducive to learning with structure, equal funding, and quality real world materials. We believe all students deserve to be taught in a way that they can understand and master skills taught through individualized attention. We believe all students deserve a quality education that is on par with the "best" schools, with variable and fair assessments, and the right to learn a skill by any means necessary. We believe all students deserve predictability and consistency, with immediate interventions for academic and social challenges. We believe all students deserve to have a fair chance, including second chances, and to not be judged by their background. We believe all students deserve to be pushed beyond their comfort level and set long and short term goals with a plan of action in order to build confidence in their ability to succeed if they work hard. We believe all students have potential and deserve a good family structure, mentorship, career guidance, and excellent writing and advanced computer skills to have a competitive edge and equal opportunities. We believe all students deserve to experience various learning opportunities with an open mind, be multi-lingual, and exposed to culturally diverse travel in order to be ultimately prepared for the world.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

They live by, "It takes a community to raise a child" and lead by example through modeling the behaviors we want our children to portray. They are dedicated, active participants who prepare children at an early age and are involved in the education of their own children, as well as those in the community. Through keeping open and reciprocal communication between school administrators, parents, teachers and community we all are more supporting, reinforcing, and aware of how to handle situations & surroundings. Adults are more stern with children and willing to seek help for them when they need it. There is teamwork between home & school and parent's are not so quick to blame teachers. All adults show respect- model it- and walk daily in it. They listen and are more open to have positive interactions to promote sanity and peace of mind. They have a strong work ethic, hold high expectations for local schools and are self-disciplined to remove the word "can't." Teachers are continuous learners whose passion for education is contagious. They have a positive attitude and are patient, accountable, goal oriented, confident, competent, responsible, flexible, consistent, and motivated to teach. They are resourceful, knowledgeable and go the extra mile to use every strategy to ensure every child succeeds.

In this environment where all adults are living by their core convictions, all students:

know what is expected of them and come to school ready to learn. They exhibit positive attitudes and are risk takers who have the courage to go out and get what they want in life. There are fewer gangs, teen pregnancy, and death because students are more responsible, self-disciplined, motivated, held accountable for their actions, support each other, and have more respect for themselves. They are well rounded, loving and compassionate, and willing to give back because of what they've been taught. Students are active participants in their learning who are resourceful, prepared, hard working, and enthusiastic about their future. They share a passion for learning, reach higher educational goals, and won't take "no" for an answer because they believe in themselves. Students have a sense of integrity, a higher self-esteem, and are trustworthy. They are respectful, receptive, cooperative, and considerate. They have a responsibility to remain focused, intrigued, engaged, and eager to learn.

B. **Goals** – all students will become at minimum, grade proficient in the basic skills of reading, writing, mathematics computations, and computer literacy and critical thinking/problem-solving. Our goals are that all students acquire organized knowledge, develop intellectual skills and develop an understanding of ideas and values.

As a result of these efforts, our school's student achievement data goals are as follows:

- % of students who pass ISTEP math: 100%
- % of students who pass ISTEP English: 100%
- % of students who pass ISTEP reading: 100%
- % of students who pass ISTEP science: 100%
- % of students who pass ISTEP social studies: 100%
- % of students who meet & or exceed IRDA goals: 100%
- % of students who meet NWEA reading goals: 100%
- % of students who meet NWEA language arts goals: 100%
- % of students who meet NWEA math goals: 100%
- % of students who master a foreign language: 100%
- % of students who pass SAT: 100%
- % of students who need DI: 0%

Is the School an Academic Success/School Has Accomplished Its Mission and Goals
1. What levels of progress have the students made on required statewide assessments?

Areas of weakness: Since our opening we have had academic gains as indicated by ISTEP. However, in the fall of 2008 Academy students in the 4th, 5th, and 6th grade had an average of 8% decline in ENG/LA. Upon review of specific areas of concern data showed that our writing applications were problematic.

Subsequently a shift and emphasis was placed on writing with the continuation of 6 traits writing with portfolios and frequent monitoring of students writing performance as measured by Indiana state writing standards. This push yielded an increase in scores of 71.9% in ENG/LA for spring 2009.

Recently (2010-2011) the Academy had a decline in ISTEP+ scores in both ENG/LA and MATH overall. We had an overall decrease of 4 percentage points in Math and 5 percentage points in ELA.

More than 75% of 6th and 7th graders demonstrated mastery in all ELA standards, which outperforms the statewide percentages. At least 70% of 3rd and 4th graders demonstrated mastery in all ELA standards. ECUEA 4th graders outperformed the state in writing applications and language conventions, consistent with 3rd grade performance in 2010. Less than half of the 8th grade demonstrated mastery in nonfiction/info text. The 8th grade's relatively low ELA performance is consistent with spring 2011 NWEA performance and 7th grade performance on 2010 ISTEP. Less than 55% of 5th graders demonstrated mastery in vocabulary. In 2010 more than 80% of 4th graders and more than 70% of 5th graders demonstrated mastery in vocabulary on the ISTEP. The 5th grade's relatively low ELA performance is consistent with spring 2011 NWEA performance but inconsistent with 4th grade performance on 2010 ISTEP, when no less than 75% of students demonstrated mastery in all ELA standards. (See table 1.3)

More than 75% of 6th graders demonstrated mastery in all math standards, consistent with 5th grade performance on 2010 ISTEP, and outperformed the statewide percentages in all areas except problem solving. At least 70% of 7th graders demonstrated mastery in all math standards, consistent with 6th grade performance in 2010. In 4th grade between 62%-68% of students demonstrated mastery across the math standards, although in 2010 no less than 79% of 3rd graders demonstrated mastery in all math areas. The 3rd grade in 2010 and in 2011 had their lowest percentage of mastery in algebra. The 5th graders had their lowest percentage of mastery in geometry. Less than one third of the 8th grade demonstrated mastery in measurement.

i. What areas of strengths are apparent?

The Academy made 20.9% point gains in Math from 2005 to 2010 and 24% point gains in English language arts from 2005 to 2010. Cohort data of students who have three or more years with the Academy show stronger gains over time according to ISTEP+. (See tables 1.3, 1.4) The Academy continues to out perform the district in residence according to ISTEP+ English Language Arts and Math. (See table 1.1, 1.2) Our Math program is stronger than our English language arts program as indicated by the ISTEP+ results. The Academy students continued to improve in writing applications for ISTEP from 2008 to 2010.

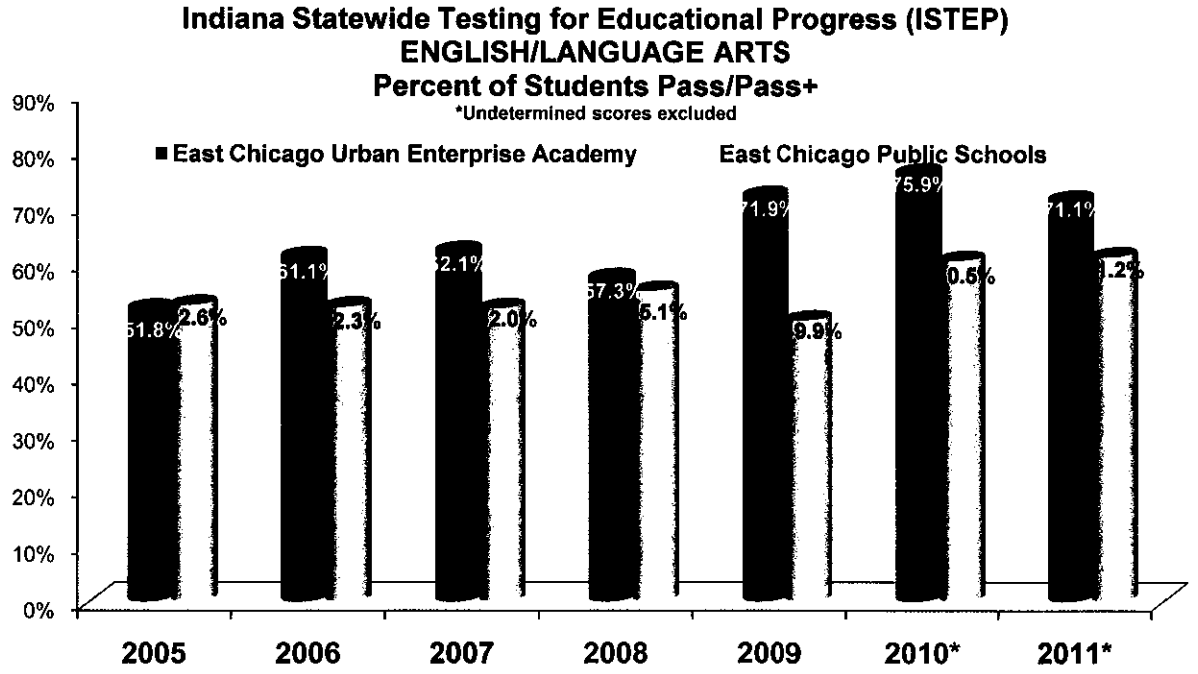
In both, English/Language Arts (ELA) and Mathematics, 4th grade students scored above the state average in all of the standards on the 2009 ISTEP+ assessment.

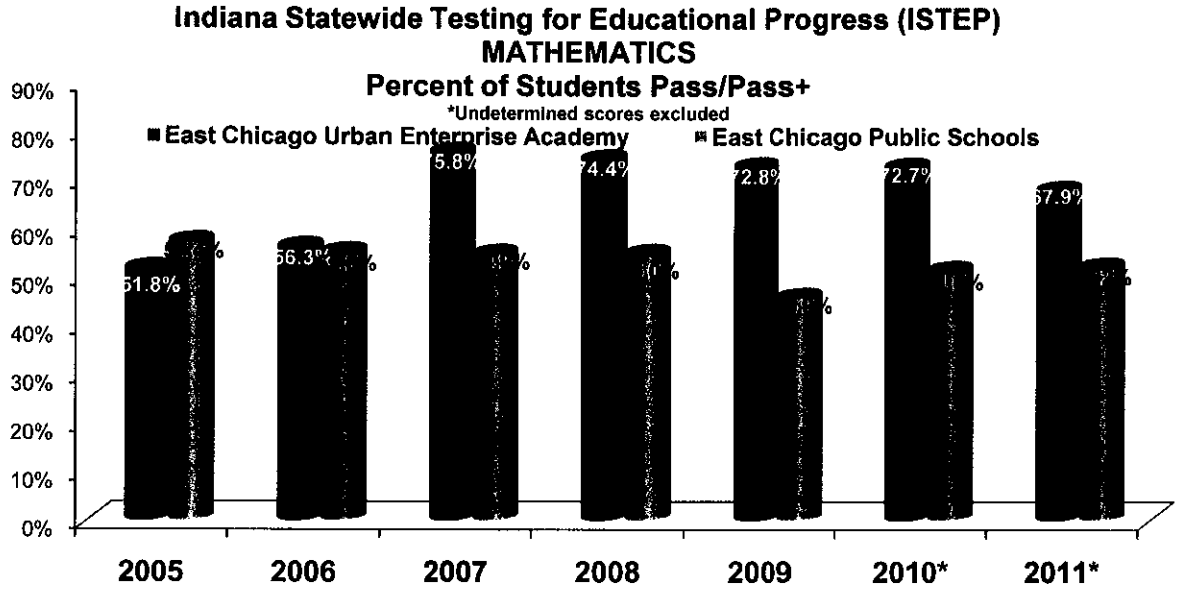
In ELA, grades 4 and 6 scored above the state average in all of the standards on the 2009 ISTEP+ assessment.

Grades 3, 4, and 6 showed improvement in ELA after a school-wide focus on the 6+1 traits of writing.

Grade 5 showed improvements in Mathematics from 2007-2008 to 2008-2009.

b. Provide meaningful comparisons to district of residence student performance over time.





c. Describe and discuss the school's past and current AYP status in the context of NCLB standards.

The East Chicago Urban Enterprise Academy achieved Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) for two years (2006 and 2007) in all 17 categories:

- School-wide attendance;
- School-wide passing rates on the English and Mathematics ISTEP+ exams;
- ISTEP+ English and Mathematics passing rates for subgroups of African-American students and students who qualified for free or reduced price lunch;
- ISTEP+ participation rates school-wide and for both subgroups

In 2008 the Academy missed 3 of 17 categories in English Language Arts.
In each subgroup evaluated, students passed ISTEP+ at rates higher than the IDOE target for 2009-2010. This allowed the school to achieve AYP without relying on alternate means, such as confidence intervals or safe harbor improvement. Unfortunately, the attendance rate for 2010 was 94.8% which was .2% less than the required statewide goal thus missing AYP by 1 category for 2010. In 2011 the Academy missed 6 out of 17 categories. (See table 1.7)

AYP	ELA Performance				Math Performance				ELA Participation				Math Participation				Attend. Rate
YEAR	All	Black	Hisp	FRL	All	Black	Hisp	FRL	All	Black	Hisp	FRL	All	Black	Hisp	FRL	
2006	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2007	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2008	✗	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2010	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
2011	✗	✓	✗	✗	✗	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓

d. Describe and discuss the school's past and current PL 221 category/Grade including the Growth Model information given by the IN Department of Education. (See table 1.8)

PL221 Year	Rating
2005 – 2006	Exemplary
2006 – 2007	Exemplary
2007 – 2008	Exemplary
2008 – 2009	Not Counted
2009 – 2010	Academic Progress
2010 - 2011	Probation - F

Table 1.8

e. Include the following statistics for alternative proficiency assessments:

The Academy had an IMAST population of 2 students in 2010 – 2011 who qualified for alternative assessments. From 2005- 2010 the Academy had no students who qualified for alternative assessments. All Special needs students who qualified for accommodation per their IEP were given those accommodations for the ISTEP+.

- The percent and number of students tested - ***2010 2 students***
- Percent and number of eligible students who did not take the test – ***0 students***
- Percent and number of students who qualified as Pass+, Pass, and DNP - ***2 Did not Pass***
- List the assessments and which grade levels were tested using each assessment – ***IMAST grade 3 and grade 4***

f. In the absence of expected achievement, what are the identified problem areas and what are the proposed changes in curriculum and/or instruction in order to address them.

Area of concern – Increased ELL population this year K-8th grade

Area of concern – Increased Special Education population 3rd – 8th grade who qualify for IMAST

Area of concern – Transfer and withdrawal of high ability students due to vouchers

Area of concern – Overall mathematics performance on ISTEP in grade 3, 4, 7, and 8.

Area of concern – Overall English language arts performance on ISTEP in grade 6 and 8.

(Please see Appendix C for the Remediation Plan)

All student performance from year one as well as data from current assessments. Progress monitoring tools used are Fountas and Pinnell benchmark assessments, NWEA MAP

assessments, NWEA skills and screeners assessments, Curriculum Based Measurement, Study Island.

Is the School an Academic Success?/High Quality Instruction is Evident in All Classrooms Throughout the School
2. Provide the instructional goals and methods for the school, which at a minimum; include teaching and classroom instruction methods that are used to provide students with the necessary knowledge, proficiency, and skills to reach the goals of the school.

All Academy teachers will continue to employ a cohesive set of research-based instructional methods and approaches, supported through training they will continue to receive from high-quality professional development. The instructional methods which have proven to be effective and so will continue to be used at the Academy include a powerful mix of direct (explicit) instruction, the Paideia method which includes, didactic, coaching and Socratic Seminar, differentiated instruction, modeling, guided practice, cooperative learning, independent practice, and individual instruction that raises student engagement and significantly reduces behavioral issues in the classroom. These methods have proven to be effective with a wide range of students, including those who are currently performing below grade level, are English Language Learners, and those students with special needs. The consistent use of these instructional methods and classroom management techniques at all grade levels will continue to provide a strong, predictable, and self-reinforcing component to the overall school culture. This consistency will also continue to provide a foundation of understanding and support with all parents.

Additional Instructional Strategies used:

Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:
* Use Venn diagrams or charts to compare and classify items.
* Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Applications:

* Provide a set of rules for creating a summary.
* When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

Applications:

* Use teacher-prepared notes.
* Stick to a consistent format for notes, although students can refine the notes as necessary.

3. Reinforcing Effort and Providing Recognition

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:

* Share stories about people who succeeded by not giving up.
* Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.

According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:

* Find ways to personalize recognition. Give awards for individual accomplishments.
* "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, and then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

* Establish a homework policy with advice-such as keeping a consistent schedule, setting, and time limit-that parents and students may not have considered.

* Tell students if homework is for practice or preparation for upcoming units.
* Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

* Assign timed quizzes for homework and have students report on their speed and accuracy.
* Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

* Incorporate words and images using symbols to represent relationships.
* Use physical models and physical movement to represent information.

6. Cooperative Learning

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy-be systematic and consistent in your approach.

Applications:

* When grouping students, consider a variety of criteria, such as common experiences or interests.
* Vary group sizes and objectives.
* Design group work around the core components of cooperative learning-positive interdependence, group processing, and appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback

setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

* Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.
* Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

* Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
* Keep feedback timely and specific.
* Encourage students to lead feedback sessions.

8. Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:

* Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
* Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

* Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
* Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.

Direct Instruction – Allows teachers to tap into the best of various learning modalities. Through direct instruction we can engage learners in the multiple intelligences: audio, visual, tactile, kinesthetic, to meet the learning styles of as many students as possible. Direct Instruction is primarily teacher led. It is best used to teach cognitive strategies to students in a more explicit way. Although scripted, it provides support for the new teacher. Direct Instruction is used with limits and with students who require this strategy.

Graphic Organizers – Visual representations or frame works used to organize information.

Applications: These are used generally in our guided reading blocks as a pre and post activity. They are used throughout the curriculum especially in writing. Students must organize their writing as they plan their rough, first and final drafts. It is essential to master and transfer this strategy for statewide assessments. (ISTEP).

Alternative assessments example: performance assessments, portfolios, journals, and authentic assessments.

Learning Centers

Scaffolding - A metaphor to describe the type of assistance offered by a teacher or peer to support learning. In the process of scaffolding, the teacher helps the student master a task or concept that the student is initially unable to grasp independently. The teacher offers assistance with only those skills that are beyond the student's capability. Of great importance is allowing the student to complete as much of the task as possible, unassisted. The teacher only attempts to help the student with tasks that are just beyond his current capability. Student errors are expected, but, with teacher feedback and prompting, the student is able to achieve the task or goal. When the student takes responsibility for or masters the task, the teacher begins the process of "fading", or the gradual removal of the scaffolding, which allows the student to work independently. "Scaffolding is actually a bridge used to build upon what students already know to arrive at something they do not know. If scaffolding is properly administered, it will act as an enabler, not as a disabler" (Benson, 1997).

Demonstrations and modeling - Modeling, explaining, and demonstrating are essential teaching activities if all children are to learn to read and write. Teachers model the reading and writing processes by engaging in them while children observe.

Applications: Reading aloud to children, for instance, provides a model of how reading sounds and how stories go. Composing a list of things needed for a project provides a model of one function of writing. Talking about how a newspaper story made us worry provides a model of response to text. Models and modeling are essential.

Active Learning - Active Learning is, in short, anything that students do in a classroom other than merely passively listening to an instructor's lecture. This includes everything from listening practices which help the students to absorb what they hear, to short writing exercises in which students react to lecture material, to complex group exercises in which students apply course material to "real life" situations and/or to new problems. The term "cooperative learning" covers the subset of active learning activities which students do as groups of three or more, rather than alone or in pairs; generally, cooperative learning techniques employ more formally structured groups of students' assigned complex tasks, such as multiple-step exercises, research projects, or presentations. Cooperative learning is to be distinguished from another now well-defined term of art, "collaborative learning", which refers to those classroom strategies which have the instructor and the students placed on an equal footing working together in, for example, designing assignments, choosing texts, and presenting material to the class. Clearly, collaborative learning is a more radical departure from tradition than merely utilizing techniques aimed at enhancing student retention of material presented by the instructor; we will limit our examples to the "less radical" active and cooperative learning techniques. "Techniques of active learning", then, are those activities which an instructor incorporates into the classroom to foster active learning.

The "Socratic Method"

In a Socratic method we focus on higher order thinking skills (HOTS) and questions to extract answers and connect to real-world situations and application. Teachers model an inquiring, probing mind by continually drilling down into the subject with questions. The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation.

Authentic Assessments

i. Have they been successful – The majority of the strategies have been successful and the evidence of that can be tracked through progress monitoring of small group differentiated instruction results and assessments for particular subcategories.

Provide an instructional plan that includes the current curricula for each grade and year

The Academy's program will continue to provide strong instruction in the areas of decoding (learning how to read), comprehension (understanding what you read), inquiry and investigation (learning how to apply what you have read), and writing (learning how to communicate with others in print). It will continue to include ongoing student assessment. The program will continue to support the teaching of spelling, vocabulary, grammar, usage and mechanics, penmanship, listening, and speaking all instruction will be aligned to the Common Core Standards with foundations and preparations for the PARCC assessment.
The Academy's K-3 curriculum will continue to address the areas of phonemic awareness, systematic and explicit phonics instruction, fluency, and vocabulary. For older students, the focus will continue to be on teaching comprehension, genre, and content literacy. This will continue to be accomplished through independent reading, guided reading, literature study, concept and comprehension strategies, word analysis, and the reading/writing connection.

The instructional materials to be used include:

- Reading Street K-5 * proposed
- Open Court Phonics K-5 current
- Houghton Mifflin Spelling and Vocabulary 1-6
- Houghton Mifflin English 1-6
- 6 Traits of Writing
- Leveled Reading (Scholastic, Wright Group, Reading A-Z) K- 5
- Trade Books related to Core Knowledge content 6-8
- McDougall Litell
- Reference books and on-line resources

Kindergarten has transitioned to the Common Core State Standards and piloting the Reading Street Curriculum that is aligned to the CCS.

Reading, Kindergarten, 2011 a course based on the Common Core State Standards for English/Language Arts, is integrated instruction emphasizing reading (Reading Standards: Foundational Skills, Reading Standards for Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts and Reading Standards for Literature: Stories, Novels, Dramas and Poetry), in interest- and age-appropriate content. Students develop reading competencies as they receive instruction founded on scientifically-based reading research with a focus on phonemic awareness and phonics and developmentally appropriate strategies for fluency, vocabulary and comprehension. Students show an interest in books and experience the enjoyment of reading through stories read aloud. They retell familiar stories and talk about stories that someone read to them. They learn about the alphabet, words and sounds, and how to apply what they have learned by matching words to beginning and ending sounds, blending sounds into words, rhyming words, and reading simple sentences. They listen and respond to picture books and general fiction, nursery rhymes or songs, folktales, plays, alphabet books, nonfiction picture books (science, social studies, mathematics and other subjects), beginner's dictionaries, and online information.

Language Arts, Kindergarten, a course based on the Common Core State Standards for English/Language Arts, is integrated instruction emphasizing writing, speaking and listening in interest- and age-appropriate content. Students experience using language to interact with others. Using art, music, movement, drama, oral language, beginning reading, and beginning writing, students respond to classic and contemporary literature. They discuss ideas and tell stories for someone to write down, and they begin to write for other readers. They begin to learn the rules of Standard English and more about communicating with others. Students listen to stories read aloud to them and draw or write independently for meaning.

Mathematics for grades Kindergarten through 2nd grade utilize the Saxon math curriculum and is greatly supplemented with additional standards based materials

Mathematics in Kindergarten, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.
1. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as $5 + 2 = 7$ and $7 - 2 = 5$. (Kindergarten students should see addition and subtraction equations, and student writing of equations in Kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of

objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2. Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

Reading Street Kindergarten through 3rd grade pilot

Scott Foresman Reading Street © 2011 is an all-new comprehensive Reading and Language Arts series for the 21st Century. Reading Street delivers classic and soon-to-be classic literature, scientifically research-based instruction, and a wealth of groundbreaking online experiences for high student engagement. My Teaching Library takes the guesswork out of Response to Intervention with a strong core emphasis on ongoing progress-monitoring and an explicit plan for managing small groups of students. The architecture of Understanding by Design accelerates all learners, especially English language learners, toward greater proficiency with a sustained Unit focus on concepts and language. Teachers focus on the priority and target skills driven by the Indiana state standards with regards to the transition to the Common Core standards. Phonemic Awareness, phonics, fluency, vocabulary, comprehension, and writing are all incorporated into the comprehensive program.

Saxon Math Kindergarten through 3rd grade

Saxon Math is a textbook series covering grades K–12 based on incremental development and continual review of mathematical concepts to give students time to learn and practice concepts throughout the year. The series is aligned with standards of the National Council of Teachers of Mathematics (NCTM) and various states, and can be adapted for special education students in inclusion classrooms, pullout programs, or self-contained resource classrooms. Although content differs by course, the incremental, distributed approach of *Saxon Math* is the same, with

mathematical concepts presented in a series of short "lessons" intended to gradually build understanding and previously-taught concepts practiced and assessed throughout the course

With the state being in transition from IN standards to Common Core Standards the Academy has unpacked the standards and realigned all curriculums to reflect the state demands and expectation.

In addition to the aligned curriculum the state has requested all schools to develop a reading plan. The Academy has developed the plan that details the reading program as well as addressing RTI and how students in Tier I, II, and III will be serviced and progress monitored.

Kindergarten, through Fifth grade social studies and science utilize the Core Knowledge Sequence as a framework aligned to the Indiana standards with supplemental materials in the following series:

SRA McGraw-Hill Social Studies

SRA McGraw-Hill Science

FOSS kits

The Core Knowledge Sequence
The Core Knowledge Sequence is detailed in the publication, "Core Knowledge Sequence." The sequence covers content in grades K-8 in language arts, American and world history, geography, visual arts, music, math and science. The Academy utilizes the Core Knowledge Sequence in American and world history, geography, visual arts, and science specifically.

A Sample of the Core Knowledge Sequence
(These excerpts represent only a very small and selective sampling. Please see the Core Knowledge Sequence (Appendix B) for additional information.)
KINDERGARTEN: VISUAL ARTS
Painting: line and color in such works as Matisse's The Purple Robe, Picasso's Le Gourmet, Mary Cassatt's The Bath, Henry O. Tanner's The Banjo Lesson, and Diego Rivera's Mother's Helper.
Sculpture: Statue of Liberty, mobiles of Alexander Calder, Northwest American Indian totem pole
FIRST GRADE: WORLD HISTORY
Early Civilizations: Ancient Egypt
Importance of the Nile River
Pharaohs, pyramids, and mummies
Animal gods
Hieroglyphics
SECOND GRADE: AMERICAN HISTORY
Civil Rights
Susan B. Anthony and the right to vote
Eleanor Roosevelt and civil rights and human rights
Mary McLeod Bethune and educational opportunity
Jackie Robinson and the integration of major league baseball

Rosa Parks and the bus boycott in Montgomery, Alabama
Martin Luther King, Jr. and the dream of equal rights for all
Caesar Chavez and the rights of migrant workers
THIRD GRADE: MATH
Fractions
Recognize fractions to one-tenth
Identify numerator and denominator
Write mixed numbers
Recognize equivalent fractions (for example, 1/2 = 3/6)
Compare fractions with like denominators using the signs <, >, and =
Geometry
Identify lines as horizontal, vertical, perpendicular, parallel
Identify polygons: pentagon, hexagon, and octagon
Identify angles: right angle; four right angles in a square or rectangle
Compute area in square inches and square centimeters
FOURTH GRADE: SCIENCE
Electricity
Electricity as the flow of electrons
Static electricity
Electric current
Electric circuits: closed, open, and short circuits
Simple circuit (battery, wire, bulb, filament, switch)
Conductors and insulators
How electromagnets work 15
SIXTH GRADE: LANGUAGE ARTS
Fiction and Drama
Dr. Jekyll and Mr. Hyde
The Iliad and The Odyssey
Julius Caesar
The Secret Garden
Writing and Research
Write a research essay, with attention to
* *asking open-ended questions*
* *gathering relevant data through library and field research*
* *summarizing, paraphrasing, and quoting accurately when taking notes*
* *defining a thesis*
* *organizing with an outline*
* *integrating quotations from sources*
* *acknowledging sources and avoiding plagiarism*
* *preparing a bibliography*

Middle School students in grades six, seven and eight use McDougal Littel which is aligned with the Indiana Academic Standards

Language Arts, Grade 6

Language Arts, Grade 6, a course based on *Indiana's Academic Standards for English/Language Arts*, is integrated instruction *emphasizing* reading, writing, speaking and listening in interest- and age-appropriate content. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. They interpret figurative language and words with multiple meanings. They examine an author's choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. They begin to read autobiographies. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students apply language skills and strategies they learned in earlier grades. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views. Students also listen to literature read aloud to them and write independently for enjoyment.

Language Arts, Grade 7, a course based on Indiana's Academic Standards for English/Language Arts is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. . Students have quarterly novel reads and study in addition to the reading curriculum that is used as enrichment. Extended response prompts are integrated throughout the subjects and administered and scored monthly.

Language Arts, Grade 8, a course based on Indiana's Academic Standards for English/Language Arts is integrated instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They

read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students have quarterly novel reads and study in addition to the reading curriculum that is used as enrichment. Extended response prompts are integrated throughout the subjects and administered and scored monthly.

Language Arts Differentiated Groups is a supplemental class that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in Grades 6-7-8 for English Language Arts. This class is for students who need additional support in all the language arts (reading, writing, speaking and listening). The class is also used for students who need Tier 2 and 3 interventions in English Language Arts.

Reading and Literature, Grade 6, a course based on Indiana's Academic Standards for English/Language Arts, *is integrated instruction* emphasizing *reading* (Standards 1, 2, and 3), in content that is interest- and age-appropriate. Students apply skills they learned in earlier grades to make sense of longer, more challenging text. They interpret figurative language and words with multiple meanings. They examine an author's choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. They begin to read autobiographies. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information.

Reading and Literature, Grade 7, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in content that is interest- and age-appropriate. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or

autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

Reading and Literature, Grade 8, a course based on Indiana's Academic Standards for English/Language Arts, is integrated instruction emphasizing reading (Standards 1, 2, and 3), in content that is interest- and age-appropriate. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

Mathematics – Grade 6 begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions and equations; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Mathematics – Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and,

together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Mathematics – Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Spanish introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings.

Visual Art is based on the Indiana Standards for Visual Art. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community.

Music Vocals Grade 6, 7, and 8 - Students sing a variety of repertoire expressively with attention to breath control, pitch, tone quality, diction, and posture. They sing songs with independent parts, both a cappella and accompanied, and they follow the directions of a conductor. Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the

directions of a conductor. Students improvise accompaniments, melodies of determined length, and melodic and rhythmic variations. They invent short compositions independently and cooperatively. Students create, arrange, and perform instrumental and vocal compositions within established guidelines. Students recognize and experience music that influenced cultural trends of the past as well as that of present day cultures. They examine their own musical experiences and identify career opportunities in music related to contemporary culture. Students investigate the background of music studied and perform repertoire in a manner that reflects cultural and historical traditions

Physical Education in Grade 7 is based on the Indiana Standards for Physical Education. Students in Grade 7 physical education continue to refine complex combinations of movement in selected sports and activities. They apply more advanced strategies in physical activities and try new sports and lifetime physical activities. The focus is on meeting challenges and making decisions in the context of expanded personal responsibility. Students learn about different cultures and how they relate to the physical activities and dances of those countries. They continue to expand their knowledge of rules and strategies, sportsmanship, and cooperative skills as well as fitness concepts and the benefits of health-related fitness. Ongoing assessment includes both written and performance-based skill evaluations.

Physical Education in Grade 8 is based on the Indiana Standards for Physical Education. Students in Grade 8 physical education further refine complex motor skills and competencies in selected individual and dual lifetime physical activities, team sports, aquatics, adventure, and rhythmic activities. Students work toward achieving competence in increasingly complex physical activity contexts. They learn to apply interdisciplinary knowledge (e.g., anatomy, physics) to activity settings and focus on working as a team to solve problems. Students develop plans to enhance their own health-related physical fitness and participate in vigorous activities linked to their skills and levels of fitness. Physical activity is used as a venue for self expression and for developing positive relationships. Ongoing assessment includes both written and performance-based skill evaluations.

Is the School an Academic Success?/A Clearly Defined Rigorous Curriculum That Prepares Students to Meet State Performance Standards
3. Is the school implementing its educational program as described in the original charter application? Describe the educational philosophy and provide detail on the unique and innovative features in the educational program?

a. Identify the schools philosophical approach to educating students and how the school has focused on improving student learning and outcomes.

As the children of East Chicago prepare for productive lives, East Chicago urban Enterprise Academy will be an educational institution that extends the horizon of possibilities for their lives. Its' purpose to reach and exceed each student's potential by exploring all of their individual promise. In doing so, we will provide the opportunity for our children to achieve at the highest level. ECUEA accomplishes its goals through a rigorous and balanced curriculum. The opportunities for our children will be limitless as they realize the many rewards that come from an institution which nurtures them, encourages them and positions them to be the next generation of leaders.

We affirm that all children are educable and can succeed.

Education of all children takes place in many places

b.To ensure that the school is focused on improving student learning and outcomes practices in all classrooms support the instructional focus that is being monitored by Team Leaders and the director utilizing Charlotte Danielson's framework and focusing on domain 2 and 3. All classroom setups that support the instructional focus and materials are consistent with the proposed changes in math and reading programs. The K-8th grade schedule is coherent with hew interruptions. Teachers have more common planning times also used for results and data meetings. There are resources and staff used strategically to support the instructional focus. There is a re commitment that All school personnel is engaged in instruction. Lastly there is a re-alignment of the school's vision with instructional focus. Professional development is essential to helping our staff improve their knowledge of the subjects they teach and the way they teach. To be effective, professional development engages teachers collectively as active learners. It gives them skills to use the material in their classrooms and provide an ongoing opportunity to build knowledge. Most importantly, professional development activities are aligned with a school's focus on learning and provide training for teachers to improve instruction in the classroom.

d. Describe any modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.

The Academy would like to modify the curricular base to include expansion in the math and reading series from the pilot of Reading Street and Everyday Math in grades K, 1st and 3rd to total implementation Kindergarten through 5th grade.

It is a proposed goal of the ECUEA School board to extend the grade levels and educational program of the academy to include a middle school/ high school model pending the approval of the K-8 school's charter renewal.

4. Describe the plan for evaluating student academic achievement at the public charter school and the procedures for remedial action that will be used by the school when the academic achievement of a student falls below acceptable levels.

a. Provide a detailed framework of the school's assessment system, including those that are aligned to the school's curriculum framework and state performance standards.

TYPE OF ASSESSMENT	Subjects	GRADE	FREQUENCY	PURPOSE	USAGE
Norm referenced assessment: e.g. NWEA	READING LANGUAGE ARTS MATH	2 – 8	FALL, WINTER, SPRING	• Monitor academic growth over time • Measures growth on concepts from one assessment cycle to another • Standardized, valid assessments • Predictor of standardized assessment performance (ISTEP)	Data from this assessment can diagnose instructional needs and placement for supplemental programs Assist in making data informed decisions at classroom and school level Identify skills and concepts that students have learned
ANNUAL STANDARDIZED TEST e.g. ISTEP	READING LANGUAGE ARTS MATH SCIENCE SOCIAL STUDIES	$3^{RD} - 8^{TH}$	SPRING ANUALLY	• Measure student achievement in English/language arts, Mathematics, science, and social studies	Data from this assessment illustrates master of standards assessed at the end of the year. This data can be used to inform effectiveness of instruction after is has occurred but not while it is occurring. Teachers can use data from their incoming class of students to help inform readiness levels related to standards or concepts to be taught.
LAS LINKS	Reading	K-8	January*	• To determine a student's level of English proficiency	Data used from this assessment provides ESL ELL services and placement
INTERIM ASSESSMENT DATA: e.g. FOUNTAS AND PINNELL Teacher created, IN standards based benchmarks for MATH	READING	$3^{RD} - 8^{TH}$	Every 4-6 weeks	• Evaluate student's knowledge in phonemic awareness, fluency, and comprehension	Interim assessments allow teachers to determine mastery of new concepts introduced as well as measure growth of previous concepts taught in reading. Results from these assessments help teachers understand which concepts were mastered in that time period in order to better understand what to re-teach prior to the end of year standardized test (ISTEP)
Summative Unit Based Assessments e.g. portfolios, MC test, essay, extended response, presentation projects with rubrics	READING LANGUAGE ARTS MATH, SCIENCE SOCIAL STUDIES	K-8	Weekly or/ and end-of-unit tests	• Evaluate student's knowledge and learning on specific skills and standards in reading, language arts, math, science, and social studies	Results are used to determine which skills/standards to re- teach during the next unit. Teacher and grade level teams can ask specific questions related to this data such as: What concepts did students learn? How did I teach those concepts?

					Which concepts are students still struggling to learn? This data will also help determine what to re-teach
Formative Assessments Data e.g. exit tickets, student product, Socratic discussion, Study Island	READING LANGUAGE ARTS MATH ,SCIENCE SOCIAL STUDIES	K-8th	Daily	• Assists in monitoring a student's acquisition of skills/concepts learned	Illustrates which specific skills taught within daily lessons were learned. Results are used to make frequent adjustments to instruction within a unit. This
IREAD-3	READING	3rd	Spring	• Evaluate the reading skills of grade three students	Results from this assessment will determine the effectiveness of a school's reading plan. Student placement for the upcoming school year will also be based upon IREAD-3 results.

b. Explain the process for systematically collecting and analyzing diagnostic, formative and summative assessments. How is the information shared with the school staff and community of parents?

Assessment Type	Collection	Analysis	Communication
NWEA	Data is collected from teacher reports and dynamic reports from NWEA site. Teacher reports are shared with teacher teams after whole class has completed entire subject test (48 hrs-72 hrs) Dynamic reports are gathered after test session is closed for school. Reports are used to determine Detailed reports compiled by C. Yates in addition to Dynamic reports two weeks after testing window is closed.	Analysis of teacher reports are done in grade level meeting with Team Leaders Teacher Teams set mastery and growth goals using NWEA to set targets for next test session and the school year. Action plans are developed for each student.	Student reports with goals are shared with parents during parent teacher conferences and mailed to those who do not attend. If students fall within 35th percentile or lower in any subject matter a parent conference must take place to discuss RTI process.
ISTEP	Data is collected by school administrator via INORS system but is not shared until embargoed.	Analysis by subcategory and disaggregated data is compiled by School Admin and C. Yates. Once scores are released to public Teachers are presented with class data and overall school performance. Guiding analysis questions are asked for relevancy. This is done in prior to the start of the next school year. Teacher teams can	Student reports are shared via the parent network which all parents can gain access. Student reports are mailed home. Overall performance is communicated with parents during orientation of the next school year.

		also have data anaylsis meetings over the summer to make adjustments to instruction for summer school and the next year.	
Formative		Teachers are to develop long-term and short term plans based on results from all formative data and standards. Data from assessments such as Fountas and Pinnell is collected and compiled by Instructional Assistants and team leaders to show the class population results, levels of instruction. This information drives the guided reading instruction groups	Student teacher conferences are held to discuss their results and goal for the next session. Parents receive the results two weeks after the test session.
Summative	Reading, Math, S.S. and Science curriculum series benchmarks and assessment results are collected by grade level teams	Evaluation charts for reading End of the year benchmarks results are shared between grade levels to best determine placement and starting points for students	Results are communicated through progress reports, Report cards and weekly newsletters and communication sent by teachers

c. Outline details of your plan for intervention and remediation when students fail to demonstrate proficiency on norm-referenced and criterion-referenced assessment.

Identification of students with deficiencies on NWEA assessment

Students who fall within or below the bottom 2 quartiles in Reading and Math according to RIT and Goal Performance are considered students in need of intervention.

Action Plans are made for all students within the bottom 2 quartiles. The Action Plans target specific needs and goals for individual students. It generates strategies for teachers, students, and parents to improve student performance

They are divided into small groups of 4 to 5 students who have like performance and have small group instruction for those subcategories for 4- 6 weeks

The instruction is very skill specific and the Des Cartes are used to guide the instruction. The program emphasizes direct, systematic, intensive and sustained reading and math instruction. Level assessments are given to the students. Those who show 80% mastery on the assessment progress to the next Goal.

Students who do not pass ISTEP reading and or math are eligible for Supplemental Educational Services and are placed into tutorials of their choice. With limited spaces and funding not all students receive SES tutoring and are placed on a waitlist.

The Academy conducts Tiger tutoring for reading and math for those who qualify based on assessment results and current grade performance.

Is the School an Academic Success?/Supports Special Populations to Overcome Obstacles and Barriers to High Achievement

5. How is your school effective in providing educational services and outcomes for Special Populations?

a. *Describe the strategies and processes in place to ensure that your school enrolls a diverse student population. What steps do you take to retain these populations?*

We make it clear to all parents interested in sending their students here that we accept all students, without reservations. This is emphasized when we have an Open House to attract new students, when we give tours to prospective families, and when we speak in our community. Our initial enrollment application asks nothing about the special needs of a student. It is not until after a student has been accepted, that we ask the parent to fill out the complete application which asks if their child receives special education services.

We are able to retain our special needs students by giving them, and their families, personalized service. We adhere to the IEP, giving appropriate accommodations, modifications, specific minutes of instruction, and any needed auxiliary services. All teachers are trained in differentiated instruction, allowing all students to experience success within the curriculum.

Special education teachers receive training beyond classroom teachers in writing appropriate IEPs, maintaining IEP compliance, use of the Indiana IEP system, and a deeper understanding of specific academic and behavioral strategies to use with their students. We encourage our special education teachers to take advantage of the many professional development opportunities available to them statewide.

b. *Describe the services homeless children receive in compliance with the McKinney-Vento Act.*

We feel that because our school is such a close-knit community, we are quickly aware of any specific needs of our families. Our staff interacts with parents at least twice a day-at drop-off in the morning and pick-up in the afternoon. We encourage our staff to speak with parents and get to know each one. As a result, parents feel comfortable telling us of any hardship they are experiencing.

We also ask our classroom teachers to make frequent calls to parents; we ask for a monthly phone log to be sure that is happening. We learn quickly if someone is in need, or, homeless. We have instructed our staff to let the office know immediately if a student becomes homeless so that we may take appropriate steps to ease their burden.

Once identified, the school social worker will meet with the family to offer an array of community services. The social worker will also meet privately with the student during this

difficult period. If not already receiving free lunch, breakfast and textbooks, we will move immediately to ensure that is done. If the student needs help adhering to the school dress code, we will provide that immediately as well.

We will offer a safe and quiet place before and after school for the student to receive extra academic help if this is warranted. We will look for alternative methods of transportation to ease the burden as well.

c. *Describe how your school identifies students with disabilities.*

Once a student is accepted, we ask the parent to fill out a complete application. Within that application we ask if the student receives special education services. If the parent checks that box, the school secretary notifies the special education staff and contacts the sending school for a complete special education file. While the new IIEP system will ease this in the future, we will continue to contact the sending school for a current, complete special education file until the entire state is on IIEP.

Any special needs student will also be flagged in Power School so that staff will be aware of potential accommodations/modifications for that student. Before the school year begins, the special education staff will begin building their caseload of students. Once school begins, or whenever the student is enrolled, the classroom teacher will receive timely notice of appropriate accommodations, modifications, and goals pertaining to each student.

Each special education teacher maintains frequent contact with the classroom teacher to plan appropriate lessons, and to work together to assure student progress on their individual goals as well as in the general education curriculum. When appropriate, the special education teacher will deliver services within the general education classroom, working and planning this with the general education teacher involved.

Our school also identifies students with disabilities through our Response To Intervention committee and framework. As the committee meets, they carefully monitor student response to interventions to discern a need for further interventions. If a student moves to a need for Tier III interventions, the committee will closely monitor the data to determine if the student should be tested for a disability. Once the need to test the student is determined, all appropriate timelines will be met and an IEP developed to ensure student success.

d. *Summarize how your education program guarantees that students with disabilities are provided a free appropriate public education in the least restrictive environment.*

Our goal is to have all students fully included in the general education classroom. Once identified, or upon a move-in conference, special education students are placed in the general education classroom for as much time as possible, according to their needs and testing results. If a special education student is struggling in the classroom, we will first attempt to offer help within the classroom. If still struggling, there may be a need to pull-out the student to reinforce the curriculum in a smaller setting with different strategies.

We feel all students will succeed within the general education classroom because we emphasize differentiated learning strategies within all our classrooms. We feel that in most cases, the struggling learning will improve within the general education classroom where a rich curriculum is offered.

Within the general education classroom, as well as in all special classes, recess and the lunchroom, all of our students enjoy the company of each other under adult supervision. Staff encourages students to have lunch with anyone sitting alone, or to play with anyone standing alone. Classroom teachers develop classroom projects ensuring all students will be able to be actively involved and heard.

Once the school year begins, our testing coordinator works with the special education staff to identify all accommodations and modifications for our students with disabilities. Together they work to develop a list of students who will need a different environment, or a different schedule. The list of students and accommodations will be sent to the state some time before the testing dates. Once testing begins, students with disabilities will be afforded all accommodations and modifications identified within their IEP.

It is our belief that all students will attend field trips, concerts, outings, and any convocation assemblies unless the student has made poor behavior choices resulting in a loss of these privileges. We believe this is an area of great educational benefit to our students, and we encourage all students to make the choices that will allow them to attend these activities.

e. *Describe how the school identifies students from non-English speaking backgrounds.*

Through our application process, or before the beginning of the school year, we will identify students from non-English speaking families. Once identified, we will administer the Home Language Survey to determine the level of need for English services. We will follow the state guidelines regarding Title III and the mandates regarding offering of services to those students identified as English Language Learners (ELL).

Those students identified as ELL, will receive the appropriate instruction services to help them attain English proficiency. We will administer LAS in the spring to those students, and will

advise the parents of the results when received. Our goal is to have all of our ELL students achieve a Level 5 on the LAS within the prescribed two years.

Is the School an Academic Success?/Promotes a Culture of Learning and Scholarship
6. Explain the code of behavior and discipline of the school.

a. Describe the school policies regarding student behavior and discipline; include the standards of behavior and the school approach to encouraging positive behavior.

East Chicago Urban Enterprise Academy policies for behavior are broken down into a category system. These systems ensure that the consequences merit the behavior. It provides the academy with checks and balances. Category I offenses are the slightest of behavioral issues. A category I offense may be running in the hallway, chewing gum, persistent tardiness, and violation of the dress code. The discipline procedures for Category I's are notice or phone call home to parent, community service, or lunch detention and a character counts pillar reflection sheet. The next level is Category II; these offenses are more severe than category I. These offenses include but are not limited to profanity, insubordination, cheating, plagiarism, bullying, smoking, acts that obstruct the classroom learning environment. The discipline procedures for Category II's are depending on severity of behavior: after school detention, in-school suspension, out of school suspension, and community service. The most sever acts are labeled as Category III's. These acts include fighting, threatening of staff or student, theft, sexual violation, involvement in gang activity, drugs, firearms etc. The discipline procedure for these are acts include; in-school suspension, out of school suspension, expulsion.

Our staff PBIS committee recently completed PBIS training. We are in our implementation stages being this our first year. The goal of PBIS is to use more positive re-enforcement when dealing with behavioral situations. Along with our PBIS program our school has adopted Character Counts as part of our character education program. Each class teaches character education twice a week. This programs goal is help build better individuals and leaders of tomorrow by focusing on positive character traits.

B. Detail how these policies will create an environment for learning?

The PBIS program will give the classroom teachers more tools in the belt when dealing with behavioral issues. It will allow them to use non-aggressive tones and actions which will result in less conflict and teacher situations. It will also allow them to better service their students because the students will have a clear understanding of the classroom rules and procedures. The PBIS program is not just for the class room as well. The positive behavior we expect from our students will be taught in all corners of the building. That is part of the behavior matrix created during the training. It will allow us to teach the children what our expectations as a school look like in hallway, playground, cafeteria, assemblies and classroom. The typical confrontation style will take a back seat to a more controlled approach, while still delivering the consequence the student earned. There will be a common language spoken through the building from top administration to janitorial staff. When a staff is on one accord the expectations don't change from room to room allowing the students to settle into a more conducive learning environment.

The Character Counts program will allow classroom teachers to encourage more positive character traits into our pupils. This in its self will produce more caring and thoughtful children. When one knows better they do better. There is a lesson plan bank on the CC website that the teachers have been given access to. A character counts manual of lesson plans and other resources has been provided. Many of the upper school classes participate in Socratic discussions which allow the students the opportunity to not only have their voices heard; they can take in an opinion from another student that gives them a whole new perspective. The program is designed for all age groups so that no class with left without. Our school also has monthly school assemblies dealing with character traits. We act out many skits with the staff and students as actors. This allows the children to not only listen to those positive traits but also be apart of showcasing those positive traits. Beyond those school wide programs there is also student council which teaches those students viable lesson of responsibility and there is the pearls program. The pearls program is about empowering and enriching young women's lives.

With the number of programs our school is under it has set a tone for quality and excellence in and out of the classroom. We are building quality and outstanding young men and women.

Is the School an Academic Success?/Professional Development Supports Teachers in Continuous Educational Learning
7. How is your school providing the on-going professional learning opportunities for their staff?

a. Provide evidence of an aligned professional development plan which provides detail of how the plan has been implemented. Speak specifically to the fidelity of the implementation and supports for the plan.

The Academy continues to have a strong commitment to systemic and on-going professional development. Professional learning opportunities are an integral part of teacher support at the Academy. All professional development at the Academy falls within three specific areas – ***Curriculum, Instruction & Assessment***; ***School Improvement & Data Analysis***, as well as ***Classroom Management, Character Education & PBIS. Writing is our overall academic focus area that we identified for improvement through school data for the 2008-2009 school year.*** Several forms of professional development are provided to teachers on an on-going basis. Every August, since 2005, the school runs a week long Summer Institute for all teachers. Also, each Wednesday from 2-4pm, the Academy has scheduled time for professional development. Wednesday's PD includes, however is not limited to, the following: outside providers coming to the school to provide training in a specific area/skill, data analysis meetings, team, grade-level, or content-area meetings/collaboration, student writing sample/grading sessions, Socratic discussions/"book talks," lesson modeling and coaching, Professional Learning Communities (PLC's), video critiques, as well as Team Leader(s) and/or the Director (and AQS Directors, Team Leaders, and Regional Managers) providing workshops in a specific area or skill. In addition, the Academy gives teachers an opportunity to attend additional professional development through the Northwest Indiana Service Center, the Middle School Conference at Valparaiso University, the Association for Supervision and Curriculum Development (ASCD), Smekens Education Solutions, etc.

The following are ECUEA's professional development goals:

Alignment with the School Improvement Plan: The Academy's Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities were developed to enhance our educators' knowledge with one or more of the following areas: a.) Expectations, b.) Classroom Instruction, c.) Classroom Assessment, d.) Additional Assistance/Extra Help, e.) Guidance, and f.) the Learning Environment.

The following strategy titles were established after identifying ***1) Achievement Goals and 2) Areas of Concern***:

- •Attendance
- •Curriculum Mapping
- •Reading Assessment
- •Reading Communication to Parents
- •Teacher Expectations/Attitude
- •RTI: Tiers 1, 2 & 3
- •Timely Additional Assistance: Math

Effective Learning Process: Our Professional Development Plan was written with ECUEA teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identify the degree to which the strategy has brought about positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for one or more of the following: 1.) writing a strategy plan (with support from colleagues), 2.) Providing on-going mentoring to colleagues during the implementation of the strategy, 3.) analyzing the effectiveness of a strategy, and 4) making recommendations to the faculty as whether or not the strategy should be sustained.

Ongoing Components of Professional Development at ECUEA

Data Analysis Meetings (ISTEP & NWEA): The purpose of this professional development was to review the ISTEP results with the staff in order to identify areas for improvement and to create a plan of action for the areas of reading and math.

Character Counts: character education program designed to teach children in a manner that develops positive behavior. The purpose of this professional development is to teach the staff about the six pillars of character education and to provide teachers with materials that can be infused into the climate and daily routine of the classroom. ***As a result of this PD the Academy referrals to the office has decline for the school year of 2010-2011.***

RTI: Response to Instruction: (or *Really Terrific Instruction)* is the systemic process of meeting the educational needs of all students through professional accountability to ensure:

- Delivery of scientific, research-based core curriculum and instruction
- Ongoing monitoring of student data to assess the effectiveness of instruction
- Determination and delivery of targeted and intensive individualized student supports

The purpose of these sessions is to define and establish a set of common principles of *RTI* in order to improve student learning. *RTI* focuses on how teachers will continually change and adapt their instruction to correspond to individual student needs through the use of various teaching strategies and interventions.

Curriculum Alignment & Map Calibration: Collaboratively, ECUEA Teachers thematically align assessment, curriculum, and instruction to the IN State & Common Core Standards. The object of this professional development is to allow teachers and administration to review the curriculum to check for inconsistencies, misalignments, weaknesses and gaps, as well as ensure rigor in our program. ***The goal of this PD is to improve student achievement by aligning the reading and math curriculum to the Indiana & Common Core Standards.***

PBIS: Positive Behavior Intervention Support: is a broad range of systemic & individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students. The object of this PD is for our school to set school wide expectations/consequences and school wide classroom rules, implement positive behavior reinforcement, and collect data to drive decisions regarding behavior intervention. ***As a result of this on-going PD, the number of office referrals and out of school suspensions declined for the 2010-2011 school year.***

Understanding by Design: is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UBD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities. The purpose of this PD is to introduce the three-stages of "backward planning" curriculum design process anchored by a unit design template, a set of design standards, and continual training to help teachers design, edit, critique, peer- review, share, and improve their lessons and assessments. ***The goal of this PD is to ensure that teachers are designing their instruction with the end result in mind. The goal is also to enhance teachers' capacities in creating more engaging and effective learning for all students.***

Reading Street: is an elementary scientific, research-based core reading program piloted at the Academy in grades K-3. The program emphasizes reading fluency and incorporates small group instruction as well as various components to meet individual student needs. ***The purpose of this PD is to familiarize teachers with the components of this curriculum. This PD's goal is also to ensure that teachers are using various components of the curriculum efficiently and effectively.***

Everyday Math: is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. The object of this professional development is to familiarize teachers with this math curriculum and the strategies, interventions, and components of the program in order to build a cohesive mathematics program in grades 3-5. ***The purpose of this PD is to familiarize teachers with the components of this curriculum. This PD's goal is also to ensure***

that teachers are using various components of the curriculum efficiently and effectively.

NWEA Testing & Results: The object of this professional development is for teachers to learn how to interpret students' test results and learn how to use the reports and DesCartes to drive their small group (and whole class) instruction. ***As a result of this PD teachers learn how to interpret test results and create actions plans for that meet each student's individual needs.***

Fountas & Pinnell Benchmark Assessment: is a benchmark assessment system (BAS) linking assessment to instruction along The Continuum of Literacy Learning. Students are individually assessed in order to identify their instructional and independent reading levels (A-Z). The object of this professional development is to instruct teachers and instructional assistants on how to implement the assessment providing formative assessment information used to drive individual and small group instruction. ***The purpose of this PD is to train 3-8 Instructional Teacher Assistants to administer the assessment every 4-6 weeks.***

Six Traits of Writing: the six researched ingredients of all good writing— ideas, organization, voice, word choice, sentence fluency, and conventions. K-8th Teachers receive ongoing training in order to improve our writing program and, in essence, to develop independent writers. ***As a result of this PD the Academy's Applied Skills ISTEP Writing Process scores improved.***

ISTEP Writing Prompts/Student Writing Sample Grading Sessions: The purpose of this professional development is to have teachers evaluate student writing samples using the ISTEP rubric (grades 3 and up) and/or 6 Traits rubric (grades 1&2). ***As a result of this PD the Academy's Applied Skills ISTEP Writing Process scores improved.***

Indiana Student Achievement Institute (InSAI)/School Improvement Institute: is an *initiative* of The American Student Achievement Institute (ASAI), a non-profit organization committed to increasing the percentage of students who leave each educational level prepared for rigorous academic success at the next level. ASAI's goal is for all students to complete a postsecondary certificate or degree on time and become productive members of the global economy.

American Student Achievement Institute (ASAI) creates networks of schools and communities who 1) commit to high achievement for all students including low-income students, students of color, and first-generation college-bound students, 2) challenge and support each other as the network engages in raising student achievement, and 3) participate in a vision-based and data-driven improvement process to raise student achievement. ***ECUEA has participated in this program for 3 years and generated our School Improvement Plan for the 2011-2012 school year on 6/14/2011. Our goal is to improve student achievement at ECUEA through an extensive vision-based and data-driven process.***

Refer to the Appendix A for an aligned professional development plan.

b. Provide supporting documentation of how the professional development has impacted student achievement.

Professional development has impacted student achievement over the past 3 years. After analyzing ISTEP results from the 2007-2008 school year, we realized that English Language Arts was a deficiency for our school – particularly in the area of writing. So, we determined that our focus for academic improvement for the next 3 years would be writing. We also implemented the 6 Traits of Writing as our writing component for grades K-8.

In 2009, we became a part of the Indiana Student Achievement Institute (InSAI) initiative in order to raise student achievement and close achievement gaps. Through this Vision to Action process, academic goals were established after a thorough analysis of multiple achievement data assessments, including the ISTEP Math and ELA assessment, student's mastery of each Indiana Academic Standard, and report card grades. The ECUEA Full Faculty, Community Council (including parent representatives), and the Student Body were involved in the analysis of the achievement data. Using a consensus based decision-making model, the ECUEA Full Faculty and the Community Council identified broad academic areas of concern as a component of the InSAI school improvement process. The committees then "drilled down" the data within those areas and identified specific academic standards that, if improved, would impact the broader academic areas. Data targets were then created with numerical ISTEP goals for those specific areas and/or group of students. Of those data targets, 6 were specific to our academic focus of writing. ***The Academy met or exceeded 4 out of 6 of the ELA/Writing data targets*** that were established. The data below is evidence that our professional development academic focus of writing has been effective. The targets that were *met or exceeded* are as follows:

In 2009, ***50% of the 7th Grade Students passed ELA on ISTEP*** and *in 2010, **59%** passed ELA on ISTEP.* Our target for 2011 was 62%., and ***82%** of the 7th Grade Students passed ELA on ISTEP.*

In 2009, ***50% of the 7th Grade Students passed the Writing Process on ISTEP,*** and *in 2010, **61%** of the 7th Grade Students passed the Writing Process on ISTEP. In 2011, **80%** of the 7th Grade Students passed the Writing Process on ISTEP.* Our target for 2011 was 62%.

In 2009, ***50% of the African-American Students passed the ELA on ISTEP,*** and *in 2010, **64.2%** of the African-American Students passed the ELA on ISTEP. Our target for 2011 was 65%, and **71.3%** of the African-American Students passed the ELA on ISTEP last year.*

Finally, **59% of All Students** ***passed ELA on ISTEP.*** *In 2010, **76.2%*** of All Students *passed ELA on ISTEP.* In 2011, **71.1%** of All Students *passed ELA on ISTEP and our target was 71%.*

c. How are you evaluating the effectiveness of the PD and transferring its content to classroom practice?

The effectiveness of professional development at the Academy is evaluated through both formative and summative feedback. Staff feedback is provided through ECUEA Staff Development Evaluation forms, surveys, interviews, etc. There are also follow-up classroom visits and weekly walk-throughs to each teacher's classroom by the Director/Team Leaders (using checklists, rubrics, or forms). Teachers are formally evaluated (4 per year – 2 in the fall and 2 in the spring by the Director and Team Leader). The effectiveness of our professional development is also evaluated through student performance and achievement data on formative and summative assessments. Dependent upon the purpose of the staff development activity, the effectiveness of the content being transferred to classroom practice may be evaluated through follow-up classroom observations/evaluations (using rubrics), video-taping lessons (with Teacher, Director/Team Leader or team critiquing/constructive feedback), etc. Formative evaluation helps the Academy ensure that our professional development program meets the Teacher's needs and expectations, is meaningful, and that the content presented can be transferred to the classroom. The evaluation data/feedback is then used to inform and/or adjust our professional development program in order to improve its quality and overall effectiveness.

Is the school an Effective Viable Organization?/School has Strong Instructional Leadership
8. What is the plan for the Instructional Leadership and Administration of the school?

a. Clearly describe and delineate the roles and responsibilities of the school leader(s).

a. Principal –

- ✓ Attends extracurricular activities for the purpose of supporting students and staff in all school functions and ensuring continued rapport with students and staff.
- ✓ Chairs meetings for the purpose of coordinating activities and ensuring that outcomes achieve school, AQS, and/or state objectives.
- ✓ Composes a wide variety of materials for the purpose of documenting activities, providing written reference and/or conveying information.
- ✓ Delegates responsibility for a variety of administrative functions to other personnel for the purpose of managing the workload more efficiently.
- ✓ Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- ✓ Facilitates staff development and in-service programs for all certified personnel for the purpose of developmental opportunities and educational planning and knowledge.
- ✓ Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- ✓ Manages school administrative functions for the purpose of maintaining safe and efficient school operations within district guidelines.
- ✓ Prepares and administers the budget and insures all monies collected and disbursements made are properly accounted for the purpose of meeting district budget restrictions.
- ✓ Presents information for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls.
- ✓ Represents the school within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to school environment.
- ✓ Screens requests for materials and supplies for the purpose of determining the relationship of materials to the program, school and district standards.
- ✓ Supervises all certified and classified personnel assigned to building for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.

b. Team Leader
   - ✓ Coordinate programs within the team
   - ✓ Coordinate between own team, other teams, and other teachers
   - ✓ Serve on and appoint team members to various committees
   - ✓ Familiarize new teachers and substitute teachers with school programs and other pertinent information
   - ✓ Responsible for the development of new approaches from within the team and for keeping up with new trends and research in education
   - ✓ Schedule and conduct team meetings
   - ✓ Assist in the selection of personnel
   - ✓ Coordinate parent/teacher conferences and report information to appropriate administration
   - ✓ Develop and maintain a high level of morale among team members
   - ✓ Responsible for the care and distribution of equipment and materials
   - ✓ Serve as a first recourse for team members who encounter classroom problems
   - ✓ Recognize and encourage professional growth of team members
   - ✓ Perform other related tasks/activities as assigned by the principal and/or designee

b. List all leadership positions (teacher and administrative) and provide related job descriptions.

   a. Principal - The job of the School Principal was established for the purpose/s of managing assigned school site operations; coordinating site activities; representing the school within the community; and addressing situations and resolving, problems and/or conflicts that could negatively impact the school.
   b. Team Leader - The Team Leader is a liaison between the administration and the team of teachers. This person provides day to day oversight to a team of teachers with the primary purpose of improving instruction. (See attached job description Appendix E)
   c. Teacher – The purpose of this position is to create a flexible educational program and a class environment favorable to learning and personal growth; to establish effective rapport with Teacher students; to motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for education in accordance with each student's ability; to establish good relationships with parents and other staff members. (See job description attached Appendix E)

c. If there have been any additional roles or consolidations of roles since the original charter, please include and justify.

   - ✓ There have been no additional leadership roles since the original charter.

d. Describe the teacher evaluation system in place. (*Appendix E*)

This school utilizes a teacher observation and evaluation system that includes several elements of the Framework for Effective Teaching. All instructional staff members are observed and evaluated in accordance with these standardized procedures and forms and with the use of a consistent observation and evaluation process. The process includes pre and post observation conferences, informal visitations and formal, written observation reports and an additional Annual Summative Performance report.

The school looks at the following types of evidence or information in the formal teacher evaluation process: formal observation, informal, walk-through observations, pre and post observation conferences, teacher work samples, the teacher Professional Development Plan, teacher self-evaluation and evaluator narrative. The school utilizes the teacher evaluation system results to plan professional development, inform teachers Professional Development Plan, to inform recommendations for continued employment, to inform teacher placement decisions. Student achievement outcomes or student growth data are addressed in the required Annual Summative Performance Report Conference in relation to each individual faculty members' Professional Growth Plan.

During the mandatory individual and personal conference required as part of the process for this Annual Summative Performance Report, topics such as student achievement and a mutually designed Professional Improvement or Growth Plan is discussed between each faculty member and his/her Principal and/or Supervisor. The formal Observation Report form and the evaluation process requires actual observations of faculty carrying out assigned instructional duties in various settings and the format for written report includes performance indicators in the four major areas of Planning and Preparation, Classroom Environment, Instruction, and Professional responsibilities.

(See attached for copies of the formal and informal walkthrough tools Appendix E)

Is the school an Effective Viable Organization?/The School has Established a Well-Functioning Organizational structure with Staff, Systems and Procedures that Allow School to Carry Out Its Academic Program
9. Is the school's governance and administration stable and effective?

9. a. At each monthly Academy Board meeting, the Board reviews the school's financial position and approves the monthly paid and payable invoices. Additionally, the director reports to the Board on several aspects of the school including enrollment, academic performance, attendance, disciplinary actions and staffing issues. Examples of Board meeting minutes and Director's reports are attached in the Appendix. (See Appendix F)

As the spring 2011 ISTEP scores became available, it was clear that an unacceptable decline in the student passing required swift Board action. The Board met with top management from American Quality Schools. As a result of that meeting, the Director of the Academy was charged with determining the cause of the poor performance and developing a corrective action plan. This plan was subsequently presented to the Academy Board at its regularly scheduled August 24th, 2011 meeting. Monthly updates on the implementation of the plan are reviewed by the Board

9. b. The Board believes its strengths lie in the following areas:

1. The Board is well diversified. Included are parents of Academy students, business professionals, stakeholders in the school's physical plant, and a representative of the cities administration. A survey conducted by Dr. Brian Carpenter prior to the board's recent governance training provides evidence of the Board's diverse skill sets and is included in the Appendix F.

2. The Board is a non-compensated Board committed to improving the education and future prospects of the Academy's students.

The Board believes the following areas require improvement:

1. The Board lacks certain disciplines and skills; specifically, backgrounds in accounting and education. We are continuing to look for new Board members to fill these needs.
2. Two Board members have students attending the Academy. We are attempting to increase this number through the search mentioned above.

3. The governance training we recently experienced taught us that as a Board we too frequently focus on how the Academy achieves outcomes instead of what is achieved. Since that training the Board is committed to disciplining ourselves during Board meetings to focus on outcomes.
4. Academy Board meetings are typically held in the school library. This room provides limited space for participation by other stakeholders in the school. A branch of the city's public library has the potential to solve this problem and being pursued.
5. Academy Board meetings are held on Wednesdays at 1:00 pm. This timing makes it difficult for working parents to participate either as observers or Board members. A trial of evening meetings is being planned beginning for next year to determine whether it will improve participation.
6. In the past the Board has been remiss in the orientation and training of new and existing Board members. We will have developed a new member orientation and training manual which will include all relevant documents by the end March, 2012.

9. c. The Academy's building owner has experienced problems related to the resolution of maintenance issues in the building. Recently the Director's Report to the Board has been expanded to include a list of outstanding maintenance issues, the action planned and the current status. An example report appears in the Appendix. (See appendix F)

An issue which arose during the last school year was the subject of permissible hairstyles. The Academy administration, at the direction of the Board, formulated a policy which was reviewed and approved by the Board. The policy appears in the Appendix. (See appendix F)

Is the school an Effective Viable Organization? /The Board has Worked Effectively to provide Oversight for the Total Educational Program to Achieve the School's Mission.
10. How has the Board provided fidelity and oversight for the Mission and future of the school?

10. a. As described earlier, the Academy Board reviews the academic and financial performance of the school at each scheduled Board meeting.

10. b. The evaluation of the school's administration is conducted by the EMO that has been in place since the school's founding.

10. c. The governance training provided through a grant from Ball State University and conducted by Dr. Brian Carpenter demonstrated the need for the Board to review its performance on an ongoing basis. With the knowledge we gained through this training, we have been become

more capable of assessing our performance during the course of our meetings. Additionally, we plan to take part in annual governance training and to hold semi-annual Board development meetings.

10. d. As described above we will engage in annual governance training in the future and self assessment meetings. Regarding new Board member training please refer to item 9. b. above.

Is the school an Effective Viable Organization? /The Board has Implemented, Maintained and Abided by Appropriate Laws, Policies, Systems and Processes.
11. Provide the rules and policies for governance and operation of the school.

11. a. A copy of the current by-laws is included in the Appendix. They are currently undergoing revision and will be resubmitted to Ball State University upon completion of that revision. Many of the policies that govern activities at the school are included in the student handbook (available on request). The composition of the Board along with the members' specific skill sets is included in the Appendix. (see Appendix F). Article IV Section 2 of the by-laws outlines the terms of Board members.

11. b. The copies of the Conflict of Interest policy, Compliance Statement and Conflict of Interest are included in the Appendix as requested. (See Appendix F)

11. c. The EMO has been responsible for managing the school's policies with approval from the Board of Directors.

11. d. The Academy maintains an open door policy in order to be accessible to all stakeholders.

Is the school an Effective Viable Organization? /Parents, Guardians and Students are Pleased with the School
12. How have the plans for parental and community involvement been realized?

12. How have the plans for parental and community involvement been realized?

a. How have the plans for parental and community involvement stated in the original charter application been fulfilled?

In the original charter the goals for parental and community involvement were that 100% of parents/guardians of children attending the Academy will sign a " memorandum of understanding" with the Academy which specifies school policies, rules, regulations, school and parental rights and responsibilities. The Academy has since put into place several components to improve parental involvement:

School-Parent Compact (See Appendix G) - The school-parent compact is a written agreement between teachers and parents. It is a document that clarifies what families and schools can do to help children reach high academic standards. Every school receiving Title I funds must develop a compact. The compact serves as a clear reminder of everybody's responsibility to take action at school and at home so that children can learn what is required of them. It is a written commitment indicating how all members of a school community -- parents, teachers, principals, students, and concerned community members -- agree to share responsibility for student learning.
Parents In Action Committee – This committee meets to discuss volunteerism fund raising, and endeavors to provide opportunities to educate parents on events and issues inside and outside the Academy. This committee consists of parents and has faculty representatives. The plan and implement parent-student activities such as literacy nights and family math nights. This committee also provides computer classes and parent university events that help parents with issues from study skills for students to nutrition and health education.

Parent Involvement policy - A parent involvement policy explains how the Academy supports the important role of parents in the education of their children. The policy will cover a wide range of issues, such as:

- What the school staff will do to support parent involvement
- Parents' rights and responsibilities
- How school staff will communicate with parents
- The school procedure for complaints and other concerns

Parent Perfect 10 volunteers - The primary goal, for implementing the required volunteer program, is to inspire successful parental participation in support of the Academy. Engaging a commitment between the school and families to serve together in tangible acts of service will benefit everyone, especially our students. In fact, research shows that parent involvement in

children's learning, strongly impacts student achievement levels. Parents receive "credit" for completing 10 or more hours in volunteerism at the Academy. Activities range from classroom assistance, lunch room monitors, to completing center materials at home for student work stations.

We have fulfilled the goal of having every parental guardian of an East Chicago Urban Enterprise Academy student sign in acknowledgement and receipt of the School Parent compact and Parent involvement policy as per their registration and entrance into the Academy.

b. Describe how family and community involvement in the school's operation relates to the fulfillment of the school's mission and overall program.

The Academy has supported the involvement of families and community in the school's operation by promoting an open door policy in the observation and assistance in the classrooms that do not interfere nor disrupt the learning environment. The Academy communicates with families about school programs and student progress through effective school-to-home and home-to-school communications. We strive to better communicate with our increasing ELL families by translating report cards, notices, and memos into the diverse languages found in the community. The Academy also provides translators at one-on-one meetings and community meetings to ensure communication is transparent to all stakeholders. Parents and guardians take part in a variety of Family Nights which include reading/literacy, math, science, and game nights.

c. Provide evidence that partnerships with educational institutions or community organizations have supported the school's mission and program.

The Academy has partnerships with the schools under AQS management in regards to providing academic competitions for students. Academy students have participated in the Academic Olympics which is a standards based competition with teams of third through 8th grade students.

The Academy is in partnership with the Purdue Calumet's Educational Talent Search program which assists in providing mainstream educational opportunities to persons from income eligible backgrounds and/or potential first generation student to complete secondary education and subsequently enroll in postsecondary institutions.

The Academy's Administration needs to expand its' community and partnership base to develop more associations that will benefit the school's students and educational programs. The Academy has partnerships with other charter schools in the areas of extra curricular activities that center around athletics. Sportsmanship and the development of positive character have long been explicit goals of school sports. A strong belief exists that sport programs have the power to promote the development of "...sportsmanlike behaviors, ethical decision-making skills, and a total curriculum for moral character development" (Stoll, 1995, p. 335) and provide a social environment to acquire personal and social values and behaviors contributing to good character

and good citizenship. These traits are the basis of the Academy's Character Education program which supports one of the Academy's foundational goals of Character development in all students.

Is the School Fiscally Sound? /School has Operated Effectively Utilizing a Long-Range Plan
13. Operating budget, past, present and future?

13. Operating budget, past, present, and future:

a. *Explain any significant variances between your actual financial performance and your budgeted financial performance over the last (5) years.*

East Chicago Urban Enterprise Academy has not experienced any significant variances between budgeted and actual financial performance over the last 5 years.

b. *Provide enrollment projections for the next five (5) years, including the minimum and maximum enrollment projections for each year that demonstrate financial feasibility.*

Please see Appendix H for our 5 year enrollment projections. The minimum enrollment expectation would be 85% of the projection for a given year and the maximum enrollment expectation would be no more that 110% of the projection for a given year.

c. *Describe any significant changes in revenue sources and / or in expenditure items over the next (5) years.*

While there are no significant changes projected in revenue sources.

Is the School Fiscally Sound? /The School has maintained Appropriate Internal Controls and Procedures
14. Describe the method for conducting annual audits of the financial, administrative and program operations of the school.

a. *Describe your school's purchasing and payroll procedures and identify who will have purchasing authority.*

Please see Section 12.6 of the attached AQS Policy Manual (Appendix I) for the school's purchasing procedures and Section 10.0 for the school's payroll procedures.

b. *Provide regulations/guidelines on travel, professional development activities, student field trips and reimbursement of travel expenses.*

Please see section 9.2 of the attached AQS Policy Manual (Appendix I) for the school's policies on travel, professional development, and student field trips.

c. *Describe how the Board and Administration have developed and implemented an effective system to ensure responsible fiscal oversight.*

AQS as the contracted agent for the Board, manages the School's finances on a day-to-day basis. AQS is financially responsible for managing the banking, petty cash, purchasing, payables, fixed assets and payroll for the School. AQS provides the Board and the established Finance Committee with monthly reports and fulfills all State reporting requirements.

The Board's treasurer deposits all school funds in the School's bank account in a timely manner and reports to the Board on a monthly basis. Prior to the release of the funds, the Board must approve all expenditures. The School uses a numbered purchase order system and fund numbers are coded on all purchase orders. Items and services, when received are verified by the appropriate administrator and submitted to the AQS accounting department for processing. The records of all financial transactions are readily available on the automated accounting system.

d. *Have there been any negative audit findings and how did the Board and school develop and implement a corrective action plan?*

Please see for the School's Management Response to negative findings of the most recent audit and Appendix I for the School's Corrective Action Plan relating to the most recent negative audit findings

e. *Describe your process for complying with regulatory requirements when hiring independent contractors.*

East Chicago Urban Enterprise Academy fully complies with all Indiana and Federal regulatory requirements when hiring any independent contractors. The Board must approve all contracts prior to execution.

Is the School Fiscally Sound? /The School has Complied with Financial Reporting Requirements
15. How has the school has demonstrated sound and viable responsibility?

How has the school demonstrated sound and viable responsibility?

a. *Discuss how the school provides timely and accurate management financial reports?*

The reporting of financial operations is increasingly important to the success of charter schools. Taxpayers are increasingly aware of the fact that the majority of public funds go towards financing public education. The School reports its financial information using traditional sources

as furnished by the Indiana Department of Education. The School acknowledges it is subject to a biannual audit (and review in the off-audit years), and fully cooperates in such.

In addition to the formal biannual audit, the board will avail itself to the financial information presented to it on the monthly reports provided by AQS which include: a) balance sheet, b) income statement, c) variance-to-budget report, statement of cash flow, bank reconciliation report, and a current accounts payable report. In those years when the Indiana State Board of Accounts does not audit the financial condition of the School, the Board will cause an audit (or less-costly review), conducted by a reputable auditing firm to be performed.. The Board will make its financial information available to the local press and seek to inform local media about the School's financial condition whenever practical. The School publishes its financial information each year as required

b. Describe and provide evidence of how school leadership and the Board are involved in financial decision making.

In terms of the School's budget, the process starts at the functioning level of the organization. Beginning in January, teachers and the other identified personnel are given work processing papers which will have the previous year's budget on those items directly under their control.

The teachers and the other personnel will be in a position to make their recommendations for the upcoming school year. The team leaders and the principal will also be given worksheets to make their recommendations for the upcoming year. AQS then submits to the School's Finance Committee the proposed budget. The Finance Committee reviews and may make adjustments in consultation with AQS. The budget then goes to the entire board for final approval.

In terms of expenditures, they are recommended to the principal through the administrative channel established for the School. Eventually, the request for expenditure is submitted to central administration for payment. The Board is kept informed by regular monthly reports that include the payee, the purpose of the payment, and any other data which is relevant to the payment. Each month the Board votes on the payments to all the vendors who have submitted appropriated paperwork and have been processed by the AQS staff. No expenditures are submitted to the central office without the principal's approval.

Is the School Fiscally Sound? /The School has Maintained Adequate Financial Resources to Ensure Stable Operations
16. Demonstrate how the school is sufficiently able to operate and manage cash flow on a daily basis.

a. Provide evidence that the school is fiscally solvent and that all debts are current.

Please see Attachment Appendix I for the School's most recent Balance Sheet and Income Statements that reflect the school's fiscal solvency.

b. Do you have any debts and if so what are the repayment plans and schedule?

In addition to the Common School Loan debt that ECUEA currently has (please see Appendix I for the Deferral Letter and the revised repayment schedule), the School also has a facility

renovation loan (please see Appendix I for the loan amortization schedule) and line of credit that was used for renovation and startup expenses (please see Appendix I for a copy of the line of credit schedule).

c. *How do you manage your cash flow?*

Each month, as part of the Board Financial Report package that is submitted to the Board by AQS, is a Statement of Cash Flow that projects the school's estimated cash flow requirements for the next four months. This Statement of Cash Flow is also reviewed with the school's principal on a monthly basis with senior AQS financial managers. It is also the basis for the purchasing decision approval process by the school's designated Account Specialist.

Is the School an Academic Success? /Reviewing the Academic Performance of Schools Supported by the EMO
17. For schools that have an affiliation with an EMO, the following questions apply.

a. Provide a description of summary report(s) of the academic performance in English language arts and mathematics over the last three (3) years (both aggregated and disaggregated by grade) on state assessments and including the percent of students in each school who are eligible to receive free-lunch (excluding reduced-price lunch). If three years of state data are not available for a school, please also include standardized norm-referenced test results.

(Please refer to Appendix J)

b. Provide state assessment results doe the district in which the school is located.

(Please refer to Appendix J)

c. Please provide answers to the following questions:

i. Does the EMO have performance goals for schools it supports? If so what are they?

The Key Educational Goals

1. All students will become grade proficient in the basic skills of reading, writing, mathematical computation, computer literacy, and critical thinking/problem solving.
2. All students will develop a sense of self-worth.
3. All students will develop a sense of moral and ethical behavior.
4. All students will develop a sense of reciprocal obligation to their family, their school, and their country (citizenship).
5. All students will develop an appreciation and tolerance for various viewpoints, races, religions, and ethnic origins of our multi-cultural nation.
6. All students will develop the knowledge, skills, work attitudes, and habits which will allow them to become productive members of the American and global economy.

The Key Organizational Goals

For Teachers

1. All teachers will have a clear understanding of the AQS mission and goals.
2. All teachers will be treated with respect as professionals.
3. All teachers will view the AQS administration as having as its main purpose the help and support of them in successfully educating students.
4. All teachers will be empowered to exercise their voice in school policies.
5. All teachers will be rewarded on the basis of a fair assessment of their performance as defined by their job descriptions.
6. All teachers will participate in making AQS a true learning organization dedicated to creating and maintaining a culture of continuous improvement.

For Parents and Other Stakeholders

1. All will have a clear understanding of the vision, mission, and goals of AQS as an organization.
2. All will have access to regular and understandable information on school programs, policies, finances, and the academic achievement of students.
3. All will have reasonable open access to AQS faculty and administration.
4. All will perceive AQS as an organization that welcomes parents and community citizens as necessary partners in the work of providing a high quality education for each child.
5. All will recognize AQS as an organization that operates within the framework of high ethical standards.

ii. What is the role of the EMO in cases where a school does not meet the academic performance goals?

Any AQS school failing to show academic growth on state assessments will:

1. Immediately report to AQS central office administrators the officially announced test results.

2. Prepare a comprehensive academic remediation plan focusing on raising academic achievement results with fifteen work days of the announcement of state test results.

3. After approval of the plan by AQS central office administration, the school principal will present the plan to the particular school's board at the next scheduled board meeting.

4. Failure to result in a determined measure of academic growth on state assessments at the school will result in the school being place on AQS academic probation. Schools remaining on probation for a second year will result in:

a) No increased overall compensation for school administrators, teachers, or staff.

b) Individual teachers who achieve according to the AQS Performance Based reward system will be compensated for their performance

c) The AQS central office assuming the overall direction and operation of the school, including personnel assignment, as well as a reformulation and implementation of a remediation plan.

iii. Have any schools under the EMO's management been closed or not renewed? If yes, please explain. What states were they in and what year did it occur?

At the end of the last academic year, June 30, 2011, The American Quality Schools (AQS) and the charter holder of five of our Chicago K-8 Schools, Chicago International Charter School Foundation (CICS), had a discussion concerning the 5 CICS schools that AQS was managing. Two of the schools had been a part of the AQS portfolio since 1999; the others were acquired by AQS as they applied to CICS. During the last academic year, discussions were held by AQS management about our goals for the company, consequently an indication was made that CICS wished to pursue different objectives for the management of their schools. CICS decided that their objectives could be better achieved if they managed their schools in a different way; they therefore decided to create a subsidiary company of CICS to manage some of their schools.

The CICS schools operated by AQS had not only achieved a high degree of success, but one of our K-8 schools was the highest achieving elementary school in the entire Chicago charter school community and another was 4th in that same ranking. Academic performance was not an issue in their decision; CICS merely desired a different manner in which to operate the schools. Their decision was acceptable to AQS.

iv. Has the EMO ever been terminated by a school? If yes, please provide details.
No

v. Has the EMO ever been sued by one of its schools? If yes, please provide details.
No

18. Statement of Reflection

1. Explain the need for this particular school in the community it serves and the target student population.

The East Chicago Urban Enterprise Academy was founded in 2005 by a group of concerned community leaders, parents, and educators who shared a common vision to provide all East Chicago children with a high quality education. The school was founded to improve educational opportunities for and to provide them with the tools, skills, and abilities to overcome traditional barriers to success. Toward that end, the school is committed to providing its students with a well-rounded educational program.

The East Chicago Urban Enterprise Academy meets the needs of the community in providing a quality choice for the students of East Chicago. In spite of the recent decline in ISTEP scores the Academy still out performs the neighboring public school district. The Academy continues to provide a safe environment for all of our students and staff.

2. What are the strengths of this charter school? ***(Identify the strengths in each of the five (5) areas of the Performance Accountability Framework.)***

a) High Academic Attainment and Improvement
The school is working hard to develop a school-wide curriculum that is closely aligned with the IN Academic Standards and Common Core Standards. The Academy began the School Improvement process through the Indiana Student Achievement Institute in 2009. It is currently in year 2 of implementation. In 2009, we became a part of the Indiana Student Achievement Institute (InSAI) initiative in order to raise student achievement and close achievement gaps. Through this Vision to Action process, academic goals were established after a thorough analysis of multiple achievement data assessments, including the ISTEP Math and ELA assessment, student's mastery of each Indiana Academic Standard, and report card grades. The ECUEA Full Faculty, Community Council (including parent representatives), and the Student Body were involved in the analysis of the achievement data. Using a consensus based decision-making model, the ECUEA Full Faculty and the Community Council identified broad academic areas of concern as a component of the InSAI school improvement process.

b) Responsive Educational Program and Environment
When the ELA ISTEP+ scores declined in 2008, the Academy placed emphasis on writing. It was imperative that Teachers were all trained in 6traits writing and demonstrated understanding in implementation. The Academy contracted a writing coach to provide professional development in the writing program as well as in class coaching and modeling for K-8th grade ELA teachers. Subsequently, the ELA scores for the spring improved.

The Special Education program has grown and stabilized, and there is clear access to the curriculum for students with diverse learning abilities. The school's use of an inclusion approach ensures students have equal opportunities to learn. ECUEA implements a program of inclusion that is highly successful in de-stigmatizing students with special needs. For the most part, students with special needs are provided with support in their regular classrooms by special education teachers. Resource room services are provided on an as needed basis and as dictated by IEP requirements and goals. Small class size enables teachers, with the help of teacher associates, to monitor each student's success and to provide supports as needed. ECUEA SPED resource teachers operate learning centers that provide small group skills-based instruction as required through assessment of students' learning needs.

Teachers at ECUEA are engaged in curriculum planning activities in a collegial and collaborative fashion with support and guidance from the Admin staff.

ECUEA runs an after school tutorial program that provides both assistance with homework and skill development to support student learning. Changes have been made to the program so that the program now focuses on more standards based skills to address Individual Action Plans. The program is staffed by a coordinator and teachers who also work in the regular program, thereby creating a degree of continuity between students' school day and after school activities. Students also have an opportunity to participate in the Supplemental Education Services tutorial program that is facilitated by outside providers.

c) Responsible School Leadership, Governance, and Management
The School Leadership has increased accountability for learning out comes and adjusts school initiatives and foci to reflect the higher demands. The School leadership conceptualizes roles and responsibilities with the Academy in relation to the improvement of teaching and learning. The Governing Board continues to provide support through policy development for the Academy.

d) Financial Sustainability and Internal Controls
There are internal controls in place for financial procedures. The Academy's Director works with the AQS financial department to remain within budget.

e) Strong Culture and Supportive Relationships
One of the overarching goals driving developments over the past two years has been to address student behavior issues across the campus. Data generated from the number of referrals and types of behavioral infractions noted student behavior as a developing problem at the school. The Academy has adopted the PBIS Positive Behavior Intervention System of behavior management and school culture. (See Appendix K) The Academy places emphasis on community within the school, collaboration, inclusion and support for all of our students.

3. Discuss the organizational challenges you have overcome during this charter period.

Teacher turnover presents a threat to academic student growth as well as to our resources as a school. Frequent turnover means renewed and on-going training on basic ECUEA / AQS philosophy, policies, curriculum, and teaching strategies. Since our schools attract younger teachers, regular life episodes such as marriage, childbirth, and spouse job relocation will undoubtedly continue to affect our operations. AQS will continue to build on initiatives already in place such as better salaries, increased benefits, tuition reimbursement, faculty involvement in decision-making, and other similar things, to create and sustain a workplace environment which will encourage increased long-term commitment to the organization. The AQS policy of promoting teachers from within to higher levels of responsibility is already a positive incentive in this approach.

In response to teacher licensing issues and subject matter expertise the Academy has had intermittent staff turnover in several critical areas.

We have had a lack of consistency of Regional Managerial support and guidance over the past six years. However, American Quality Schools has now reinstated quality support that will assist us in attaining our goals.

4. What changes have been or will be made as a result of your data analysis of the charter school's academic, financial and administrative performance?

The school has developed a system of internal assessments in mathematics, reading, and writing. Teachers and Administrators are working to develop an internal assessment system comprised of pre-, mid-, and post-assessments in math, reading, and writing that are aligned to ultimately reflect the rigor and expectations of IN Academic Standards and Common Core Standards.

Increased capacity is being built with the Administrative staff through month professional development and training.

In an effort to provide teachers and the school with information on student progress on an ongoing basis, a system of pre-, mid-, and post-assessments in math, reading, and writing are being developed.

5. Name the areas in which the charter school needs to improve, and briefly address how the changes proposed in the application address those areas.

Area of Concern: Student Achievement

Improved and continual data analysis on all benchmarks and assessments. Through the school improvement process the Academy will continue to look at all data and trends to identify the areas of academic concerns.

Area of Concern: Curriculum and Instruction

The Academy will continue the process of aligning the curriculum to the Indiana state standards, and Common Core Standards. We are making series changes in our reading and math curriculum to address the gaps found in the current reading series.

6. What barriers to success exist and how do you anticipate overcoming them?

Unfortunately the Academy has difficulty attracting high quality candidates in Intermediate grades with its' current pay scale. Signing bonuses and leveled salaries based on content specific subject matter are two approaches to addressing this barrier. Tuition reimbursement incentives additional staff professional development opportunities to improve teacher learning and craft

The high accountability, no tenure for the teaching staff, additional paper work and extended hours deter many candidates from Charter schools in general. The ability to invest in our effective teachers will yield more teacher leaders.

APPENDICES

Appendix A — East Chicago Urban Enterprise Academy Professional Development Plan

AQS Professional Development Plan

Appendix B — Curriculum Mapping Examples

Appendix C — Remediation Plan

- AQS Focus Outcomes

Appendix D — Educational Job Descriptions

- Principal
- Team Leader
- Teacher

Appendix E — Evaluation Tools

- Teacher Evaluation
- Walkthrough Forms

Appendix F — Board of Directors Documents

- Example of Board Meeting Minutes
- Director's Report Template
- Board Training Survey
- School Board By-Laws
- Conflict of Interest Policy
- Maintenance Report
- Academy Hair Policy

Appendix G — Parent Documents

- School – Parent Compact
- Parent Involvement
- Parent Perfect 10

APPENDICES

Appendix H — Financials

- 5 year budget projections
- Balance Sheet, Income statements
- Common School Loan Deferral Letter, Repayment Schedule
- Loan Amortization
- 5 year enrollment projections

Appendix I — AQS Business Policy Documents

- 12.6 Purchasing Procedures
- 10.0 Payroll Procedures
- 9.2 Travel, Professional Development, Student Field Trip
- SBOA Audit with AQS Response
- AQS Corrective Action Plan

Appendix J — Academic Summary Reports

Appendix K — Positive Behavior Intervention System (PBIS)

- The Academy's plan

Appendix L — Statistical Data Charts

Appendix:

East Chicago Urban Enterprise Academy

Professional Development Plan

2008-2012

Curriculum, Instruction & Assessment		
Year	**Session/Workshop**	**Status**
2008 - 2009	• Paideia: Socratic Seminars • Make & Take Center Workshop • Technology Workshop • Team Building Workshop • ***6 Traits of Writing: Introduction to the Traits**** • ***ISTEP Writing Prep/Open-Ended Q's****	Ongoing Staff Development
2009 - 2010	• Curriculum Mapping • Vocabulary: Effective Vocabulary Instruction – Ms. Strong • Monthly Grade-Level Meetings • Monthly Team Leader/Team Collaboration Meetings • Monthly Mentor/Mentee Meetings • ***6 Traits of Writing: Co-Teaching by Team Leader**** • Differentiated Instruction Workshop • Monthly Team Leader/Team Collaboration Meetings • Paideia: Socratic Seminars • RTI Workshop • Team Building Workshop	Ongoing Staff Development
2010 – 2011	• ***ISTEP Writing Rubrics/Writing Prompt Grading Workshop**** • ***Monthly Writing Prompt Grading Sessions (Sept-Feb)**** • ***6 Traits of Writing: Co-Teaching by Team Leader**** • Monthly Mentor/Mentee Meetings • Cooperative Learning Workshop – Mrs. Banks • Make and Take Workshop (grades K-4) • RTI/SPEC Ed • Paideia – Didactic	Ongoing Staff Development

	• Understanding by Design: Introduction to the Framework • Monthly Team Leader/Team Collaboration Meetings • Team Building Workshop • ***6 Traits + 1 Workshop: I know the Traits…Now what?**** • ***6 Traits of Writing Coaching and Modeling of Mini-Lessons*** *by Kristie McCullough (Smekens Education Solutions)** • ***6 Traits of Writing Coaching and Modeling/Structuring the Writer's Workshop*** *Kristie McCullough (Smekens Education Solutions)** • ***Monthly Writing Prompt Grading Sessions (Sept-Feb)**** • UbD: Essential Questioning • Paideia – Questioning Strategies & Coaching • UbD: Concepts & Book Talk • 3-8 ISTEP Multiple Choice Prep/CPR Training • ***Student Writing Portfolios**** • Differentiated Instruction Workshop • Paideia - Socratic Discussion Practice: Teacher Lead • ISTEP Multiple Choice (grades 3-8)	
2011-2012	• AQS-wide Grade- Level Work/Curriculum Alignment and Common Core Overview • Common Core Overview & the Reading Plan • Unpacking the Standards • RTI Presentation: AQS • RTI: A Gen Ed Initiative/ *What Does the RTI Process look like at ECUEA?* • Monthly Team Leader/Team Collaboration Meetings • Weekly Grade-Level Meetings • Curriculum Alignment/Mapping • UbD: Reviewing the Framework & Jigsaw Chapter Analysis • Fountas & Pinnell Benchmark Assessment Workshop	Ongoing Staff Development

	• *Curriculum Alignment & Map Calibration:* Grade-Level/Teamwork (Team Collaboration) • Reading Street Workshop • Workshop: Everyday Math (Hands-On) • NWEA: What is MAP Primary and How can it be useful to my teaching? • NWEA: What is NWEA? How can I use the reports to drive my instruction? • ***6 Traits + 1 Workshop: Developing Independent Writers**** • ***Monthly ISTEP Writing Prompt Grading Sessions (Sept-Feb)**** • Understanding by Design: Essential Questions: What is you level of Questioning? • Book Discussion: "Culturally Proficient Instruction: A Guide for People Who Teach" • Workshop: "HOTS" – Higher Order Thinking Skills: "The Road Not Taken" • Bloom's Taxonomy: Levels of Thinking • Introduction to the Charlotte Danielson Framework	

School Improvement & Data Analysis

Year	Session/Workshop	Status
2008 - 2009	• NWEA Analysis – Team Meetings • ISTEP Data Meeting	Ongoing Staff Development
2009 - 2010	• Data Analysis: NWEA & ISTEP results • Data Analysis: ISTEP results (V. Kolbilca) • Monthly INSAI Initiatives Mtgs (Year 1) – Full Faculty	Ongoing Staff Development
2010 - 2011	• School Data: 2009-2010 ISTEP Results • Monthly INSAI Initiatives – Mtgs (Year 2) – Full Faculty Monthly- Grade Level Meetings	Ongoing Staff Development
2011 – 2012	• School Data: 2010-2011 ISTEP Results & Reading Plan • AQS Focus Outcomes 2011-2012 • NWEA Analysis/Grade Level Meetings • INSAI Initiatives – Mtgs (Year 3) – Full Faculty • Weekly Grade-Level Meetings • Quarterly "Roundtable for New Teachers" with the Director	Ongoing Staff Development

Classroom Management, Character Education & PBIS		
Year	**Session/Workshop**	**Status**
2008 – 2009	• Classroom Management Workshop - Mrs. Williams	Ongoing Staff Development
2010-2011	• Character Counts/Discipline	Ongoing Staff Development
2011-2012	• Classroom Management Workshop – K. Paplowski • Positive Behavior Intervention Support (PBIS) & Character Counts • Character Counts	Ongoing Staff Development

** K-8 Focus on Writing: Writing Sessions/Workshops*

American Quality Schools
Professional Development Plan
2011-2012

Overarching Goal: *To improve student achievement by combining the efforts of Administrators, Teachers, Parents, and Specialized Services.*

Goal ***Administrators***	***Action Steps*** ***What activities will be initiated to achieve this goal?***	***Designation*** ***Who will be responsible for initiating or sustain the action steps?***	***Timeframe*** ***What is a realistic timeframe for each phase of the activity?***	***Results*** ***What evidence will you present that you are making progress toward your goal?***
Admin - Goal 1 By the end of 2011, Principals and Team Leaders will design effective Professional Development Activities that will increase Teacher usage of Higher Order Thinking questioning strategies in classrooms				
Admin - Goal 2 Principals and Team Leaders will ensure that 100% of the school's curriculum is vertically and horizontally aligned to the [illegible]nois/Indiana and Common Core Standards in a[illegible]	Principals and Team Leaders will: 2a)Analyze unit and lesson plans for alignment 2b) Examine textbooks and other curriculum materials for alignment 2c)Scrutinize the daily schedule to ensure its designed to maximize learning in Core subjects 2d) Assess if school policy and budget support curriculum alignment.	• Regional Managers • School leadership team members are responsible for transferring knowledge to colleagues and facilitating the implementation of new practices at the site level	1) Initial work in June 2011 at Principal/Team Leader Meeting 2) Follow-up work started August 2011 during Director/Team Leader PD, Teacher in-service days. 3) Ongoing staff	1) Timely Curriculum Alignment Maps submitted to Regional Manager based upon approved plan. 2) Instruction in classrooms mirrors pacing guides. 3) Curriculum Mapper contains alignment maps for teachers to access

subjects.			development at all points throughout the year. 4) Finalization of Core Subjects by February 2012. 5) Finalization of ALL subjects by June 30, 2012.	4) Lesson Plan Monitoring 5) Longitudinal Data from MAP, ISTEP, ISAT
Admin - Goal 3 Fall 2011 Principals and Team Leaders will begin to implement strategies to shift school culture to a high performing one Using the Courageous Leadership Model				
Admin - Goal 4 Principals and Team Leaders will increase the number and effectiveness of classroom walkthroughs.	Principals and Team Leaders will: 4a) Attend training on Charlotte Danielson's Framework for Effective Teaching 4b)Adopt a coaching tool that will be utilized at the school level for walkthroughs 4c) Gain a clear understanding of the process of providing effective feedback to teachers	• Regional Managers • School leadership team members are responsible for transferring knowledge to colleagues and facilitating the implementation of new practices at the site level	1) Initial work to begin in October 2011 2) Ongoing staff development at all points throughout the year	1) Team Leaders and Principals will average 3 short form walkthroughs with feedback per day. 2) Quality of teaching will improve as a result of high quality feedback sessions. 3) Students of these teachers will experience growth as Measured by NWEA, ISTEP, and ISAT.
Admin - Goal 5 Principals and				

Team Leaders will improve the level of rigor and relevance demonstrated throughout their classrooms				
Admin - Goal 6 Principals and Team Leaders will promote and monitor a data driven school culture as evidenced by	Principal and Team Leaders will: 6a) Create a Data Analysis team 6b) Schedule Data Team Meetings with teacher teams and individual teachers 6c) Learn how to disaggregate student assessment data via an item analysis.	• Regional Managers School leadership team members are responsible for transferring knowledge to colleagues and facilitating the implementation of new practices at the site level	1) Initial work to begin in November 2011 2) Ongoing staff development	
Goal ***Teachers***	***Action Steps*** ***What activities will be initiated to achieve this goal?***	***Who will be responsible for initiating or sustain the action steps?***	***What is a realistic timeframe for each***	***Results*** ***What evidence will you present that you are making progress toward your goal?***
Teachers - Goal 1 1. a. Teachers will perfect their knowledge and skills in assessment literacy including using, developing, and interpreting assessments.	Teachers will be able to: 1) Use Assessment Data like NWEA, ISTEP/ISAT to analyze and develop a plan to address student instructional needs 2) Develop benchmark assessments to prepare students for state tests 3) An emphasis on assessment will be reflected in school improvement plans and individual administrator and teacher goals.	Regional Managers Principals Team Leaders Teaching and Learning Committee Members	1) October 13, 2011 2) Ongoing staff development at all points throughout the school year	1. Grade level meeting/Staff Development agendas 2. Increase of students who meet NWEA target 3. Increased number of students who meet or exceed on the ISAT/ISTEP 4. Student Writing Samples show increase mastery 5. Review growth on the Dibels assessment k-2, BAS

1. b. Teachers will implement a comprehensive district benchmark assessment plan that incorporates grade, building, district, and commercial state level assessments that complement the gaps in state assessments.	**4)Supervision practices will hold personnel accountable for utilizing effective assessment practices**			**assessments 3-8** **6. Classroom walkthroughs**
Teacher - Goal 2: Teachers will create instructional activities that utilize higher order thinking skills (application, analysis, synthesis and evaluation) including instructional strategies that apply, assimilate and adapt knowledge to real-world predictable situations and to real – world unpredictable situations				
Teacher - Goal 3:	**Teachers will be able to:**	• **Regional**	**1) Initial work**	**1. Unit Plans and Lesson**

Teachers will develop curriculum that identifies 21st century skills and content at grade/course levels that provides 21st learning for deeper engagement with core subjects through analysis and synthesis and engages students in learning that spans across disciplinary categories.	1) Use the Understanding By Design model in creating their Unit and Lesson Plans. 2) Use essential questions to guide their instruction and assessments. 3) Create activities and assessments that utilize technology to enhance student and improve student engagement. 4) Use cross-curricular activities and lessons to connect core subjects and the arts. 5) Identify strategies and materials to support inter-disciplinary learning.	• Managers • Team Leaders • Instructional Coaches	began in August at All Indiana professional development. 2) Ongoing staff development will continue at all points throughout the year.	Plans will be analyzed using the UBD model 2. Student surveys will be implemented to collect data on curriculum satisfaction. 3. Data from NWEA/ISTEP/ISAT will be analyzed for growth.
Goal ***Student Services***	***Action Steps*** ***What activities will be initiated to achieve this goal?***	***Designation*** ***Who will be responsible for initiating or sustain the action steps?***	***Timeframe*** ***What is a realistic timeframe for each***	***Results*** ***What evidence will you present that you are making progress toward your goal?***
Goal 1 Counselors, Deans and Social Workers will understand the direct connection between social/emotional issues and their impact students' academic	Counselors, Deans and Social Workers will: 1) Gain additional insight and techniques for identifying students with social/emotional issues that may be interfering with academic performance. 2) Learn how to develop and maintain a functional behavioral analysis. 3) Begin to implement a FBA for students who repeatedly act out.	• Executive Director of Student Services • Deans, Counselors and Social Workers will be responsible for transferring knowledge on to additional administrative	1) Initial work to begin Oct, or Nov, 2011 2) Ongoing staff development	1) All Deans will be asked to turn in monthly data on student infractions. 2) FBA's will be turned in to Principal as they are written. They will be part of the evaluation process as well.

performance		staff at the school and facilitating implementation		
Goal 2 Counselors, Deans and Social Workers will learn interactive strategies for dealing with social/emotional issues				
Goal 3 Special Education teachers will learn how to develop an appropriate IEP's.	1) Special Education teachers will become aware of the role they play in RTI and how to effectively use RTI with SPED students. 2) Special Education teachers will become thoroughly knowledgeable of how to develop instructional plans for IEP's 3) SPED teachers and regular classroom teachers will learn how to effectively read and interpret IEP goals.	• Director of Special Education Barb Huber and Case Manager Carlena Rice will be responsible for training. • SPED teachers will be responsible for transferring the knowledge to classroom teachers and ensuring correct implementation of the process	1) RTI training has been ongoing at AQS. Barb Huber and Carlena Rice will conduct further training with SPED teachers in fall of 2011. 2) Huber and Rice will conduct PD's on IEP writing and interpreting goals in Fall 2011 3) SPED teachers will transfer IEP knowledge on to classroom teachers.	1) Classroom walkthroughs regarding use of RTI. 2) Ongoing staff development and evaluations 3) Documentation of RTI with specific students.
Goal	***What activities will be initiated to achieve***	***Who will be responsible***	***What is a realistic***	***What evidence will you present***

Parents	*this goal?*	*for initiating or sustain the action steps?*	*timeframe for each phase of the activity?*	*that you are making progress toward your goal?*
Parent Goal - 1 Schools will implement effective parent involvement activities to improve student achievement and performance.	1) PD for school staff and administrators to strengthen parent involvement. 2) PD about Title 1 programs and services, parent involvement opportunities, parental rights, and plan review/school performance. 3) PD about what support services are available for students with the home-school connection to assure students' academic achievement. 4) Meet with the Parents in Action committees and PTO's to ask to provide parents with the tools to assist in their child's learning and to show parents how they can come into the school to volunteer.	• Director of Special Projects (AQS) • Parent Committee at each of the schools • School principal and/or in conjunction with the Parent Committee at each school	1) One to one and a half hours 2) One to two hours initially. Then follow up every 2 months 3) One to two hours initially. Then follow up by newsletter each month 4) One meeting with communications every quarter	1) Follow up with the parent committees and an evaluation tool for the parents to complete for understanding on these topics and service 2) Follow up with the PAC and PTO's to get feedback and parent survey and how many parents come into the school to volunteer
Parent Goal -2 Schools have a strong parent involvement base through coordinated literacy and math workshops during the academic year				
Parent Goal - 3 Parent workshops will be conducted throughout the academic year	Schools will host: 1) Workshops on selected topics that are of interest to parents and that the schools' feel are important for parents to learn about and are aware of	• Director of Special Projects (AQS) and outside presenters on the topics selected	1) There will be four workshops for the first year implemented	1) Parent surveys given out at the end of each workshop and feedback from the school after each workshop

Course: 2011-12 GRADE 3 INDIANA AND COMMON CORE ELA

	Quarter	Unit/Lesson	Supplement Y/N	Benchmark Date	Assessment	P/F
Quarter 1 - Reading Foundational Skills						
3.1.1. Know and use more difficult word families (-ight) when reading unfamiliar words.	Q1	Not in R.S.	Y/Supplement	ongoing		
3.1.1a. Find in reading texts spelling patterns most commonly used in English Language.	Q1	Not in R.S.	Y/Supplement	ongoing		
3.1.2. Read words with several syllables.	Q1	1-1,1-4,	N	24-Oct	Teacher made	oral
3.1.1b. Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.	Q1	Not in R.S.	Y/Supplement	ongoing		
CC.3.RF.3.a. (3.1.8) -- Know and apply grade-level phonics and word analysis skills in decoding words.□						
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Q1	1-2,1-3,1-4,1-5	Y/Supplement	ongoing		
CC.3.RF.3.b. (3.1.8) -- Know and apply grade-level phonics and word analysis skills in decoding words.□						
b. Decode words with common Latin suffixes.	Q1	1-2,1-3,1-4,1-5	Y/Supplement	ongoing		
CC.3.RF.3.c. -- Know and apply grade-level phonics and word analysis skills in decoding words.□						
c. Decode multisyllable words.	Q1	Not in R.S.	Y/Supplement	ongoing		
CC.3.RF.3.d. -- Know and apply grade-level phonics and word analysis skills in decoding words.□						
d. Read grade-appropriate irregularly spelled words.	Q1	Not in R.S.	Y/Supplement	ongoing		
CC.3.RF.4 (3.1.3) -- Read with sufficient accuracy and fluency to support comprehension.□						
a. Read on-level text with purpose and understanding.□						
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.□						
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Q1	1-1,1-2,1-3,1-4	Y/Supplement	ongoing		
Quarter 1 - Reading Literature				ongoing		
3.3.1a. Recognize that writers choose genres to represent their meanings in different ways.	Q1	Not in R.S.	Y/Supplement	ongoing		
3.3.1b. Recognize forms of poems (rhyming and free verse).	Q1	Not in R.S.	Y/Supplement	ongoing		
3.3.1c. Recognize that some poems are particular to culture (Haiku).	Q1	Not in R.S.	Y/Supplement	ongoing		
3.3.1d./3.5.1c. Recognize and hypothesize about craft decisions a poet made to convey meaning (line breaks, white space, punctuation, metaphor/simile, imagery, alliteration, onomatopoeia).	Q1	Not in R.S.	Y/Supplement	ongoing		
3.3.1e. Recognize that a script (drama) is meant to be performed.	Q1	Not in R.S.	Y/Supplement	ongoing		
3.3.1f. Identify and describe how textual features and organizational structures of drama/scripts are used (setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).	Q1	1-1,1-4,1-5	Y/Supplement	ongoing		
3.3.1g. Recognize fiction (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.	Q1	1-1,1-4,1-5	Y/Supplement	ongoing		
3.3.1h. Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.	Q1	1-1,1-4,1-5	Y/Supplement	ongoing		
3.3.2a. Identify fairy tales as narratives containing a far-fetched sequence of events usually containing an element of magic or enchantment.	Q1	2-4,	N	24-Oct.	Teacher made	written
3.3.2b. Identify myths as traditional stories from the past that explain something that could not be explained through science.	Q1			24-Oct.	Teacher made	written
3.3.2c. Identify folktales as stories passed on orally from one generation to another.	Q1	1-1,	N	24-Oct.	Teacher made	written
3.3.2d. Identify legends as stories about real people usually with exaggerated traits.	Q1	Not in R.S.	Y/Supplement	24-Oct.	Teacher made	written

3.3.2e. Identify fables as short tales that teach moral lessons and often include animals or inanimate objects as characters.	Q1	1-1,	N	24-Oct.	Teacher made written
3.3.2f. Demonstrate knowledge of story structure to comprehend the basic plots of these genres.	Q1	Not in R.S.	Y/Supplement	24-Oct.	Weekly selection tests, Ben
3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Q1	1-1,1-3,1-4,1-5	N	ongoing	
3.3.4 Determine the theme or author's message in fiction and nonfiction text.	Q1	1-2,1-3,	N	ongoing	
3.3.5a. Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds (onomatopoeia).	Q1	Not in R.S.	Y/Supplement	ongoing	
3.3.8a. Identify the problem in a piece of literature.	Q1	Not in R.S.	Y/Supplement	ongoing	
3.3.8b. Define solution as the way the problem is resolved in literature.	Q1	Not in R.S.	Y/Supplement	ongoing	
3.3.8c. Find the solution to a problem in a piece of literature.	Q1	Not in R.S.	Y/Supplement	ongoing	
CC.3.RL.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Q1	Not in R.S.	Y/Supplement	ongoing	
CC.3.RL.2 (3.3.4, 3.3.7) – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Q1	1-2,1-3,	N	ongoing	
CC.3.RL.3 (3.3.3) – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Q1	1-1,1-3,1-4,1-5	N	ongoing	
CC.3.RL.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Q1	Not in R.S.	Y/Supplement	ongoing	
CC.3.RL.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Q1	Not in R.S.	Y/Supplement	ongoing	
CC.3.RL.6 (3.3.6) – Distinguish their own point of view from that of the narrator or those of the characters.	Q1	1-3,	N	ongoing	
CC.3.RL.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Q1	Not in R.S.	Y/Supplement	ongoing	
CC.3.RL.9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Q1	Not in R.S.	Y/Supplement	ongoing	
CC.3.RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Q1	Not in R.S.	Y/Supplement	ongoing	
<u>Quarter 1 - Reading Informational Text</u>					
3.2.3a. Recognize that non-fiction informational texts are important resources for finding facts.	Q1	1-1,1-3,	N	24-Oct.	Weekly selection tests, Benchmark test
3.2.3b. Investigate a question by using non-fiction informational texts to develop understanding.	Q1	1-1,1-3	N	24-Oct.	Weekly selection tests, Ben
3.2.3c. Demonstrate knowledge of non-fiction informational text features to locate relevant information quickly and easily (skim and scan).	Q1	1-1,1-3	N	24-Oct.	Teacher made,Weekly and benchmark
3.2.4a. Recall facts in the text.	Q1	1-3,1-4,1-5,2-1	N	24-Oct.	Weekly selection tests, Ben
3.2.4b. Infer facts from other text features: charts, diagrams, pictures, maps, drawings.	Q1	1-3,1-4,1-5,2-1	N	24-Oct.	Teacher made written
3.2.4c. Use knowledge derived from text to formulate a prediction.	Q1	1-3,1-4,1-5,2-1	N	24-Oct.	Weekly selection tests, Ben
3.2.4d. Revise prediction based on information gathered during text reading.	Q1	1-3,1-4,1-5,2-1	N	24-Oct.	Weekly selection tests, Benchmark test
3.2.6a. Understand that some informational texts can be written in narrative form (biographies, autobiography).	Q1	Not in R.S.	Y/Supplement	ongoing	
3.2.6b. Recognize that these genres account for an individual's life and times usually highlighting significant aspects that often enable a reader to live-through his/her life experiences.	Q1	1-1,	N	ongoing	

3.2.6c. Recognize the facts, including such things as the person's words, historical context, interviews with associates and family, primary source documents (i.e., photos, maps, biographies, eyewitness accounts) that have been gathered and synthesized for biographies and autobiographies.	Q1	1-1,	N	ongoing
3.2.6d. Consider the influence of a person on history and oneself after reading biographies and autobiographies.	Q1	Not in R.S.	Y/Supplement	ongoing
CC.3.RI.1 (3.2.2, 3.2.3) -- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Q1	1-1,1-2,1-3,1-4	N	ongoing
CC.3.RI.2 (3.2.5) -- Determine the main idea of a text; recount the key details and explain how they support the main idea.	Q1	2-1,	N	ongoing
CC.3.RI.3 -- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Q1	Not in R.S.	Y/Supplement	ongoing
CC.3.RI.4 (3.1.5) -- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Q1	1-1,12,1-3,1-4	N	ongoing
CC.3.RI.5 -- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Q1	Not in R.S.	Y/Supplement	ongoing
CC.3.RI.6 -- Distinguish their own point of view from that of the author of a text.	Q1	Not in R.S.	Y/Supplement	ongoing
CC.3.RI.7 -- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Q1	1-5,1-3,1-2,	N	ongoing
CC.3.RI.8 -- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Q1	1-2,1-3,	N	ongoing
CC.3.RI.9 -- Compare and contrast the most important points and key details presented in two texts on the same topic.	Q1	Not in R.S.	Y/Supplement	ongoing
Quarter 1 - Writing				
3.4.6a./3.4.8a. Recognize that writers reread and make revisions in order to convey their meanings more effectively.	Q1	1.1,1.2,1.3,.1.4	N	ongoing
3.4.6b./3.4.8a. Compose using multiple strategies for revision (cut parts out, add parts in, move things around) in order to convey their meanings more effectively.	Q1	1.1,1.2,1.3,1.4	N	ongoing
3.5.2a. Explain that writing comes from the accumulation of specific, concrete and factual details in the written text.	Q1	Not in R.S.	Y/Supplement	ongoing
3.5.2b Write using specific details that develop character, plot, or setting supporting readers in making a movie in their minds.	Q1	1.2,1.5	N	24-Oct.
3.5.4 Use varied word choices to make writing interesting.	Q1	1.1	n and supplemen	ongoing
3.5.5a. Write for different purposes and to a specific audience or person.	Q1	1.5,1.1	N	ongoing
CC.3.W.1 (3.4.3, 3.5.7) -- Write opinion pieces on topics or texts, supporting a point of view with reasons.	Q1	1.3	N	ongoing
CC.3.W.2 -- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Q1	1.3	N	ongoing
CC.3.W.3 (3.5.1) -- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Q1	1.5,1.2	N	ongoing
CC.3.W.4 (3.4.2, 3.4.3, 3.4.7, 3.4.9) -- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Q1	Not in R.S.	Y/Supplement	ongoing
CC.3.W.5 (3.4.8) -- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Q1	Not in R.S.	Y/Supplement	ongoing
CC.3.W.6 (3.4.5) -- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Q1	1.1	N	ongoing

Teacher made written

CC.3.W.7 (3.5.8) -- Conduct short research projects that build knowledge about a topic.□ a. Understand how to conduct shared research using various sources and tools.□ b. Examine information gathered during shared research.□ c. Discriminate between relevant and irrelevant information.	Q1	Not in R.S.	Y/Supplement	ongoing	
CC.3.W.8 (3.5.8) -- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Q1	Not in R.S.	Y/Supplement	ongoing	
CC.3.W.10 -- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Q1	Not in R.S.	Y/Supplement	ongoing	
Quarter 1 - Speaking and Listening					
CC.3.SL.1 -- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Q1	All stories in U	N	24-Oct.	Teacher made oral
CC.3.SL.2 -- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Q1	Not in R.S.	Y/Supplement	24-Oct.	Teacher made written,weekl
CC.3.SL.3 -- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Q1	Not in R.S.	Y/Supplement	24-Oct.	Weekly selection tests, Ben
CC.3.SL.4 -- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Q1	1.3	N	24-Oct.	Weekly selection tests, Ben
CC.3.SL.6 -- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Q1	1.3,	N	24-Oct.	Teacher made oral
Quarter 1 - Language					
3.6.2a.Write correctly complete Declarative sentences (statements) with end mark punctuation in writing.	Q1	Lesson 3	N	24-Oct.	Teacher made written
3.6.2b.Write correctly complete Interrogative sentences (questions) with end mark punctuation in writing.	Q1	Lesson 3	N	24-Oct.	Teacher made written
3.6.2c.Write correctly complete Imperative sentences (sentences of command) with end mark punctuation in writing.	Q1	Lesson 4	N	24-Oct.	Teacher made written
3.6.2d.Write correctly complete Exclamatory sentences (sentences of exclamations) with end mark punctuation in writing.	Q1	Lesson 3	N	24-Oct.	Teacher made written
3.6.3a. Define verb (in the predicate part of a sentence) as expressing actions, events, or states of being about the subject.	Q1	Lesson 2	N	24-Oct.	Teacher made written
3.6.3b. Recognize that every verb has a subject and identify as who or what the verb "does."	Q1	Lesson 2	N	24-Oct.	Teacher made written
3.6.3c.Write using subjects and verbs in agreement.	Q1		Y/Supplement	24-Oct.	Teacher made written
3.6.4a. Define past tense as a verb form that describes action or event that has already happened.	Q1	Not in R.S.	Y/Supplement	ongoing	
3.6.4b. Define present tense verb form that describes as action or event happening right now or at this time.	Q1	Not in R.S.	Y/Supplement	ongoing	
3.6.4c. Define future tense as verb form that describes action or event that has not yet happened.	Q1	Not in R.S.	Y/Supplement	ongoing	
3.6.4d. Recognize verb tenses of past, present, or future.	Q1	Not in R.S.	Y/Supplement		
3.6.4e.Write using past, present, and future verb tenses conventionally.	Q1	Not in R.S.	Y/Supplement	ongoing	
3.6.8a. Spell correctly common one-syllable words with blends in writing and composing.	Q1	Not in R.S.	Y/supplement	ongoing	
3.1.2. Read words with several syllables.	Q1	Unit 1,2,3,4Sp	N	ongoing	
3.1.4a Define homophones and homographs.	Q1	1.1, 1.4,1.3		ongoing	
3.1.4b Recognize homophones (to, two, too) and homographs in familiar text.	Q1	1.1,1.4,1.3	N-supplement "t	ongoing	
3.1.4c Infer the meaning of synonyms, antonyms, homophones, and homographs by reading them in the context of authentic text.	Q1	1.1,1.3,1.4	N	24-Oct.	Weekly selection tests, Benchmark test

CC.3.L.4.a. (3.1.6) – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.□					
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Q1	1.1,1.3,1.4	N	ongoing	
Quarter 2 - Reading Foundational Skills					
3.1.1a. Find in reading texts spelling patterns most commonly used in English Language.	Q2	3.5	N	ongoing	
3.1.1b. Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.	Q2	3.5	N	ongoing	
3.1.4a Define homophones and homographs.	Q2	Not in R.S.	Y/Suppelment	Jan.13	Teacher made written
3.1.4b Recognize homophones (to, two, too) and homographs in familiar text.	Q2	Not in R.S.	Y/Supplement	Jan. 13	Teacher made written
3.1.4c Infer the meaning of synonyms, antonyms, homophones, and homographs by reading them in the context of authentic text.	Q2	2.2	Y/Supplement	Jan. 13	Teacher made written and w
CC.3.RF.3.a. (3.1.8) – Know and apply grade-level phonics and word analysis skills in decoding words.□					
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Q2	3.1,3.2,3.3,3.4,3.5	Y/Supplement	ongoing	
CC.3.RF.3.b. (3.1.8) – Know and apply grade-level phonics and word analysis skills in decoding words.□					
b. Decode words with common Latin suffixes.	Q2	3.1,3.2,3.3,3.4	Y/Supplement	ongoing	
CC.3.RF.3.c. – Know and apply grade-level phonics and word analysis skills in decoding words.□					
c. Decode multisyllable words.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
CC.3.RF.3.d. – Know and apply grade-level phonics and word analysis skills in decoding words.□					
d. Read grade-appropriate irregularly spelled words.	Q2	2.3,2.4,2.5,3.1,3.2,3.3,3.4,3.5	Y/Supplement	ongoing	
CC.3.RF.4 (3.1.3) – Read with sufficient accuracy and fluency to support comprehension.□					
a. Read on-level text with purpose and understanding.□					
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.□					
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
Quarter 2 - Reading Literature					
3.3.1a. Recognize that writers choose genres to represent their meanings in different ways.	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1b. Recognize forms of poems (rhyming and free verse).	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1c. Recognize that some poems are particular to culture (Haiku).	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1d./3.5.1c. Recognize and hypothesize about craft decisions a poet made to convey meaning (line breaks, white space, punctuation, metaphor/simile, imagery, alliteration, onomatopoeia).	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1e. Recognize that a script (drama) is meant to be performed.	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1f. Identify and describe how textual features and organizational structures of drama/scripts are used (setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1g. Recognize fiction (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1h. Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1i. Determine the genre of a text by identifying its literary and structural features.	Q2	2.4,3.2	Y/Supplement	ongoing	
3.3.1j. Describe how one topic is shown differently in various genres.	Q2	2.4,3.2	Y/Supplement	ongoing	

3.3.8a. Identify the problem in a piece of literature.	Q2	2.3	Y/Supplement	ongoing	
3.3.8b. Define solution as the way the problem is resolved in literature.	Q2	2.3	Y/Supplement	ongoing	
3.3.8c. Find the solution to a problem in a piece of literature.	Q2	2.3	Y/Supplement	ongoing	
CC.3.RL.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
CC.3.RL.2 (3.3.4, 3.3.7) – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Q2	2.4,3.2,3.3,3.4	Y/Supplement	ongoing	
CC.3.RL.3 (3.3.3) – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Q2	2.3,2.5,3.2,3.4	Y/Supplement	ongoing	
CC.3.RL.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Q2	Not in R.S.	Y/Supplement	ongoing	
CC.3.RL.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Q2	2.3,2.4,2.5,3.1,3.2,3.3,3.4,3.5	Y/Supplement	ongoing	
CC.3.RL.6 (3.3.6) – Distinguish their own point of view from that of the narrator or those of the characters.	Q2	Not in R.S.	Y/Supplement		
CC.3.RL.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Q2	Not in R.S.	Y/Supplement	ongoing	
CC.3.RL.9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Q2	3.5	Y/Supplement	ongoing	
CC.3.RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	Q2	All stories in R	Y/Supplement	ongoing	
Quarter 2 - Reading Informational Text					
3.2.1a. Recognize titles, table of contents, and chapter headings as an organizational structure of informational text.	Q2	3.3	Y/Supplement	Jan.13	Teacher made written
3.2.1b. Locate where the glossary and index are in a book.	Q2	3.3	Y/Supplement	Jan.13	Teacher made written
3.2.1c. Explain the purpose of the glossary and index.	Q2	3.3	Y/Supplement	Jan. 13	Teacher made written
3.2.1d. Apply knowledge of the dictionary to understand the purpose and organizational structure of a glossary.	Q2	3.3	Y/Supplement	Jan. 13	Teacher made written
3.2.1e. Utilize the glossary to understand and develop vocabulary about a topic.	Q2	3.3	Y/Supplement	Jan. 13	Teacher made written
3.2.1f. Recognize the organizational structure of an index (alphabetical order, page numbers, topics and sub topics) and how these help locate topics and terms within the body of the text.	Q2	3.3	Y/Supplement	Jan. 13	Teacher made written
3.2.1g. Use the index entries and page numbers to find topics within the text.	Q2	3.3	Y/Supplement	Jan. 13	Teacher made written
3.2.4a. Recall facts in the text.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
3.2.4b. Infer facts from other text features: charts, diagrams, pictures, maps, drawings.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
3.2.6a. Understand that some informational texts can be written in narrative form (biographies, autobiography).	Q2	2.3,2.4,2.5,3.1	Y/supplement	ongoing	
3.2.6b. Recognize that these genres account for an individual's life and times usually highlighting significant aspects that often enable a reader to live-through his/her life experiences.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
3.2.6c. Recognize the facts, including such things as the person's words, historical context, interviews with associates and family, primary source documents (i.e., photos, maps, biographies, eyewitness accounts) that have been gathered and synthesized for biographies and autobiographies.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
3.2.6d. Consider the influence of a person on history and oneself after reading biographies and autobiographies.	Q2	2.3,2.4,2.5,3.1,3.2,3.3,3.4,3.5	Y/Supplement	ongoing	

3.2.8a./3.5.6c./3.5.6d. Define facts as things that can be proven by observation, surveys, electronic resources, interview with expert, and print resources.	Q2	Not in R.S.	N-supplement	Jan. 13	Weekly selection tests, Ben
3.2.8b/3.5.6b./3.5.6c. Define that opinions reflect the writer's point-of-view.	Q2	Not in R.S.	N-supplement	Jan. 13	Weekly selection tests, Ben
3.2.8c. Analyze the causes and effects in a piece of non-fiction text.	Q2	3.1	Y/Supplement	Jan. 13	Weekly selection tests, Ben
3.2.8d. Identify the facts and opinions in a piece of non-fiction text.	Q2	Not in R.S.	N-supplement	Jan. 13	Weekly selection tests, Ben
3.2.8e. Analyze the facts and opinions in a piece of non-fiction text.	Q2	Not in R.S.	N-supplement	Jan. 13	Weekly selection tests, Ben
3.2.8f. Recognize words that signal fact or opinion such as feel, believe, always, never, none, most, least, best, and worst.	Q2	Not in R.S.	N-supplement	Jan. 13	Teacher made written
3.2.9a. Recognize how the organizational structure can support comprehension of non-fiction and informational text. (i.e., an animal book organized into categories of food, appearance, habitat; nature book organized by seasons; weather book organized by types of weather.)	Q2	Not in R.S.	N-supplement	Jan. 13	Weekly selection tests, Benchmark test
CC.3.RI.1 (3.2.2, 3.2.3) – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
CC.3.RI.2 (3.2.5) – Determine the main idea of a text; recount the key details and explain how they support the main idea.	Q2	2.3,2.5,	Y/Supplement	ongoing	
CC.3.RI.3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Q2	3.1	Y/Supplement	ongoing	
CC.3.RI.4 (3.1.5) – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
CC.3.RI.5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Q2	3.5	Y/Supplement	ongoing	
CC.3.RI.6 – Distinguish their own point of view from that of the author of a text.	Q2	Not in R.S.	n-supplement	ongoing	
CC.3.RI.7 – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Q2	2.4,2.5,3.1,3.5	Y/Supplement	ongoing	
CC.3.RI.8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Q2	2.3,2.4,2.5,3.1,3.5	Y/Supplement	ongoing	
CC.3.RI.9 – Compare and contrast the most important points and key details presented in two texts on the same topic.	Q2	3.5	Y/Supplement	ongoing	
CC.3.RI.10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Q2	All stories in R	Y/Supplement	ongoing	
Quarter 2 - Writing					
3.4.6a./3.4.8a. Recognize that writers reread and make revisions in order to convey their meanings more effectively.	Q2	all writing units	Y/Supplement	ongoing	
3.4.6b./3.4.8a. Compose using multiple strategies for revision (cut parts out, add parts in, move things around) in order to convey their meanings more effectively.	Q2	all writing units	Y/Supplement	ongoing	
3.5.2a. Explain that writing comes from the accumulation of specific, concrete and factual details in the written text.	Q2	Not in R.S.	n-supplement	ongoing	
3.5.2c. Compose a non-fiction informational piece using precise details to reveal important facts about a topic.	Q2	Not in R.S.	n-supplement	ongoing	
3.5.4 Use varied word choices to make writing interesting.	Q2	3.3,3.5	Y/Supplement	ongoing	
3.5.5a. Write for different purposes and to a specific audience or person.	Q2	3.1	Y/Supplement	ongoing	
CC.3.W.1 (3.4.3, 3.5.7) – Write opinion pieces on topics or texts, supporting a point of view with reasons.	Q2	2.5,3.2,3.3,	Y/Supplement	ongoing	
CC.3.W.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Q2	2.5	Y/Supplement	ongoing	
CC.3.W.3 (3.5.1) – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Q2	Not in R.S.	n-supplement	ongoing	

CC.3.W.4 (3.4.2, 3.4.3, 3.4.7, 3.4.9) -- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	Q2	2.4,2.5,3.4,3.5	Y/Supplement	ongoing	
CC.3.W.5 (3.4.8) -- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Q2	all writing units	Y/Supplement	ongoing	
CC.3.W.6 (3.4.5) -- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Q2	2.3,2.4,2.5,3.2	Y/Supplement	ongoing	
CC.3.W.7 (3.5.8) -- Conduct short research projects that build knowledge about a topic.□					
a. Understand how to conduct shared research using various sources and tools.□					
b. Examine information gathered during shared research.□					
c. Discriminate between relevant and irrelevant information.	Q2	Not in R.S.	n-supplement	ongoing	
CC.3.W.8 (3.5.8) -- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Q2	Not in R.S.	n-supplement	ongoing	
CC.3.W.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Q2	all writing units	Y/Supplement	ongoing	
Quarter 2 - Language					
3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).	Q2	Not in R.S.	n-supplement	Jan. 13	Teacher made written
3.6.4a. Define past tense as a verb form that describes action or event that has already happened.	Q2	3.1,3.2,3.4,3.5	Y/Supplement	ongoing	
3.6.4b. Define present tense verb form that describes as action or event happening right now or at this time.		3.1,3.2,3.4,3.5	Y/Supplement	ongoing	
3.6.4c. Define future tense as verb form that describes action or event that has not yet happened.	Q2	3.1,3.2,3.4,3.5	Y/Supplement	ongoing	
3.6.4d. Recognize verb tenses of past, present, or future.	Q2	3.1,3.2,3.4,3.5	Y/Supplement	ongoing	
3.6.4e.Write using past, present, and future verb tenses conventionally.	Q2	3.1,3.2,3.4,3.5	Y/Supplement	ongoing	
3.6.5a. Define pronouns as words that can replace nouns.	Q2	2.3,2.4,2.5	Y/Supplement	ongoing	
3.6.5b. Write using pronouns conventionally.	Q2	2.3,2.4,2.5	Y/Supplement	ongoing	
3.6.5c. Write using adjectives that describe or modify (compare) the subject.	Q2	2.3,2.4,2.5,	Y/Supplement	ongoing	
3.6.5d. Write using compound nouns/compound words.	Q2	2.3,2.4,2.5	Y/Supplement	ongoing	
3.6.5e. Define articles as words that can be descriptors of a noun such as a, an, the.	Q2	2.3,2.4,2.5	Y/Supplement	ongoing	
3.6.5f. Write using articles conventionally.	Q2	2.3,2.4,2.5	Y/Supplement	ongoing	
3.6.6a. Use conventional form of commas in dates, locations, and addresses.	Q2	Not in R.S.	n-supplement	ongoing	
3.6.6b. Write using commas in a series (list).	Q2	Not in R.S.	n-supplement	ongoing	
3.6.7a. Write using correct capitalization in geographical names, holidays, historical periods, and special events.	Q2	Not in R.S.	n-supplement	Jan. 13	Teacher made written
3.6.8a. Spell correctly common one-syllable words with blends in writing and composing.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	Jan. 13	Teacher made written
3.6.8b. Spell correctly contractions remembering the apostrophe in writing and composing.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	Jan. 13	Teacher made written
3.6.8c. Spell correctly compound words knowing that two words make a contraction in writing and composing.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
3.6.8d. Spell correctly using common spelling patterns in writing and composing.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
3.6.8e. Spell correctly some common homophones in writing and composing.	Q2	2.3,2.4,2.5,3.1	Y/Supplement	ongoing	
3.6.9a. Classify words in alphabetical order.	Q2	Not in R.S.	N-supplement	Jan. 13	
CC.3.L.1.a. -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.□					
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Q2	all writing units	Y/Supplement	Jan. 13	Teacher made written

CC.3.L.1.b. -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.□ b. Form and use regular and irregular plural nouns.	Q2	all writing units Y/Supplement	Jan. 13	Teacher made written
CC.3.L.1.c. -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.□ c. Use abstract nouns (e.g., childhood).	Q2	all writing units Y/Supplement	Jan. 13	Teacher made written
CC.3.L.1.d. -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.□ d. Form and use regular and irregular verbs.	Q2	all writing units Y/Supplement	Jan. 13	Teacher made written
CC.3.L.1.e. -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.□ e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Q2	all writing units Y/Supplement	ongoing	
CC.3.L.2.a. -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles.	Q2	all writing units Y/Supplement	Jan. 13	Teacher made written
CC.3.L.2.b. -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in addresses.	Q2	all writing units Y/Supplement	Jan. 13	Teacher made written
CC.3.L.2.c. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas and quotation marks in dialogue.	Q2	all writing units Y/Supplement	Jan. 13	Teacher made written
CC.3.L.2.e. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Q2	all writing units Y/Supplement	ongoing	
CC.3.L.2.f. -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.□	Q2	all writing units Y/Supplement	ongoing	
CC.3.L.2.g. -- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Q2	all writing units Y/Supplement	ongoing	
CC.3.L.4.a. (3.1.6) -- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.□ a. Use sentence-level context as a clue to the meaning of a word or phrase.	Q2	2.3,2.4,2.5,3.1 Y/Supplement	ongoing	
CC.3.L.5.a. -- Demonstrate understanding of word relationships and nuances in word meanings.□ a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Q2	all writing units Y/Supplement	ongoing	
CC.3.L.5.b. -- Demonstrate understanding of word relationships and nuances in word meanings.□ b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Q2	all writing units Y/Supplement	ongoing	
Quarter 3 - Reading Foundational Skills				
3.1.1a. Find in reading texts spelling patterns most commonly used in English Language.				
3.1.1b. Use knowledge of these spelling patterns as a strategy for figuring out an unfamiliar word in the context of authentic texts.				
3.1.4a Define homophones and homographs.				
3.1.4b Recognize homophones (to, two, too) and homographs in familiar text.				
3.1.4c Infer the meaning of synonyms, antonyms, homophones, and homographs by reading them in the context of authentic text.				

CC.3.RF.3.a. (3.1.8) – Know and apply grade-level phonics and word analysis skills in decoding words.□
a. Identify and know the meaning of the most common prefixes and derivational suffixes.
CC.3.RF.3.b. (3.1.8) – Know and apply grade-level phonics and word analysis skills in decoding words.□
b. Decode words with common Latin suffixes.
CC.3.RF.3.c. – Know and apply grade-level phonics and word analysis skills in decoding words.□
c. Decode multisyllable words.
CC.3.RF.3.d. – Know and apply grade-level phonics and word analysis skills in decoding words.□
d. Read grade-appropriate irregularly spelled words.
CC.3.RF.4 (3.1.3) – Read with sufficient accuracy and fluency to support comprehension.□
a. Read on-level text with purpose and understanding.□
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.□
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Quarter 3 - Reading Literature

3.3.1a. Recognize that writers choose genres to represent their meanings in different ways.
3.3.1b. Recognize forms of poems (rhyming and free verse).
3.3.1c. Recognize that some poems are particular to culture (Haiku).
3.3.1d./3.5.1c. Recognize and hypothesize about craft decisions a poet made to convey meaning (line breaks, white space, punctuation, metaphor/simile, imagery, alliteration, onomatopoeia).
3.3.1e. Recognize that a script (drama) is meant to be performed.
3.3.1f. Identify and describe how textual features and organizational structures of drama/scripts are used (setting, characters, speaker, dialogue, stage direction, scenes, acts, etc.).

3.3.1g. Recognize fiction (story), identify the basic story elements (dialogue, plot, paragraph, title, imaginary, point of view, speaker, narrator, main characters, main ideas, main events, setting, etc.), and describe the elements used in various stories.
3.3.1h. Recognize literary non-fiction, identify features of non-fiction (setting, point of view, purpose, audience, factual, speaker, narrator, main characters, main ideas, main events), and describe the features used in various works.
3.3.1i. Determine the genre of a text by identifying its literary and structural features.
3.3.1j. Describe how one topic is shown differently in various genres.
3.3.2a. Identify fairy tales as narratives containing a far-fetched sequence of events usually containing an element of magic or enchantment.
3.3.2b. Identify myths as traditional stories from the past that explain something that could not be explained through science.
3.3.2c. Identify folktales as stories passed on orally from one generation to another.
3.3.2d. Identify legends as stories about real people usually with exaggerated traits.
3.3.2e. Identify fables as short tales that teach moral lessons and often include animals or inanimate objects as characters.
3.3.2f. Demonstrate knowledge of story structure to comprehend the basic plots of these genres.
3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

3.3.4 Determine the theme or author's message in fiction and nonfiction text.
3.3.8a. Identify the problem in a piece of literature.
3.3.8b. Define solution as the way the problem is resolved in literature.
3.3.8c. Find the solution to a problem in a piece of literature.
CC.3.RL.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CC.3.RL.2 (3.3.4, 3.3.7) – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CC.3.RL.3 (3.3.3) – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
CC.3.RL.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CC.3.RL.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
CC.3.RL.6 (3.3.6) – Distinguish their own point of view from that of the narrator or those of the characters.
CC.3.RL.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
CC.3.RL.9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
CC.3.RL.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Quarter 3 - Reading Informational Text

3.2.1a. Recognize titles, table of contents, and chapter headings as an organizational structure of informational text.
3.2.1b. Locate where the glossary and index are in a book.
3.2.1c. Explain the purpose of the glossary and index.
3.2.1d. Apply knowledge of the dictionary to understand the purpose and organizational structure of a glossary.
3.2.1e. Utilize the glossary to understand and develop vocabulary about a topic.
3.2.1f. Recognize the organizational structure of an index (alphabetical order, page numbers, topics and sub topics) and how these help locate topics and terms within the body of the text.
3.2.1g. Use the index entries and page numbers to find topics within the text.
3.2.4a. Recall facts in the text.
3.2.4b. Infer facts from other text features: charts, diagrams, pictures, maps, drawings.
3.2.4c. Use knowledge derived from text to formulate a prediction.
3.2.4d. Revise prediction based on information gathered during text reading.
3.2.6c. Recognize the facts, including such things as the person's words, historical context, interviews with associates and family, primary source documents (i.e., photos, maps, biographies, eyewitness accounts) that have been gathered and synthesized for biographies and autobiographies.
3.2.6d. Consider the influence of a person on history and oneself after reading biographies and autobiographies.
CC.3.RI.1 (3.2.2, 3.2.3) – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

East Chicago Urban Enterprise Academy Remediation/Improvement Plan 2011-2012

Gr K	BL	WG	SG	Gr 1	BL	WG	SG	Gr 2	BL	WG	SG	Gr 3	BL	WG	SG	Gr 4	BL	WG	SG
Skills/Scr.	N/A	N/A	N/A	Skills/Scr	83.00	N/A	88.00	Skills/Scr	43.00	N/A	48.00	NWEA R	189.10		199.20	NWEA R	197.10		206.30
NWEA R	N/A		N/A	NWEA R	159.10		176.10	NWEA R	176.30		189.20	NWEA M	190.00		203.50	NWEA M	197.80		212.40
NWEA M	N/A		N/A	NWEA M	160.10		179.00	NWEA M	175.70		191.30	ISTEP R	72*		75.00	ISTEP R	76.00		78.00
												ISTEPM	62*		67.00	ISTEPM	64.00		69.00

Gr 5	BL	WG	SG	Gr 6	BL	WG	SG	Gr 7	BL	WG	SG	Gr 8	BL	WG	SG
NWEA R	204.00		212.40	NWEA R	208.10		216.20	NWEA R	218.20		219.60	NWEA R	217.40		222.60
NWEA M	206.30		220.70	NWEA M	214.30		226.00	NWEA M	227.50		230.90	NWEA M	225.90		234.40
ISTEP R	57.00		62.00	ISTEP R	83.00		85.00	ISTEP R	82.00		85.00	ISTEP R	50.00		60.00
ISTEPM	74.00		79.00	ISTEPM	85.00		85.00	ISTEPM	74.00		79.00	ISTEPM	36.00		46.00

BL = Baseline (Spring 11& Fall 2011)
WG = Winter Goal
SG= Spring Goal

School Level Goals

Average Attendance				ISTEP			NWEA Reading / Math		
2009-2010	2010-2011	2011-2012		2009-2010	2010-2011	2011-2012	2009-2010	2010-2011	2011-2012
Goal: 95% Actual: 94.8	Goal: 95% Actual: 95.2%	Goal: 95% Actual: TBD	Goal	ENG/LA:76% Math: 75%	ENG/LA: 78% Math: 77%	ENG/LA: 77% Math:76%	Reading Actual: 49%	Reading Actual: 51%	Reading Goal: 55%
			Actual	ENG/LA:76% Math: 75%	ENG/LA: 71% Math: 68%	ENG/LA:TBD Math: TBD	Math Actual 58%	Math Actual: 54.3%	Math Actual: 58%

***Monitoring Quality Implementation:**
1. Baseline Assessment 2. Data Walls 3. RTI review meetings 4. Informal Walkthrough 5. Formal Evaluation
6. Grade Level Meetings 7. Staff Meetings 8. Team Leader Meetings 9. End Quarter Assessment 10. INSAI updates (SIP) School Improvement Plan*

Assessment Metrics: List the quarterly and annual assessment tools used by the school to monitor interim academic growth in each grade.

Gr. K: Skills And Screeners; NWEA; Program Unit Benchmarks

Gr. 1: Skills And Screeners; NWEA; Program Unit Benchmarks F&P

Gr. 2: Skills And Screeners; NWEA; Program Unit Benchmarks, F&P

Gr. 3: NWEA, ISTEP, Program Unit Benchmarks F&P

Gr. 4: NWEA and ISTEP Program Unit Benchmarks, F&P

Gr. 5: NWEA and ISTEP Program Unit Benchmarks, F&P

Gr. 6: ISTEP, Program Unit Benchmarks NWEA and ISTEP ,F&P

Gr. 7: NWEA and ISTEP Program Unit Benchmarks, F&P

Gr. 8: NWEA and ISTEP Program Unit Benchmarks, F&P

Goals	Corresponding Strategies	Assessment Benchmarks Means of Evaluation	Monitoring Dates	Person Responsible
Curriculum K-8Teachers will receive the Common Core Standards (CCS) for Reading, math, during the summer. Teachers will review and familiarize themselves with the Common Core Standards (CCS) prior to returning for the upcoming 2011-2012 School Year.	Training in Curriculum Alignment will be provided starting in August(8-12) during the ECUEA Professional Development week Teachers have grade level team meetings to focus on the development of the Alignment and maps These meetings are held weekly until the quarter maps are complete for the following quarter	.. **Curriculum:** Ongoing review of curriculum maps and instructional alignment maps will be conducted during weekly Grade Level Meetings to ensure appropriate pacing and planning of instruction.	Q1 August 26 Q2 October 14 Q3 December 9 Q4 March 16	Teachers/Admin Team
Teachers will meet with Grade level teams Teachers will unpack standards Teachers will understand the Power standards Wednesday Professional Development days will be identified each quarter to give teachers the opportunity to develop and review curriculum maps, Common Core Standards (CCSS), (IAS) and instructional pacing guides in order to sequence the planning of instruction.	Grade Level Meetings/ After school voluntary meetings w/stipend		Grade Level meetings Primary Team Mondays at 9:00 am and Tuesdays for 1st grade Grade level Meetings Intermediate Monday at 9:00 am and Thursday for 4th grade/5th grade	Team leader/ Teachers
Instruction Teacher instructional practices will follow the scope and sequence of curriculum maps that are aligned to the Common Core Standards (CCS) and IAS to facilitate academic improvement for students at various levels by way of differentiated instruction. **Instruction** - Flexible Grouping/ pullout groups : As student performance will vary it is important to permit movement between groups. Student's readiness varies depending on personal talents and interests, so we must remain open to the	Q1.Grades K-3 - Reading Street - In addition to strategic intervention within the program, additional pull-out groups (outside of the 90min reading block; morning and afternoon) will continue to take place based on current NWEA Reading data. Action plans will continue to be created for students who are in the bottom 35%ile of the class targeting specific skill areas of concern. Scholastic Lesson Connections Program and Scholastic Guided Reading Program.; Q. 1, 2, 3, 4 Guided Reading, Direct Instruction	Q1.K-3 Reading Street (Fall) Baseline Group Tests; NWEA- MAP for Primary Grades Screening Assessment NWEA - MAP for Primary Grades Screening Assessment and Skills Checklists. 4th -8th grade NWEA (Fall, Winter, Spring) Teacher-Created Assessments based on NWEA individual student action plans K-2 Skills and Screeners test to mastery	Pre Assessment/ Baseline testing will be completed by 8/26	Teachers, Instructional Assistants Team Leaders to monitor Teachers, Instructional Assistants Team Leaders to monitor

concept that a student may be below grade level in one subject at the same time as being above grade level in another subject.	Flexible grouping allows students to be appropriately challenged and avoids labeling a student's readiness as static. Students should not be kept in a static group for any particular subjects as their learning will probably accelerate from time to time. Even highly talented students can benefit from flexible grouping. Often they benefit from work with intellectual peers, while occasionally in another group they can experience being a leader. In either case peer-teaching is a valuable strategy for group-work.	Teacher Created Assessments Easy CBM	10/7/2011 Ongoing Monthly monitoring of skills to mastery. More frequent (2-6) weeks for Tier 2&3 after RTI process has been initiated.	
Teacher Quality The 6 new to ECUEA staff members will be partnered with ECUEA staff member to receive coaching on an ongoing basis *Mentoring – A series of mentoring sessions for new teachers will be provided by the ECUEA Support Team on a monthly basis. The mentoring sessions will focus on the 4 areas listed below: o Research based instructional strategies o Data analysis o Classroom management/routines o Differentiated instruction	Observations/Shadowing Master Teachers Weekly Check-ins Monthly Mentor Meetings			Mentors/Team leaders/Director
	Provide support in areas of need (ie. Coaching , modeling lesson, grade level planning meetings)			Team Leaders/ Director
Reduce teacher turnover Retain Highly Effective teachers	Build Professional Learning Communities Offer Beginning teacher supports	Walkthroughs Action Plan for teachers to retain Action Plan for remediation Evaluation forms of PD and Subject/Content deliverables Exit Interviews	Monthly monitoring Weekly September 30, 2011	Teachers Team Leaders

Utilize test data to target and move 35th percentile and at-risk students	Over the summer Teachers will conference with Admin team to review NWEA and ISTEP10' data , identify students for flexible groupings, pullout groups and Title I SES program tutoring. Action plans will be developed.	NWEA Spring 2011 ISTEP 10'	By September 15th after new data from the Fall NWEA scores and reports 1/27/2012	
Direct Instruction will be differentiated and (tiered)	Q1. **Instruction** – Tiered Assignments: Tiered activities are a series of related tasks of varying complexity. All of these activities relate to essential understanding and key skills that students need to acquire. Teachers assign the activities as alternative ways of reaching the same goals taking into account individual student needs.	Q1. **Instruction:** During weekly informal observations • Team Leaders and Admin will also focus on specific elements of UbD and predetermined Instruction Domains.	**Instruction** Scheduled bi-weekly Informal walk-throughs and 3 Formal Evaluation	K-8 Teachers Admin Team
Assessment Kindergarten: ○ 85% of all students will master their NWEA MAP for Primary grades screener tests by the final benchmark assessment for each strand 1st – 2nd Grade: ○ As compared to data from the fall assessment, teachers will increase the number of students on green in each strand by 15%, with an ultimate goal of 85% by the spring benchmark	Q1. K-2nd Grade ○ By Oct. 1st, teachers will administer the SKILLS/SCREENER TESTS and create SKILLS/SCREENER TESTS tracking folders. These folders will be updated monthly based on results of progress monitoring. ○ Each month SKILLS/SCREENER TESTS data will be administered and used to plan, adjust and implement small group instruction and centers. ○ Teachers will administer running records every two to six weeks, based on students' individual needs. ○ Teachers will administer a sight-word checklist every two to six weeks, based on students' individual needs. ○ First and second grade teachers will provide fluency passages as homework or class work on a weekly basis. ○ **By Oct. 2nd**, individual student data will be communicated to families. ○ Each classroom will contain a data area that will state the class goals and represent students' progress toward those goals. The area will also include students' action plans (see below). ○ **By Sept 28th**, teachers will provide the whole class and individuals with feedback on their data in reference to their progress toward established goals.	Actual MAP primary skills/Screener test(s)	October 17, 2011	Teachers Team Leader Students Monitoring to be done by Team Leaders
3rd-8th—By the May 2012 NWEA assessment, 55% of students will have reached their Reading end-of-year growth goal and 58% of students will have reached their Math end-of-year growth goal.	3rd-8th Grade ○ **By September 30st**, teachers will set mid-year growth goals and end-of-year goals for each student as well as a class average. These goals will meet or exceed the growth goals. ○ By Sept 30th, teachers will provide the whole class and individuals with feedback on their data in reference to their progress toward established goals. ○ Each grade level (k-5) and Each class (6-8) will contain a data wall that will state the class goals and represent students' progress toward those goals. The action plans will also be housed in each class. ○ **By Oct 14th**, students will write an action plan detailing what they need to do in order to reach their goal on the next benchmark assessment. These goals will become part of the action plans, and will be given back to students to review prior to the next benchmark test. ○ **By Oct. 28nd**, individual student data will be communicated	Action Plans developed by Teachers and Students NWEA Fall assessment		Teachers

	to families. Letters will be sent home including the student's current RIT, whether or not his/her goal was met, and a comparison to grade level norms. o Teachers will use data from the fall assessments (skill strand ranges and the Descartes Matrix) to plan, adjust and implement small group instruction. Centers activities will focus on skills from the Descartes Matrix that have not been mastered or that need to be reviewed. Q2. K-2nd Grade o SKILLS/SCREENER TESTS tracking folders will be updated monthly based on results of progress monitoring. o Each month SKILLS/SCREENER TESTS data will be administered and used to plan, adjust and implement small group instruction and centers. o Teachers will administer running records every two to six weeks, based on students' individual needs. o Teachers will administer a sight-word checklist every two to six weeks, based on students' individual needs. o First and second grade teachers will provide fluency passages as homework or class work on a weekly basis. o Each classroom will contain a data area that will state the class goals and represent students' progress toward those goals. The area will also include students' action plans (see below). o By Feb. 1st, teachers will provide the whole class and individuals with feedback on their data in reference to their progress toward established goals. o By Jan. 27th, and June 4th (after spring testing), individual student data will be communicated to families.		Teachers Primary/Intermediate Instructional Assistants will give skills /screeners test for K-2 *Feb 1st Jan 27th /June 4th	
3rd -8th ISTEP: ECUEA's school wide goal is to increase the composite score in reading, math by an average of 6 points during the 2011-2012 school year. o When the individual ISTEP scores arrive, students will be given their individual scores from the 2010-2011 school year and they will set goals for the 2011-2012 school year. o Teachers will be engaged in weekly grade level meetings with instructional foci around identified differentiated instruction practices as well as 20 Wednesday ins[illegible]ional PD prior	3rd-8th Grade o During the week of Jan 4th, teachers will remind each student of his/her goals via one-on-one conferences and whole-group discussions. During conferences, students will receive a goal card/sheet that states previous scores and the goal for each subject. The goal card/sheet will accompany the student to each testing session. o By Jan. 27th, individual student data will be communicated to families. Letters will be sent home including the student's current RIT, whether or not his/her goal was met, and a comparison to grade level norms. o By Feb. 1st, students will write an action plan detailing what they need to do in order to reach their goal on the next benchmark assessment. These plans will become part of the classroom data area, and will be given back to students to review prior to the next benchmark test. o By Feb. 1st, teachers will provide the whole class and individuals with feedback on their data in reference to their progress toward established goals. o Teachers will use data from the winter assessments (skill strand ranges and the Descartes Matrix) to plan, adjust and implement small group instruction. Centers activities will focus on skills from the Descartes Matrix that have not			

to the ISTEP assessment which will be designed to support teachers in the implementation of the differentiated instruction to ensure the academic gains in reading, and math .	been mastered or that need to be reviewed			
Study Island will assist in identifying struggling students through targeted intervention and frequent progress monitoring	Q1-Q4 Students will use study island and take tiered assessments that will yield comparison reports and give a real-time data to diagnose student's strengths and weaknesses. Study Island reports can also be used for RTI monitoring of the 35% students.	Individual Student Reports	Q1 – 9/16* data gathered by monthly from start date	Students, Teachers, IT
	Q3. K-2nd Grade o SKILLS/SCREENER TESTS tracking folders will be updated monthly based on results of progress monitoring. o Each month SKILLS/SCREENER TESTS data will be administered and used to plan, adjust and implement small group instruction and centers. o Teachers will administer running records every two to six weeks, based on students' individual needs. o Teachers will administer a sight-word checklist every two to six weeks, based on students' individual needs. o First and second grade teachers will provide fluency passages as homework or class work on a weekly basis. o Each classroom will contain a data area that will state the class goals and represent students' progress toward those goals. The area will also include students' action plans		Instructional Assistants will give skills /screeners test for K-2	
	Q4. K-2nd Grade o SKILLS/SCREENER TESTS tracking folders will be updated monthly based on results of progress monitoring. o Each month SKILLS/SCREENER TESTS data will be administered and used to plan, adjust and implement small group instruction and centers. o Teachers will administer running records every two to six weeks, based on students' individual needs. o Teachers will administer a sight-word checklist every two to six weeks, based on students' individual needs. o First and second grade teachers will provide fluency passages as homework or class work on a weekly basis. o Each classroom will contain a data area that will state the class goals and represent students' progress toward those goals. The area will also include students' action plans By June 1st, teachers will provide the whole class and individuals with feedback on their data in reference to their progress toward established goals. o By June 4th, individual student data will be communicated to families.			

	3rd-8th Grade ○ During the week of April 26th teachers will remind each student of his/her goals via one-on-one conferences and whole-group discussions. During conferences, students will receive a goal card/sheet that states previous scores and the goal for each subject. The goal card/sheet will accompany the student to each testing session. ○ By June 1st (after spring testing), teachers will provide the whole class and individuals with feedback on their data in reference to their progress toward established goals. ○ By June 4th, individual student data will be communicated to families. Letters will be sent home including the student's current RIT, whether or not his/her goal was met, and a comparison to grade level norms.			

FOCUS OUTCOMES

1. By February 2012, 100% of AQS 3rd Grade students will achieve mastery of 0-11 multiplication facts. Mastery is determined by 95-97% accuracy of each set of tables.
2. As indicated in Reading &/or Math, based on NWEA baseline scores, 100% of the top quartile students in each school will grow by at least one year by May 2012.
3. In Fall 2011 for all AQS schools, all admin teams will meet with 100% of parents/guardians of students performing at the 35th percentile in Reading &/or Math to discuss an RTI plan that will be implemented during the traditional school day and complete home action contracts directly related to sub skill deficits to ensure student improvement over time. These students will automatically become Tier II students along the RTI continuum and begin receiving an additional 30 minutes of instruction per subject area per week during the traditional school day.
4. In Winter 2012, 100% of students who have not experienced growth since Fall 2011 will be placed on a teacher created, Team Leader approved, action contract which addresses their sub skill deficits. Teachers must produce evidence of contract implementation through the Spring 2012 NWEA Testing Cycle. 100% of these students must experience ¾ year of growth at the end of the 2012 Spring NWEA Testing Cycle.
5. 100% of students in all AQS schools will achieve growth in extended response/applied skills in Reading and Math on ISAT/ISTEP during Spring 2012 testing.
6. 100% of all AQS schools will achieve their 2011-2012 NWEA targets in Reading& Math as indicated on the AQS NWEA Target Matrix.
7. 100% of AQS schools will participate in Character Counts and Character Education
8. 100% of AQS schools will create and implement curriculum alignment maps that are aligned to the Common Core/State Standards and school based resources for all grade levels served.

EVIDENCE

Report progress on all focus outcomes in monthly Regional Manager Results meeting. Quarterly evidence of student work related to multiplication fact mastery.

1. Multiplication plan due mid-September 2011. Evidence of student work due Nov., Jan., Mar
2. Top quartile plan due mid-October 2011. Evidence of student work due Dec., Feb., and Apr.
3. Submission of agenda for Fall &/or Winter Parent Meetings and Excel Template of student population & parent signatures, copy of certified mail & letter for parents who did not attend; sample action contract and RTI plan.

4. Submission of sample action contract & Excel template of relevant student population with Team Leader approval documentation; evidence of student work monthly beginning in Feb. 2012.
5. Submission of extended response plan at the end of September 2011. Evidence of student work Oct., Dec., Feb., Apr., and June.
6. All other evidence of efforts to meet this target; Jan. & May NWEA Testing will serve as benchmark toward analysis of the focus outcome.
7. By September 1st, all administrators, faculty and staff will be introduced and trained in Character Counts! All AQS schools will schedule character education twice per week for 30-45 minutes at each grade level. Character education will be taught in a separate, concentrated effort, other than within the subject of the class period during which it is being held. By mid-year, all schools will have incorporated at least one of the marketing suggestions from the sheet ***Making Character Counts! A Part of Your School.*** By the end of the 2011-2012 academic year, students at all grade levels will be able to identify the six pillars of character, what the colors stand for, and the meaning of each pillar.
8. Submission of detailed school wide action plan that outlines school based activities including deliverables to Regional Managers by September 1st.

SCHOOL PRINCIPAL

Purpose Statement
The job of the School Principal was established for the purpose/s of managing assigned school site operations;coordinating site activities; representing the school within the community; and addressing situations and resolving, problems and/orconflicts that could negatively impact the school.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:

- Attends extracurricular activities for the purpose of supporting students and staff in all school functions and ensuring continued rapport with students and staff.
- Chairs meetings for the purpose ofcoordinating activities and ensuring that outcomes achieve school, AQS, and/or state objectives.
- Composes a wide variety of materials for the purpose ofdocumenting activities, providing written reference and/or conveying information.
- Delegates responsibility for a variety of administrative functions to other personnel for the purpose of managing the workload moreefficiently.
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problemsand/or resolving conflicts.
- Facilitates staff development and in-service programs for all certified personnel for the purpose of developmental opportunities andeducational planning and knowledge.
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Manages school administrative functions for the purpose of maintainingsafe and efficient school operations within district guidelines.
- Prepares and administers the budget and insures all monies collected and disbursements made are properly accounted for thepurpose of meeting district budget restrictions.
- Presents information for the purpose of communicatinginformation, gaining feedback and ensuring adherence to established internal controls.
- Represents the school within community forums for the purpose of maintaining ongoing community support for educational goalsand/or assisting with issues related to school environment.
- Screens requests for materials and supplies for the purpose ofdetermining the relationship of materials to the program, school and district standards.
- Supervises all certified and classified personnel assigned to building for the purpose of monitoring performance, providing forprofessional growth and achieving overall objectives of school's curriculum.

REQUIRED SKILLS AND KNOWLEDGE:

- SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meetchanging job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: Adheringto safety practices; operating standard office equipment; performing accounting procedures; planning and managing projects;preparing and maintaining accurate records; using pertinent software applications.

- KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/orfacilitate group discussions; and solve practical problems. Specific knowledge-based competencies required to satisfactorily performthe functions of the job include: accounting/bookkeeping principles; age appropriate activities; keyboarding; office methods andprocedures; pertinent codes, policies, regulations and/or laws; stages of child development; standard office software.

- ABILITY is required to schedule a significant number of activities, meetings, and/or events; often gather, collate, and/or classify data;and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyzedata utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to workwith a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety

ofjob-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with datarequires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability-based

- competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicatingwith diverse groups; establishing effective relationships; maintaining confidentiality; meeting deadlines and schedules; settingpriorities; working as part of a team; working with detailed information/data; working with frequent interruptions.

TERMS OF EMPLOYMENT:

- Appointment term based upon contract
- Salary based upon experience and past performance

PERFORMANCE APPRAISAL:

- Annual evaluation by the regional manager and/or designee

TEAM LEADER
(Supplemental Position)

DESCRIPTION OF MAJOR RESPONSIBILITIES OF POSITION:
The Team Leader is a liaison between the administration and the team of teachers. This person shall report directly to the principal or designee.

RESPONSIBILITIES/ESSENTIAL FUNCTIONS:
- Coordinate programs within the team
- Coordinate between own team, other teams, and other teachers
- Serve on and appoint team members to various committees
- Familiarize new teachers and substitute teachers with school programs and other pertinent information
- Responsible for the development of new approaches from within the team and for keeping up with new trends and research in education
- Schedule and conduct team meetings
- Assist in the selection of personnel
- Coordinate parent/teacher conferences and report information to appropriate administration
- Develop and maintain a high level of morale among team members
- Responsible for the care and distribution of equipment and materials
- Serve as a first recourse for team members who encounter classroom problems
- Recognize and encourage professional growth of team members
- Perform other related tasks/activities as assigned by the principal and/or designee

REQUIRED SKILLS AND KNOWLEDGE:
- Two (2) years teaching experience desired
- Ability to communicate positively and effectively with other professionals
- Knowledge of middle school team concepts

TERMS OF EMPLOYMENT:
- Supplemental position
- Salary based upon approved Supplemental salary schedule

PERFORMANCE APPRAISAL:
- Annual evaluation by the principal and/or designee

The teacher shows evidence of full subject matter preparation for each day of teaching
4- Always: Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.
3- Mostly: Designs lessons focused on measurable outcomes aligned with unit goals and state standards.
2- Seldom: Plans lessons with unit goals in mind.
1- Never: Plans Lessons aimed primarily at entertaining students or covering textbook chapters.
NA - Not Applicable
NO - Not Observed
Provides thorough instructions and materials for class sessions to be conducted by a substitute teacher
4- Always:Detailed, thorough instructions and copied materials are always provided for substitute.
3- Mostly: Detailed, thorough instructions and copied materials are always provided for substitute.
2- Seldom: Instructions and materials are often provided, however, detail may be slightly lacking or copies of materials may be occasionally absent.
1- Never: Instructions and materials are rarely left for substitute.
NA - Not Applicable
NO - Not Observed
Carried out RTI plans for students on each tier of the RTI process.
4- Always: Teacher always turns in yellow folders on time.
3- Mostly: Teachers mostly turns in yellow folders on time.
2- Seldom: Teacher seldom turns in yellow folder on time.
1- Never: Teacher does not turn in yellow folders on time.
NA - Not Applicable
NO - Not Observed
Teacher charts the learning as it is taking place in class and refers back to the charts as teaching tools.
4- Always: The teacher always charts the learning.
3- Mostly: The teacher charts the learning most of the time.
2- Seldom: The teacher seldom charts the learning as it is taking place.
1- Never: The teacher never charts the learning as it is taking place.
NA - Not Applicable
NO - Not Observed
Teacher reflects on his/her lessons and makes alterations based on students' needs.
4- Always: Teacher reflects daily on his/her lesson and makes alteration daily based on students needs during and after the lessons

Shows evidence of differentation of instruction
4- Always: Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
3- Mostly: Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
2- Seldom: Teachers accept responsibilities for the success of all students, but has only a limited repertoire of instructional strategies to draw on.
1- Never: When a student has difficulty learning, the teacher either gives up or blames the student's home environment.
NA - Not Applicable
NO - Not Observed
Demonstrates creative ways to deliver subject matter to students
4- Always: All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
3- Mostly: Most activities and assignments are appropriate to students and almost all students are cognitively engaged in exploring content.
2- Seldom: Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.
1- Never: Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
NA - Not Applicable
NO - Not Observed
Demonstrates teaching approaches aligned to core knowledge curriculum (elementary schools) and State Standards (high schools aligned to state standards)
4- Always:
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Demonstrates effective implementation of the Didactic aspects of Paidiea teaching
4- Always: Teacher makes the purpose of the lesson or unit is clear including where it is situated within the broader learning linking that purpose to the student interests, teacher's explanation of the content is imaginative and
3- Mostly: Teacher's purpose for the lesson/unit is clear including where it is situated within broader learning; teacher's explanation of contents with students knowledge and experience.
2- Seldom: Teacher's explanation of the content is uneven; some is done skillfully. But other portions are difficult to follow. Teacher attempts to explain the instructional purpose, with limited success.
1- Never: Teacher's explanation of the content is unclear of confusing or uses inappropriate language. Teacher's purpose in a lesson or unit is unclear to students.
NA - Not Applicable
NO - Not Observed
Demonstrates effective implementation of the Coaching aspects of Paidiea teaching
4- Always: Teacher's questions are of uniformly high quality, with adequate time for students to respond, students formulate many questions.

3- Mostly: Teacher reflects often (3-4 times a week) on his/her lessons and makes alterations often based on students needs during and after the lessons.
2- Seldom: Teacher reflects twice a week on his/her lessons and make alterations twice a week based on student needs after the lesson
1- Never: Teacher reflection is not evident on his/her lessons and there is no evidence of alterations based on students' needs.
NA - Not Applicable
NO - Not Observed
Teacher has a classroom library that is organized by reading level and genre.
4- Always: There is readable physical and written evidence that all of the books in the classroom library is organized by reading level and genre.
3- Mostly: There is readable physical and written evidence that some of the books in the classroom library are organized by reading level and genre.
2- Seldom: There is readable physical and written evidence that few of the books in the classroom library are organized by reading level and genre.
1- Never: There is no readable physical and written evidence that any of the books in the classroom library are organized by level and genre.
NA - Not Applicable
NO - Not Observed
Teacher utilizes aide/paraprofessionals in ways that maximize student enrichment and increases opportunities for small group instruction.
4- Always: Teachers always utilizes the assistant/para-professionals in ways that maximize student enrichment & increase small group instruction time.
3- Mostly: Most of the time the teacher utilizes the assistants/para-professionals in ways that increase student enrichment and small group instruction time.
2- Seldom: Assistants/Para-professionals are seldom utilized by the teacher to maximize student enrichment and small group instruction time.
1- Never: The teacher never utilizes the assistants/para-professionals to maximize student enrichment and increase opportunities for small group instruction time.
NA - Not Applicable
NO - Not Observed
Teacher ensures accountability and equality in classroom participation for ALL students.
4- Always: Teacher always ensures accountability and equality in classroom participation for ALL students.
3- Mostly: Most of the time the teacher ensures accountability and equality in class participation for most students.
2- Seldom: The teacher seldom ensures that students are equally held accountable for class participation.
1- Never: The teacher never ensures that students are equally held accountable for class participation.
NA - Not Applicable
NO - Not Observed
Student groupings are purposeful and strategic to enhance learning, and static depending on student growth and development.
4- Always: Student groupings are always purposeful and strategic to enhancing learning and static depending on student growth and development
3- Mostly: Student groupings are, for the most part, purposeful and strategic to enhancing learning in a way that depends on student growth and development.
2- Seldom: Student groupings are seldom purposeful and strategic to enhancing learning for students at different levels of growth and development.
1- Never: Student groupings are never purposeful and strategic for student learning.
NA - Not Applicable

3- Mostly: Most of the teacher's questions are of high quality, adequate time is provided for students to respond.
2- Seldom: Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.
1- Never: Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession
NA - Not Applicable
NO - Not Observed
Demonstrates effective implementation of the Socratic discussion aspects of Paidiea teaching
4- Always: Students themselves ensure that all voices are heard in the discussion; students assume considerable responsibility for the success of the discussion initiating topics and making unsolicited contributions.
3- Mostly: Teacher successfully engages all students in the discussion; teacher creates a genuine discussion among students stepping aside when appropriate
2- Seldom: Teacher attempts to engage all students in the discussion, but with only limited access.
1- Never: A few students dominate the discussion.
NA - Not Applicable
NO - Not Observed
Shows evidence, through multiple assessments, of student academic growth from fall to targeted spring in one academic year
4- Always: Teacher's system for maintaining information on student's progress in learning is fully effective, students contribute information and participate in interpreting the records; all students are cognitively engaged in the
3- Mostly: Teacher's system for maintaining information on student progress in learning is fully effective, most assessments are appropriate to students and almost all students are cognitively engaged in exploring content to
2- Seldom: Teacher's system for maintaining information on student's progress in learning is rudimentary and only partially effective.
1- Never: Teacher has no system for maintaining information on student progress in learning, or the systems in disarray.
NA - Not Applicable
NO - Not Observed
individual student academic or behavioral issues.
4- Always:
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Understands and utilizes educational technology in academically appropriate and relevant ways
4- Always: Demonstrates awareness of the necessary technological skills that students need. Often incoprates innovative and creative technology into lessons to enhance content, increase engagements, and sharpen student's use of technology.
3- Mostly: Often uses technology in lessons but occasionally misses opportunities to enhance lessons with innovative and creative technology
2- Seldom: Uses minimum technological tools like power school and collaborative learning. Rarely incorporates technology into lessons.
1- Never: Never utilizes educational technology.
NA - Not Applicable

NO - Not Observed

Teacher implements rigorous, engaging, character education instruction for 45 minutes at least twice per week to students, resulting in improved student behavior.
4- Always: Teacher implements a minimum of two 45 minutes character lesson per week. Character education lessons are always rigorous and engaging.
3- Mostly: Teacher implements two 45 minutes character education lessons most of the time. The character education lessons are rigorous and engaging most of the time.
2- Seldom: Teacher implements are least one 45 minute character education per week. Character education lessons are seldom rigorous or engaging.
1- Never: The teacher does not teach at least 45 minutes per character education lesson per week. The character education lessons lack rigor and are not engaging.
NA - Not Applicable

NO - Not Observed
children's emotional and academic growth
4- Always: Modifications and accommodations in IEP are never followed. Teacher often collaborates with other staff to tailor and adjust instruction. Provides meaningful feedback in meetings designed to promotes children's emotional and academic growth.
3- Mostly: Modifications and accommodations in IEP are always followed.
2- Seldom: Modifications and accommodations in IEP are rarely followed.
1- Never: Modifications and accommodations in IEP are never followed.
NA - Not Applicable
NO - Not Observed
Top quartile students grew by at least one year based on NWEA results in reading and math.
4- Always: 100% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
3- Mostly: 90% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
2- Seldom: Only 15-20% of top quartile students grew by one year based on NWEA results in reading and math.
1- Never: None of the top quartile students grew by at least one year based on NWEA results in reading and math.
NA - Not Applicable
NO - Not Observed
NWEA cycle.
4- Always:
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Shows consistent evidence of extended response instruction in reading and math.
4- Always: Teacher has displayed extended response posters for reading and math
3- Mostly: Teacher references extended response posters most of the time.
2- Seldom: Teacher seldom references extended response posters
1- Never: Teacher does not have extended response posters displayed.
NA - Not Applicable
NO - Not Observed
Teacher is able to articulate the lesson objective and its value as it pertains to real world experiences.
4- Always: Learning objectives are always explicitly communicated.
3- Mostly: Learning objectives are mostly explicitly communicated.
2- Seldom: Learning objectives are seldom communicated to students.
1- Never: Learning objectives are not communicated to students.
NA - Not Applicable
NO - Not Observed
Teacher provides higher order thinking opportunities for students.
4- Always: Teacher regularly provides opportunities where students generate a variety of ideas and alternatives.
3- Mostly: The teacher often provides opportunities where students generate a variety of ideas and alternatives.
2- Seldom: The teacher provides few opportunities where students generate a variety of ideas and alternatives.
1- Never: The teacher does not incorporate learning experiences that teach any type of thinking.

NO - Not Observed
Teacher transitions students from one content area/activity/classroom to another seamlessly, effectively, and efficiently
4- Always: Transitions are always handled effectively and efficiently.
3- Mostly: Transition time is minimal and very little instructional time lost.
2- Seldom: Transition time is slow most of the time and valuable instructional time is lost
1- Never: Transition time is slow and valuable instructional time is lost.
NA - Not Applicable
NO - Not Observed
Teacher has clearly established seamless routines that support student independence and academic success.
4- Always: Teacher has clearly established seamless routines that support student independence and academic success on a daily basis.
3- Mostly: Teacher ahs clearly established seamless routines that support student independence and academic success that is evident (3-4 times a week)
2- Seldom: Teacher has somewhat clearly established seamless routines that support student independence and academic success that is evident (2 times a week)
1- Never: Teacher has not clearly established seamless routines that support student independence and academic success which is not evident during school day.
NA - Not Applicable
NO - Not Observed
Teacher effectively orchestrates/facilitates small group work that is rigorous, engaging, and holds students responsible for their own productivity.
4- Always: Teacher always & effectively facilitates small group work that is rigorous, engaging, and holds students responsible for their own learning.
3- Mostly: Most of the time the teacher effectively facilitates small group work that is rigorous, engaging, and holds most students responsible for their own learnin
2- Seldom: Teacher seldom facilitates small group work that is rigorous and engaging, which means students are seldom held responsible for their learning.
1- Never: The teacher never facilitates effective small group work that is rigorous, engaging, and holds students responsible for their own learning.
NA - Not Applicable
NO - Not Observed
Teacher has developed classroom systems for non-instructional duties that make students responsible for smooth classroom operation.
4- Always: Teacher always demonstrates the use of developed classroom system for non-instructional duties that make students responsible for smooth classroom operations.
3- Mostly: Most of the time the teacher demonstrates developed classroom system for non-instructional duties that make students responsible for smooth classroom operation.
2- Seldom: Teacher seldom demonstrates that classroom systems for non-instructional duties have been developed to make students responsible for smooth classroom operation.
1- Never: The teacher never demonstrates that any classroom system have been developed to involve the students in smooth classroom operations.
NA - Not Applicable
NO - Not Observed

NA - Not Applicable
NO - Not Observed
Teacher implements effective use of time between the question and student response (wait time).
4- Always: Teacher always utilize wait time between the question and the student response.
3- Mostly: The teacher utilizes wait time between the question and student responses most of the time.
2- Seldom: The teacher seldom utilizes wait time between the question and the student response.
1- Never: The teacher does not use utilize wait time between question and student responses.
NA - Not Applicable
NO - Not Observed
Students know their individual assessment targets and can articulate a plan to meet those targets.
4- Always: Students are fully aware of and now their individual assessment targets and can articulate a plan to meet those targets.
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery.
4- Always: Teacher implements frequent diagnostic assessments/progress and monitoring in an effort to check for students' understanding/mastery. Evidence by daily exit slips, weekly quizzes and unit assessments
3- Mostly: Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by mostly eit slips (3-4 times a week), weekly quizzes and unit assessments.
2- Seldom: Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by daily exit slips (2 times a week), bi-weekly quizzes and some unit assessments.
1- Never: Teacher does not implement frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by no exit slips, no weekly or biweekly quizzes and no unit assessments.
NA - Not Applicable
NO - Not Observed
Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery.
4- Always: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessments at the end month/unit to measure student mastery in every subject area.
3- Mostly: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery in some (2-3) subject areas.
2- Seldom: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery in (1) subject area.
1- Never: Teacher does not create monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses hat same unaltered assessment at the end of the month/unit to measure student mastery.
NA - Not Applicable

Teacher implements an EFFECTIVE program for classroom conduct that promotes positive behavior, maintains the students' positive self image, and is in keeping with the school-wide behavioral program and expectation.
4- Always: Teacher always implements an EFFECTIVE program for classroom conduct that promotes positive behavior, maintains the students' positive self-image, and is adhering to the code of conduct for the school
3- Mostly: Most of the time the teacher implements an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and as adhering to the code of conduct for the school
2- Seldom: The teacher is seldom observed implementing an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and is adhering to the code of conduct for the school.
1- Never: The teacher has never implemented an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and is adhering to the conduct of the school.
NA - Not Applicable
NO - Not Observed

Respects children to earn their respect
4- Always: Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
3- Mostly: Teacher-student interactions are friendly and demonstrate general care and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.
2- Seldom: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.
1- Never: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.
NA - Not Applicable
NO - Not Observed

NO - Not Observed
Students ask higher order thinking questions.
4- Always: Students always ask high order thinking questions.
3- Mostly: Most of the time students ask high order thinking questions.
2- Seldom: Students seldom ask high order thinking questions.
1- Never: Students never ask high order thinking questions.
NA - Not Applicable
NO - Not Observed
Lessons have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities, and a time for reflection and closure.
4- Always: Lesson always have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.
3- Mostly: Most lessons have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.
2- Seldom: Lessons seldom ever have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.
1- Never: Lessons never have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.
NA - Not Applicable
NO - Not Observed
successful outcomes.
4- Always: Teacher always purposefully and effectively matches teaching strategies to the teaching objectives to maximize successful outcomes.
3- Mostly: Most of the time the teacher purposefully and effectively matches the key components of teaching in order to maximize successful outcomes.
2- Seldom: Teacher seldom matches teaching strategies and objectives in a purposeful and effective way.
1- Never: Teacher never matches reaching strategies and objectives in a purposeful and effective way.
NA - Not Applicable
NO - Not Observed

Acts as role-model for children. This includes how they act, speak, dress, and treat other people
4- Always: Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
3- Mostly: Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.
2- Seldom: Teacher is honest in interactions with colleagues, students and the public.
1- Never: Teacher displays honesty in interactions with colleagues, students and the public.
NA - Not Applicable
NO - Not Observed
Receptive to parents and treats them with respect
4- Always: Shows great sensitivity and respect for family and community culture, values and beliefs.
3- Mostly: Communicates respectfully with parents and is sensitive to different families' culture and values.
2- Seldom: Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.
1- Never: Is often insensitive to the culture and beliefs of students' families.
NA - Not Applicable
NO - Not Observed
Shows evidence of willingness to work cooperatively with others in team situations
4- Always: Teacher takes a leadership role in promoting a culture of professional inquiry; relationships with colleagues are characterized by mutual support and cooperative, teacher takes initiative in assuming leadership among the faculty.
3- Mostly: Teacher volunteers to participate in a culture of professional inquiry; relationships with colleagues are characterized by mutual support and cooperation.
2- Seldom: Teacher maintains cordial relationships with colleagues to fulfill duties that he school or district requires. Teacher's decisions and recommendations are based on limited though genuinely professional consideration.
1- Never: Teacher's relationships with colleagues are negative or self-serving. Teacher makes decisions and recommendations based on self-serving interests.
NA - Not Applicable
NO - Not Observed
Actively participates in all professional development activities
4- Always: Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
3- Mostly: Teacher seeks out opportunities for professional development to enhance content and pedagogical skill.
2- Seldom: Teacher participates in professional activities to a limited extent when they are convenient.
1- Never: Teacher engages in no professional development activities to enhance knowledge or skill.
NA - Not Applicable
NO - Not Observed
Actively participates in school non-teaching responsibilities such as, but not limited to, committee work, special programs, assemblies, etc…
4- Always: Actively participates in 3 or more special projects that address authentic school needs and often assumes a leadership position.
3- Mostly: Actively participates in 2 special projects that address authentic school needs and meaningful contributions are evident.
2- Seldom: Actively participates in 1 special project that addresses authentic school need.
1- Never: Need volunteers for additional projects and is a minimal participant in committees and special programs.
NA - Not Applicable
NO - Not Observed

Demonstrates openness and responsiveness to mentoring, assessment, and constructive criticism by persons with teacher evaluation responsibility and authority
4- Always: Seeks constructive criticism and demonstrates eagerness to try out new ideas and suggestions.
3- Mostly: Accepts most suggestions and often implements suggested strategies.
2- Seldom: Accepts some suggestions and rarely implements suggested strategies
1- Never: Refuses to accept suggestions and never implements suggested strategies.
NA - Not Applicable
NO - Not Observed
Demonstrates an openness to new ideas and is willing to try to incorporate those ideas into his/her profession as a teacher.
4- Always: Routinely investigates innovative and creative lessons and procedure and fully demonstrates openness in trying new ideas.
3- Mostly: Often investigates and tries new ideas for lessons and procedures.
2- Seldom: Occasionally investigates and tries new ideas for lessons and procedures.
1- Never: Never investigates or tries new ideas.
NA - Not Applicable
NO - Not Observed
Takes an interest in ALL students in the school, not just those assigned to his/her classes
4- Always: Knows many students from other grades and demonstrates friendly, approachable demeanor to school community.
3- Mostly: Knows some students from other grades and possess approachable demeanor.
2- Seldom: Rarely focuses on students from other grades or demonstrates a demeanor that is unapproachable.
1- Never: Shows little or no interests in students.
NA - Not Applicable
NO - Not Observed
Teacher implements a constructivist, hands on approach to teaching and learning.
4- Always: Teacher implements a constructivist, hands on approach to teaching and learning daily and is evidence by lesson plans and observations.
3- Mostly: Teacher implements a constructivist, hands on approach to teaching and learning mostly (3-4 times a week) and is evidence by lesson plans and observations.
2- Seldom: Teacher implements a constructivist, hands on approach to teaching and learning seldom (2 times a week) and is evidenced by lesson plans and observations.
1- Never: Teacher does not implement a constructive, hands on approach to teaching and learning which is not, evidence by lesson plans and observations.
NA - Not Applicable
NO - Not Observed
Teacher demonstrates through action the belief that ALL students can achieve at high levels and adults are responsible for student success.
4- Always: Teacher demonstrates through action the beliefs that ALL students can achieve high levels and adults are responsible for student success. This is evident on a daily basis through language, action during grade level meetings, team leader meetings, professional development and conversations with parents.
3- Mostly: Teacher demonstrates through action the belief that ALL students can achieve at high levels and adults are responsible for student success. This is evident seldom (2 times a week) through language, action during grade level meetings, team leader meetings, professional development and conversations with parents.
2- Seldom: Teacher demonstrates through action the belief that ALL students can achieve at high levels adult are responsible for student success. This is evident seldom (2 times a week) through language action during grade level meetings, team leader meetings, professional development and conversations with parents.
1- Never: Teacher does not demonstrate through action the belief that ALL students can achieve at high levels and adults are responsible for student success. This is not evidence through grade level meetings, team leader meetings, professional development and conversations with parents.
NA - Not Applicable

NO - Not Observed
Teacher's spoken and written language models the expectation that the school has for students in the school.
4- Always: Teacher's spoken and written languages always model the expectation that the school has for students.
3- Mostly: Most of the time the teacher's spoken and written language models the expectation that the school has for students.
2- Seldom: The teacher seldom models spoken and written language in a way that clearly displays the expectation that the school has for students.
1- Never: The teacher never models spoken and written language in a way that clearly displays the expectation that the school has for students.
NA - Not Applicable
NO - Not Observed
Communicates regularly and appropriately with parents regarding their child
4- Always: Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
3- Mostly: Teacher communicates with families about students' progress on a regular basis, respecting cultural norms and is available as needed to respond to family concerns.
2- Seldom: Teacher adheres to the schools required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.
1- Never: Teacher provides minimal information about individual students, or the communication is inappropriate to the culture of the family. Teacher, or responds insensitively.
NA - Not Applicable
NO - Not Observed
Provides detailed lesson plans on a scheduled basis for review by Team-leader and/or Director
4- Always: Instructional materials and resources are suitable to the instructional purpose and engage students mentally. Students initiate the choice, adaptation or creation of materials to enhance their learning; lessons are submitted on time in accordance with required due dates. All portions of the plans are complete with detail including standards and assessments.
3- Mostly: Instructional materials and resources are suitable to the instructional purposes and engage the students mentally; lesson plans are submitted on time in accordance with required due dates. All portions of the plans are complete with some detail of lesson delivery, teaching recourses and assessments.
2- Seldom: Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.
1- Never: Materials and resources are not suitable for students and do not support instructional outcomes or engage students in meaningful learning.
NA - Not Applicable
NO - Not Observed
Point additions and Reductions:
* Recipient of a recognized award for excellence in Teaching (5points)
* Days absent beyond authorized days (2 points per day) reduction
* Days late for work (2 points per day) reduction

American Quality Schools
Danielson Coaching Tool

Teacher Name: _____ Date: _____

Observer Name: _____ Time: _____

Classroom context:

Danielson Domain Two	Classroom Environment ("Proficient" practice)	What to look for?	Notes:
2a. Create an environment of respect and rapport	Classroom interactions between the teacher and students are respectful, reflecting warmth and caring and sensitivity to students' culture and levels of development. Student interactions are respectful.	• Teacher / student interactions • Student / student interactions	
2b. Establish a culture for learning	The level of energy, from both students and teacher, is high, creating a culture for learning in which the subject is important and students clearly take pride in their work.	• Energy level • High expectations for students/ pride in work	
2c. Managing classroom procedures	Little instructional time is lost because of classroom routines and procedures, transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Students contribute to classroom routines.	• Organization • Transitions • Classroom routines and procedures	
2d. Managing student behavior	Standards of conduct are clear, with teacher's sensitive monitoring of student behavior and subtle response to misbehavior.	• Teacher alertness • Response to misbehavior • Standards of conduct	
2e. Organizing physical space	The classroom is safe, and the physical environment ensures the learning of all students and is conducive to the goals of the lesson. Technology is used skillfully, as appropriate to the lesson.	• Room arrangement; use of technology	
Danielson Domain Three	**Instruction ("Proficient" practice)**		
3a. Communicating with students	Expectations for learning, directions, and procedures are clear to students. The teacher's explanation of content is effective and anticipates possible student misconceptions.	• Expectations/ purpose for lesson • Directions • Explanations	
3b. Using questioning and discussion techniques	The teacher's questions are at a high cognitive level, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	• Teacher questions • Student responses / discussions • Student engagement	
3c. Engaging students in learning	Students are engaged throughout the lesson in learning. The activities, student groupings, and the materials are appropriate to the instructional outcomes. The lesson's structure is coherent, with suitable pace.	• Activities and assignments • Instructional groups • Materials and resources • Structure and pacing	
3d. Using assessment in instruction	Assessment is used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or student, and high-quality feedback to students. Students are fully aware of the assessments criteria used to evaluate their work.	• Student awareness • Teacher monitors/checks for understanding • Feedback to students	
3e. Demonstrating flexibility and responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher adjusts the lesson when needed.	• Adjustments; persistence	

Summary Message :

Goals/Actio ı (Do Now):

American Quality Schools
Classroom Environment Checklist

Teacher _____ **Room #** _____ **Date** _____ **Subject** _____

The following checklist outlines expectations for all AQS classrooms. AQS teachers and staff should create and maintain inviting and stimulating environments that are conducive to optimal learning opportunities for students.

Planning and Preparation o Student seats situated for purposeful learning including cooperative activities o Window dressing/lamps visibly pleasing to create a warm and welcoming environment o Clocks decorated with creative message o Plants positioned throughout room o Additional decorations to create an open learning environment o Furniture arrangement allows for clear lines of sight and movement o Functioning classroom technology (e.g., overhead/LCD projector, smart board) positioned for use o Computer usage rules/instructions visibly posted in student computer area o Textbooks, manipulatives and other instructional materials unpacked, well-organized and easily accessible o Classroom is neat, organized, and overall appearance in compliance with safety codes and free of hazards (e.g., storage boxes, damaged books)	**Classroom Environment** o Daily agenda is posted with date and lessons/objectives (MBC is meeting standards) o Classroom supplies are organized and accessible (e.g., table boxes, cups of sharpened pencils, etc.) o Everyday procedures and interactions are clearly posted, marked and easy to follow (e.g., homework, passes, materials, etc.) o Systems for incentives and consequences is posted with classroom rules/expectations o Student make-up/missing work instructions/routines are clear o Procedure for students without supplies is clear o Completed work/work in progress system is clear and accessible (e.g., folders, student mail box, binders, etc.) o Student/parent contracts are filed and readily o Classroom library organized with a checkout system
Instruction o Word Wall easy to read and visible with appropriate grade-level vocabulary o Current student work displayed with grading rubric reflecting high expectations for academic achievement o Differentiation is clear and evident (e.g., workstations, guided reading rotation, student work contracts, etc.) o Lesson plans/unit plans are updated and easily accessible (posted)	**Professional Responsibilities** o School mission/vision/goals/core values is posted o Display section for information/motivational announcements that apply to middle/high school and/or college are displayed o School information is posted (bell schedules/calendars, emergency procedures, newsletter) o Student/classroom achievement data is posted and updated (academics, attendance, etc.) o Student of the month/Highlighted student pictures are posted and visible within the classroom o Updated coordinating bulletin boards (background, borders, framed displays) o College Readiness Standards poster is visible
SCORE: __ = __% = __ 30/30 **1 = Unsatisfactory 86% and below** **2 = Basic 87% – 93%** **3 = Proficient 94% – 97%** **4 = Distinguished 98% – 100%**	Summary Message:

American Quality Schools

ECUEA WALK-THRU FORM

Teacher's name:	Observer's name:		
Date:	Time:	Grade:	Subject:
Objective/Lesson:			

Checks ( ) refer to what the observer sees in that classroom during that walk-thru or observation.

The Students were:	The Teacher	Teacher/ Assistant	Assistant was:
☐ On task in challenging/engaging work (80% or more)	❑	❑	Specifying expectations & desired behavior
☐ Writing or creating original work	❑	❑	Lecturing or assigning to whole group
☐ Taking a test or quiz	❑	❑	Helping/Coaching individual students
	❑	❑	Conferencing with individual students with literacy/math
☐ Reading orally or silently	❑	❑	Facilitating small groups
☐ Using technology	❑	❑	Modeling a task
☐ Listening to the teacher	❑	❑	Engaged in silent reading w/students
☐ Answering rote or knowledge-level question	❑	❑	Reading to students
☐ Initiating higher order questions	❑	❑	Using higher order questioning
☐ Working in small groups or pairs	❑	❑	Asking knowledge level or procedural questions
	❑	❑	Modeling or assisting with technology
☐ Completing or correcting work	❑	❑	Circulating about classroom
☐ At the overhead projector/board	❑	❑	Sitting/standing behind desk (or podium)
☐ Speaking in front of or presenting to a class	❑	❑	Providing direct instruction (individual or group)
☐ Transitioning between classes or activities	❑	❑	At the overhead projector/board
	❑	❑	Transitioning students between activities
☐ Engaged in center activities	❑	❑	In class, downtime
☐ Engaged in Socratic Discussions	❑	❑	Facilitating Socratic discussions
☐ Working Independently	❑	❑	Formally/Informally Assessing Students

Checks( ) refer to the expectations met during walk-thrus. If expectations are not checked or have a minus (-), please make corrections within a 48 hour time period.

Evidence of ECUEA Expectations:

☐ Standards posted, indicator and explanation

☐ Objectives stated by teacher

☐ Clear Agenda/Objective written on board

☐ Literacy Enriched Environment (Classroom Libraries)

☐ Up to Date Reading Board

☐ Posted Schedule

☐ Clear Expectations and Consequences

☐ Word/Vocabulary Wall (Primary)

☐ Classroom displays are neat and full of current instructional content/aids

☐ Lesson Plans Ready and Available

☐ Evidence of Centers or Learning Stations

☐ Procedures in place and being used

☐ Appropriate student praise

☐ Instruction appropriate to students

☐ Current student work displayed

☐ Room was without clutter, including walls

☐ Effective time management

☐ Effective use of materials

☐ Personal positive interaction w/ students

☐ Appropriate student behavior systems used

☐ School Pledge /School Expectations posted

☐ Seating Arrangement in groups, quads, or U-shape (not in rows)

Levels of Thinking

1. Knowledge (K)
2. Comprehension (C)
3. Application (A)
4. Analysis (A)
5. Synthesis (K)
6. Evaluation (E)

American Quality Schools

ECUEA EXTENSIVE WALK-THRU FORM

Teacher's name:			
Date:	**Time:**	**Grade:**	**Subject:**
Objective/Lesson:			

E = Exceeds Expectations M= Meets Expectations B = Below Expectations NA - Not Applicable or Observed	E	M	B	NA	Comments
Preparation: Clear focus to lesson (objective)					
Outline or preplan of lesson on hand					
Needed materials, supplies, equipment on hand					

	E	M	B	NA	Comments
Teacher Presence: Teacher positive presence in class is felt					
Interacts with learners					
Provides clear instructions					
Uses and models use of the standard English language					
earning environment: Neat and orderly classroom					
Bulletin boards in and out are neat and reflect current content being taught.					
Quality student work is displayed and current. Less that two weeks old.					
Bulletin Boards are changed monthly					
Lesson design and development: Learners are made aware and know the goals/aims of lesson					
Lesson has clear beginning Proceeds in effective sequence Concludes with review/clear focus/next step					
Achieved set goals/objectives					
Use of instructional strategies in classroom					

	E	M	D	NA	
Presentation of Information Information is accurate, clear, and understandable to students					
Explanations don't dominate lesson					
Addresses a variety of learning styles					
Reviews adequately but not excessively					
Effective presentation skills for these learners					
Learner-active learning Learner-constellation varied (ind/prs/groups)					
On-task for significant part of lesson; Actively engages students in the learning process					
Positive feedback provided					
Immediate feedback provided					
Activities are meaningful to lesson					

Classroom management skills Effective classroom management techniques					
Positive, educational, supportive environment					
Asks and answers questions effectively					
Flexible					
Takes full/effective advantage of time					
Effective tutoring/adaptation to individuals					

Additional Comments/Suggestions:

East Chicago Urban Enterprise Academy
Board Meeting
October 26, 2011

TOPIC	DISCUSSION		ACTION/FOLLOW-UP/RESPOSIBILITY
Call to order	The meeting was called to order by D. Padilla at 1:10 pm		
Roll Call/Quorum Board of Directors	Erika Rodriguez	X	Ms. E. Silerio
	David Padilla	X	
	Stephanie Wright	X	
	Rita Jacque Gillis	X	
	Joseph Costanza	X	
	John Artis	X	
	Darryl Miller	X	
American Quality Schools	Vito Bianco, Vice President Community & Government Relations, AQS	X	
	Josh Samuelson, Account Specialist, AQS	X	
	Tim Ricordati, Vice President Administration, AQS	O	
	Jasmine Mitchell, Regional Manager, AQS	X	
	Charlotte Jackson, ECUEA Director	X	
	Elizabeth Silerio, ECUEA Administrative Assistant	X	
Approval of:	Mr. D. Padilla suggests that the agenda be sent with the minutes for approval before the meeting.		
Agenda	A motion was made to approve the October 26, 2011 board agenda. Motion by J. Costanza, seconded by J. Artis.		Motion passed
Minutes	A motion was made to approve the October 26, 2011 board meeting minutes. Motion by D. Miller, seconded by J. Costanza.		Motion passed
Treasurer's Report	Mr. J. Samuelson reports that the facility grants for $147,000 were received, and there are no unusual expenditures, the school is doing well and moving along in the right path. • Mr. J. Samuelson fielded questions about the financial reports.		Mr. Josh Samuelson
AQS Financial Reports for September 30, 2011.	A motion was made to approve the School budget for 2011-2012. Motion by D. Miller, seconded by J. Costanza.		Motion passed
Open Account Payables as of September 30, 2011.	A motion was made to approve Open Payables. Motion by D. Miller, seconded by D. Padilla.		Motion passed
Paid Account Payables August 15, 2011 to September 21, 2011.	A motion was made to approve Paid Accounts. Motion by D. Miller, seconded by J. Costanza.		Motion passed
	• Mr. J. Artis states that the auditor should be chosen by the Board of Directors. • The Board welcomes any recommendations from AQS. A motion was made to receive suggestions from AQS for auditing firms that will be selected		Board of Directors will review auditors before the next meeting. Committee appointed Mr. J. Artis and

	by the board for auditing purposes.	Mrs. K. Ginis
Board Auditor	Motion by J. Artis, seconded by J. Costanza.	Motion passed
American Quality Schools Update **Director's Report for October 2011**	• Enrollment as of 10/21/2011 is 437 • NWEA test session has closed; results will be available when the BSU test session closes. • 3rd grade will have to take the IREAD3 statewide third grade reading assessment. Parents have been notified. • The school would like to obtain the services of a Math Specialist; due to the budget staff adjustments must be made. • A summary of community/parent events and issues. Details can be found in the Director's Report. Mrs. Jackson, Ms. Mitchell and Mr. Bianco fielded questions about the staff adjustment. A motion was made to allow Mrs. C. Jackson to retain a math specialist for 6th, 7th, & 8th grade. Motion by J. Artis, seconded by D. Miller. A motion was made for Mrs. C. Jackson to provide the board with an analysis about the low scores. Motion by J. Artis, seconded by J. Costanza.	Mrs. C. Jackson Motion passed Motion passed
Items Requiring Board Action	• Selection of Auditor • Approval of staff adjustments to be able to get a math specialist for grades 6-8.	
Old Business	Mr. V. Bianco states that Mr. T. Ricordati will send the Board of Directors an update on the Charter High School via email.	
New Business	• Mr. D. Padilla would like a list of AQS Policies and Procedures; he would like them to be specific to our school. • Changing Board Meeting site and time. • Minutes should include movements and motions. A motion was made for AQS to provide the board with a list of policies and procedures. Motion by D. Miller, seconded by J. Artis.	Motion passed
Board Contributions	Mr. D. Padilla will help Ms. E. Silerio compile the ECUEA Board Minutes.	Date is set for Tuesday, November 8, 2011
Adjournment	A motion was made to adjourn the meeting. Motion by D. Miller, seconded by J. Artis. There was no further business and the meeting was adjourned at 2:10 pm.	Motion passed

Board Secretary: Stephanie Wright _____

Recording Secretary: Elizabeth Silerio _____

East Chicago Urban Enterprise Academy
Board Meeting
September 28, 2011
1:00 pm

Present:

Erika Rodriguez	Darryl Padilla
David Padilla	Charlotte Jackson, ECUEA Director
Stephanie Wright	Vito Bianco, AQS
Rita Jacque Gillis	Josh Samuelson, AQS
Joseph Costanza	Jasmine Mitchell, Regional Manager
John Artis	Elizabeth Silerio, ECUEA

I. Call to Order

The meeting was called to order at 1:13 pm by Mrs. Rodriguez.

II. Roll Call

III. Approval Minutes

Approval of minutes called for by Mrs. Rodriguez. Mr. Padilla motioned and Mr. Artis seconded. The motion carried.

IV. Treasurer's Report

- Mr. Samuelson stated that there are no unusual stands this month and he provided the board with a copy of the current budget and requested that the Board look over it and if possible give their approval or suggestions by the next board meeting in October. Discussion followed.

- Mr. Bianco gave an overview of the Comprehensive Professional Development Plan that will raise test scores in every school with the first meeting being on October 13th. Ms. Mitchell provided a detailed description of how the program will work. Discussion followed.

Approval of the treasurer's report called for by Mr. Costanza. Mr. Padilla seconded. The motion carried.

V. Items Requiring Board Action

- Mrs. Wright asked about the specific needs of ECUEA and Ms. Mitchell referred the Board to the Comprehension Action Plan that was presented at the previous board meeting by Mrs. Jackson specifically addressing the needs of ECUEA. Discussion followed.

- Mr. Miller suggested that for the year 2012-2013 the budget be given to the Board for approval before the school year begins. Discussion followed.

VI. American Quality Schools Update

A. Director's Report

- Mrs. Jackson presented Mrs. Zak (4th grade Teacher/Student Council Sponsor) and the ECUEA Student Council Members each student introduced him/her self and gave a brief description of their roles as well as the objectives and purpose for student council. Over all Mrs. Zak would like Student Council Members to learn leadership throughout the school and take part in planning activities and programs for ECUEA. Mrs. Gillis commends Mrs. Zak and the Student Council Members for their leadership and gives them her full support. Mrs. Gillis requests that special emphasis be given to the projects and activities that the Student Council Members/Leaders take part in, on the Director's report.
- Mrs. Jackson reports that as of 9/23/11 the total number of enrollment is 438 however on the count date the total enrollment was 442, the goal being 440. Total withdrawals from ECUEA

are six, 4 out of state, 1 for transportation and 1 for behavior, and total number of new students for the 2011-2012 school year is at 105. The lunch status percentages are: free lunch - 296/68%, reduced lunch - 28/0.06%, and Denied lunch - 113/26%. Mrs. Jackson went into a detailed explanation about the PL 221 and the AYP status report. Discussion followed about discipline issues and procedures as well as school discipline policies to determine expulsion and suspensions depending on the severity of the act.

- Mrs. Jackson reported that the over all attendance for September was 93.90% and went into a detailed description by grade as well as the reasons for the absences.
- Parent involvement for the 1st PIA meeting/Spaghetti dinner was very impressive the total attendance was 126 and the Title I meeting had a total of 20 parents in attendance the topics of discussion were PL221 and AYP as well as the Supplemental Educational Service providers (SES) speaking about the programs that will be available to all SES eligible students. Mrs. Gillis would like the Academy to solicit parents for the board at future parent meetings.
- Facilities update: A quote is forthcoming from AMG Construction. 2 Maintenance service requests have been sent to Mr. Garcia for approval.
- At the request of the board an alternative bus service was found. Eclipse Transportation is located in Gary, IN.
- The Academy was ordered by the ECFD to block off the lane closest to the main doors for a fire lane.
- Parent Issues: This year the Academy's policy for parent-teacher communication is by appointment only due to the frequent classroom disruptions and although there has been some resistance to the new change, the Academy deems it important to have in place.
- A schedule of upcoming events was included in the Director's report, also due to technical difficulties the NWEA fall testing session is 2 weeks behind schedule, testing should be finished by October 7th after which Mrs. Jackson will supply the board with the test results.
- Mrs. Jackson expressed how she looks forward to the PD meetings, as this will build capacity in the admin team as well as the teachers.
- A review of the Board tracking report and the ECUEA Remediation Improvement Plan 2011-2012 followed.
- Mrs. Rodriguez would like to see more parent's volunteer and thinks that the perfect 10 fees should be enforced however Ms. Mitchell assured her that the Academy could in no way force parents to volunteer.
- Mrs. Jackson would like to have a meeting with the Board members.
- The Board recommends that the next board meetings take place in a different location due to the parking difficulties and traffic problems that take place during dismissal on Wednesdays. All future board meetings will be scheduled at 1:00 pm at the EC public library pending availability of their meeting room.

VII. Old Business

- Mr. Bianco states that per Mr. Ricordati everything is on schedule and a more comprehensive report will be available at the next board meeting. The Board was given the last sheet of the Resolution for their approval and signature, a copy of the resolution will be sent out to all board members.

VIII. New Business

- Mrs. Gillis recommends to the board that they formalize a development committee.

IX. Board Contributions

- Mr. Padilla inquires about the repairs being done to the panels in the modular. Bids are forthcoming.

X. Adjournment

- Mr. Padilla moved for adjournment at 2:36 pm. Mr. Artis seconded. The motion carried.

East Chicago Urban Enterprise Academy
1. 1402 East Chicago Avenue, East Chicago Indiana 46312 PH (219) 392-36580 Fax (219) 392-3652

Director's Report
November 2011

1. Enrollment Report as of 11/21/2011
   Total: 438
   Kindergarten - 45
   1st grade - 51
   2nd grade - 47
   3rd grade - 52
   4th grade - 51
   5th grade - 51
   6th grade – 51
   7th grade – 48
   8th grade – 42

   Total # of withdrawals from ECUEA: 1

Reasons for withdrawals/transfer:

Public Schools	Out of District/State	Charter Schools	Transportation	Behavior
0	1 – Texas	0	0	0

Lunch Status	Free Lunch 33/78%	Reduced 30/0.07%		Denied 68/0.16%			
Race /Ethnicity	African American 238/ 54.3%	Hispanic 171/ 39%		White 3/0.69%		Multiracial 26/ 5.9%	
Special Education Student count:	27 total	Specific Learning Disabled 18	Mild cognitive disabled 4	Speech 8	Autism 1	Other Health impaired 1	
ELL Count	27						

2. **Academic Report**
   Teachers have drawn up action plans for all students operating in the last two quartiles based on NWEA and recent benchmarks assessments. The challenge is to change the way teachers use this data as well as their classroom practices. In the end, implementing new approaches to difficult standards will lead to better teaching and better learning.

   Fountas and Pinnell Reading Benchmark assessments:
   In addition to Teacher created Benchmark assessments and interim assessments that are aligned to the standards, all 3rd through 8th grade students were given the F&P BAS to pinpoint reading instructional levels and to assess students' independent reading abilities. According to the data 37% of third graders are at a level M reading level which is at grade level. 15% of third grade are at a level N reading level which is exceeds grade level expectations. 48% of third grade have a reading level that is below grade level. Those that have reading levels equivalent to beginning readers are students with special needs. 9%of fourth graders have a level that is two years below grade level. However, 86% are at grade level or slightly above. 77% of fifth graders have a level of T or U which is above grade level. 15% of fifth graders have a level of S which is grade appropriate. 55% of sixth graders have a reading instructional level of W which exceeds entry level 6th grade expectations. 35% of sixth graders performed at a level V which meets grade level expectations for 6th grade. There are three educational resource students who have instructional levels equivalent to grade 2. Seventh and eighth grade had stronger results.

Students who have an F&P reading level below grade level expectations have small group reading instruction that is standards based for 3-4 days per week. We've found an overall weakness in comprehension with our 3rd -8th graders which is consistent with ISTEP performance and the fall 2011 NWEA RIT scores.

Grade Level	F &P Benchmark Placement level	% of students at level	Grade equivalent
3rd	C,I,J,K	11% (SPED)	1st-2nd grade
	L	37%	4th quarter 2nd grade
	M	[illegible]	3rd grade
	N	[illegible]	2nd quarter 3rd grade
4th	P	[illegible]	2nd quarter 4th grade
	Q	[illegible]	1st quarter 4th grade
	L , M	9% (SPED students)	2nd grade
5th	T	[illegible]	5th grade 2nd quarter
	U		6th grade 1st quarter
	S	[illegible]	1st quarter 5th grade
6th	W	[illegible]	2nd quarter 6th grade
	V	[illegible]	1st quarter 6th grade
	N-Q	6% SPED	3rd grade to 4th grade
7th	Y	[illegible]	2nd quarter 7th grade
	W	15%	2nd quarter 6th grade
8th	Y	[illegible]	1st quarter 8th grade
	Z	[illegible]	8th grade
	W,X	12% SPED	Mid year 6th grade

K-2 NWEA MAP assessment update

NWEA has identified an issue that impacts MAP for Primary Grades (MPG) tests taken this fall. A technical issue in packaging the latest MPG Survey with Goals tests has caused scoring discrepancies which will impact our students' overall RIT scores and the precision of the related goal strand scores.

They have released a new version of the test packages that corrects this issue. NWEA are re-scoring the affected tests to correct for the discrepancies, and they will provide the Academy with updated scores for our tests in the next several weeks. Please note, however, that while the overall RIT scores from the corrected tests will be useable, the net result may be reduced precision in the goal strand scores for tests you administered in Fall 2011.

ELL English Language Learners

The shift in student demographics has prompted the need for additional support for ELL. New families were given a home language survey to determine the primary language spoken in the home. Surveys have produced the identification of 9 additional families with ELL needs. Most of these students have no record of the initial LAS Links assessment or any other diagnostic tool used to determine eligibility. The Academy gives all newly identified students the placement test in the fall and the regular LAS links assessments in the spring. It does not replace ISTEP but if the school's ELL population is over a certain percentage it does factor into AYP.

3. Student suspension and expulsion

›v ber																			
INFRACTIONS	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	K-8
tal Number of cipline Referrals				1	5			2	2	3				2	2		1	2	19
Category 1					1					1									2
Category 2				1	2					2				2	2		1		10
Category 3					2			2	2	1								2	9
mber of Students signed Detentions			1	2	1	1	2	1			1	5		2	1		1		18
mber of In-School spensions																			
mber of Out-of-ıool Suspensions					1			2	2	1					2		3	3	14
mber of Expulsion quests																			0
mber of ›ulsions Occurred																			0

We have had recent issues with students and inappropriate interactions on social networks that spill over into the classrooms. Students are using the assumed anonymity that social media can provide to target certain ECUEA classmates. We've experienced parents who are very helpful and supportive in our code of non tolerance of bullying of any kind. They seek to correct their child's actions and resolve the problem. Unfortunately, we have more parents who question if the actions are indeed bullying and merit any consequence ›t all.

4. Facilities

Problem	Action	Status
Garbage Disposal clogged	Called Gatlin Plumbing (service call)	Complete
Sink In Modular Building Clogged (boys Bathroom)	Called Gatlin Plumbing (service call)	Complete
Broken Locks On Lockers	Bullis Lock was called to assess	Bullis replaced 6 locks and repaired the rest--- Complete
Main building Needs Painted	Quotes Have been received from I&E and AMG Construction	Waiting for approval
odular Building Needs Repair Work (Lower Panels)	Quotes have been received from I&E And AMG Construction	Waiting for approval
Door Closer For 5th Grade Room	Maintenance request was faxed to ED&MC	Open
Chiller Is Reading Active Fault	Maintenance request was faxed to ED&MC	Open
Toilet in boys bathroom by Main office won't stop running	Called Gatlin Plumbing (service call)	Completed
Grease Trap needs to be cleaned	Called Gatlin Plumbing (service call)	Completed
Cracks and missing main corridor tiles	Maintenance request sent to AQS	Open

5. Community/Parent Events and Issues

ECUEA Tiger Girls and Boys Basketball season has started. The Girls are undefeated in their quest with a 3-0 record so far. The boys continue to press and train towards a win with great tenacity. The Tiger teams hosted a pancake breakfast over the Veterans Day weekend. They had a great turnout.

Family Reading night was hosted by the Parents In Action/ Title I committee on November 22nd. There were a variety of standards based reading activities that families participated in during the two hours. Students explored space travel and the arts and even integrated measurement skills by making cookies in the " If you give a mouse a cookie" room. Books and coats were raffled off throughout the night. Every child walked away with a book and a smile.
Ms. Reed, the Art teacher donated the coats for the raffle.

The P.E.A.R.L.S. group and Student Council sponsored a food drive for the Carmelite Home during the two weeks leading up to Thanksgiving.

To provide a different experience as well as to reward the students for their hard work on their interim assessments our winter holiday celebration will be a field trip to the theater. Kindergarten through third grade will see Junie B Jones Christmas and Fourth through Eighth grade will see a contemporary rendition of the Christmas Carol on December 16th.

Upcoming Events

Holiday Picture Fundraiser Dec. 5

Santa's Secret Workshop Dec. 12-16

Parents In Action Meeting Dec. 13

Student Council Caroling at St. Catherine's Dec.14

5th grade Challenger Trip Dec.21

1st grade polar Express South Shore Arts Day Dec. 21

Winter Break Dec. 26 – Jan. 6

Tiger Basketball

Tigers Jr. High 1-3

Tiger Elem Boys 2-1

Tigers Jr. High Girls 3-0

Tigers Elem Girls 2-0

INDICATOR	TARGET	AUG	SEPT	OCT	NOV	DEC	JAN
STUDENT							
STUDENT ATTENDANCE	100%	94%	93.90%	95.30%			
STUDENT DETENTIONS	0	2	18	17			
SUSPENSIONS	0	1- in-school 1 out	15 - in school 8 out	19- in school 6 out			
FACULTY							
TEACHER TRAINING	100%	100% for PD Week	10 English language Arts/Reading Teachers SPED for Reading Street 8 Math/SPED teachers for Everyday Math	6+1 Writing Traits for new teachers, New Teacher roundtable, Data Analysis NWEA teacher reports	grade level data results meetings		
TURN OVER	0	4*prior to start date	0	0	0		
PARENT INVOLVEMENT							
EVENT ATTENDANCE	75%	37%	45% 125 PIA Meeting	Dad's Read day 20 Dads	Family reading night 30 families attended		
PIA MEETING ATTENDANCE	75%	NA	*title I Meeting - 20	PIA meeting 10 parents	PIA meeting 15 parents		
# OF Parent volunteers		160*	14	16	20 signed in		
STUDENT ACHIEVEMENT							
NWEA	VARIES* DEPENDING UPON GRADE LEVEL		Testing delayed for 1 week due to technical problems	See School Overview Report attached			
ISTEP	DEPENDING UPON GRADE LEVEL						
Safety							
Fire Drills		5-Jan	29-Sep	31-Oct	Nov.3		

Performance Measures	Goals Benchmarks	Action	Action	Sample Size	Data Source	Actual
Student Attendance	95% plus	KA- 95.4%	4B- 92.6%	All Students	Attendance rosters and power school	94.2% November
		KB - 95.6%	5A - 93.1%			
		1A - 94.8%	5B - 97.9%	Wednesday 11/23 3B,5A, 6B,7B had record low attendance in the 60's		
		1B - 96.1%	6A - 92.7%			
		2A -95%	6B - 93.1%			
		2B - 98.1%	7A - 97.9%			
		3A - 94.4%	7B - 95.2%			
		3B - 90.8%	8A - 94.1%			
		4A - 93.4%	8B - 92.5%			

Discipline

INFRACTIONS

Total Number of Discipline Referrals	**20**
Category 1	**2**
Category 2	**10**
Category 3	**9**
Number of Students Assigned Detentions	**14**
Number of In-School Suspensions	**18**
School Suspensions	**14**

All Students

ISS & OOS Documents

Category 1 includes the following: running, excessive noise in hall, dress code violation, persistent tardiness

Category 2 includes the following:profanity, insubordination, cheating, plagiarism, bullying, smoking, obscene gestures, acts that obstruct the school classroom enviorn.
Category 3 includes the following: Fighting, threatening Staff or student, Theft, sex violation, destruction of property, assault, drugs, repeat of cat 1 ,2

Number of Frequent Flyers	**6**

Form for Director Reports to the Board

1. Academic Report

- Report all test score data on NWEA testing along with analysis of positive and negative points of the results
- Report results of state tests. Present charts comparing your school with:
  a) Total State results
  b) Comparison with city or school district in which your school is located
- Any honors received by student or staff should be reported to the board

2. Enrollment

- Present the total full time enrollment number for the given month
- Present results of exit interviews or other information to understand why students are leaving the school
- Present methods being utilized to recruit students, if they are needed ,as well as the results of those marketing efforts
- Present number on a waiting list (if one exists), by grade breakdown

3. Suspension and Expulsion

- Present a report on any student suspension or expulsion that took place in the previous month along with a description of the incident and how it was handled
- Make recommendations as to school rules, regulations or programs that would minimize such incidents in the future.

4. Facilities

- Present a report to the board on any current or projected facility issues which have occurred or may likely happen in the immediate future.
- Report on what action has been taken to solve the problem

5. Community & Parent Events and Issues

- Report on any community or parent concerns and how they have been or will be addressed
- Report on any school events and programs that the school is having. Invite board members to attend

6. Financial Issues

- Report any issues relating to school finance you believe the board should know about

7. Policies

- Discuss issues you believe require a formal school board policy and present a written policy recommendation for board consideration.

CORPORATE BYLAWS OF
EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

ARTICLE I
Objectives and Purposes

Section 1. **OBJECTIVES AND PURPOSES.** To operate a charter school pursuant to the provisions of I.C. 20-5.5-1.1, et seq.

Section 2. **NONPROFIT STATUS.**

a. The Corporation is organized for religious, charitable, scientific and educational purposes as a nonprofit corporation. Its activities shall be conducted for the aforesaid purposes in such a manner that no part of its net earnings will inure to the benefit of any member, director, officer or individual, other than payments consistent with said purposes.

b. No substantial part of the activities of the Corporation shall be carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene (including the publishing or distribution of statements), in any political campaign on behalf of or in opposition to any candidate for public office except as authorized under the Internal Revenue Code of 1986, or any later or other sections of the Internal Revenue Code which amend or supersede said sections (the "Code")

c. The Corporation shall also have such other powers as are now or may hereafter be granted by the Indiana Nonprofit Corporation Act of 1971, as amended (hereinafter the "Indiana Nonprofit Corporation Act").

Section 3. **DISSOLUTION.** Upon dissolution or final liquidation of the Corporation, The Corporation will distribute any remaining funds it received from the department of education to the department no later than (30) days after dissolution or liquidation as required by Indiana Code 20-5.5-3-3.1. The remaining assets of the Corporation shall be distributed to the Enterprise Development & Management Corporation, or any successor thereto, if it exists upon dissolution or final liquidation of the Corporation, as long as said organization, or any successor organization, uses the assets for educational purposes only and is an organization described in Section 501(c) (3) of the Internal Revenue Code of 1986, as amended, and regulations relating thereto.

ARTICLE II
Offices

Section 1. **PRINCIPAL OFFICES.** The principal office of the Corporation shall be 1402 East Chicago Avenue, in the City of East Chicago, County of Lake, in the State of Indiana.

Section 2. **REGISTERED AGENT**. The initial registered agent shall be Rita Jacque-Gillis. The Corporation shall, at all times, appoint a resident of Indiana to be resident agent of the Corporation and to serve at the registered office of the Corporation.

ARTICLE III
Membership

Section 1. **MEMBERSHIP**. The membership of the Corporation shall consist solely of the East Chicago Urban Enterprise Development & Management Corporation ("ED&MC"), an Indiana nonprofit corporation (hereinafter "Member" or "Membership") acting by and through its Board of Directors.

ARTICLE IV
Board of Directors

Section 1. **GENERAL POWER AND DUTIES**. The control and management of the affairs of the Corporation shall be vested in its Board of Directors.

Section 2. **NUMBER AND TENURE**. At no time may the Board of Director exceed fifteen (15) nor be less than three (3). Each Director shall be elected to Place position and hold office for a period of two (2) years and until their successor shall have been elected and qualified at annual meetings. The terms of the office shall be staggered such that the directors in Place 1, Place 3, Place 5, and Place 7 shall be elected to an initial three-year terms commencing in February of 2005. The directors in Place 2, Place 4, and Place 6 shall be elected to an initial two-tear term commencing in February of 2005. All initial appointments shall be followed by two year terms thereafter with the election for Place 1, Place 3, Place 5, and Place 7 occurring in even years and Place 2, Place 4, and Place 6 occurring in odd numbered years. The Board of Directors will have the right to increase or decrease within the limits prescribed by the articles of Incorporation the number of Directors by a vote of the majority of the Directors present at a properly called meeting of the Board of Directors.

Section 3. **QUALIFICATIONS.** At least three (3) board members, but no more than a majority shall also be members of the Board of Directors of the member. At least one (1) member of the Board of Directors shall be the parent of a student at the charter school operated by the board; at least two (2) members of the board shall be recognized area educators and at least one (1) member of the board shall be a respected businessman in the community wherein the charter school is operative. Director shall:

a. Demonstrate a broad understanding of any commitment to the charter school movement.

b. Demonstrate a willingness to serve within the established corporate structure of the Member and the ability to understand and be responsible for the essential functions of governance;

c. Certify to the Member that no conflict of interests exists which would impair the board member's ability to serve on the Board of Directors;

d. Be aware of the time commitment associated with board membership and be willing to fulfill those commitments with openness; and

e. Recognize and maintain the confidential character of information discussed at meetings, except as required by Indiana's Open Door Law.

Section 4. **REMOVAL OF DIRECTORS.** Any Director may be removed by the Board of Directors by a vote of two-thirds (2/3) of the Directors, at a regular meeting of the Member of at a meeting called expressly for that purpose, whenever in its judgment the best interests of the Corporation will be served thereby.

Section 5. **RESIGNATIONS.** Any Director may resign at any time by giving a written notice to the Board of Directors. Unless otherwise specified in the notice of resignation, the acceptance of such resignation shall not be necessary to make it effective.

Section 6. **VACANCIES.** Any vacancy occurring in the Board of Directors by reason of an increased number of Directors, or by death, removal or resignation of any director shall be filled by the Board of Directors at any annual meeting of the Board of Directors or at a special meeting of the Board of Directors called for that purpose. Each Director so appointed to fill a vacancy shall hold office until a successor shall have been appointed and shall have qualified or until death, resignation or removal.

Section 7. **REGULAR MEETINGS.** A regular annual meeting of the Board of Directors will be held on a date designated by the Board of Directors between ___and ___, for the transaction of such business as may properly come before the meeting, including, but not limited to, the election of Directors. Failure to hold the annual meeting at the designated time will not work any forfeiture or dissolution of the Corporation. The Board of Directors may provide by resolution the time and place, either within or without the state of Indiana, for the holding of additional regular meetings of the Board of Directors, without other notice than such resolution.

Section 8. **SPECIAL MEETINGS.** Special meetings of the Board of Directors may be held at any time on the call of the president, minimum or the three (3) Directors, or at the request of the member. Special meetings of the Board of Directors may be held at such place, either within or without the state, shall be specified or fixed in the call for such meeting or notice thereof.

Section 9. **NOTICE OF MEETINGS.** Notice of such meetings shall be delivered by a qualified courier service, transmitted by facsimile, mailed, or provided by such other written communication reasonably designed to provide prompt notice. Such communication shall be made by or at the discretion of the secretary and shall be sent to the president, the member and to each

director, addressed to their residence or usual place of business, at least three (3) days before the day on which such meeting is to be held.

Notice may be waived in writing by the president, the member, acting through its president, or any director, either before or after the meeting. Any meeting of the Board of Directors shall be a legal meeting without any notice thereof having been given, if a representative of the member, and president and all directors shall be present thereat. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

Section 10. **QUOROM.** A majority of the total number of directors serving shall constitute a quorum for the transaction of business at any meeting of the Board of Directors.

Section 11. **MANNER OF ACTING.** The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as otherwise provided by these bylaws, the articles of Incorporation or as otherwise provided by law.

Section 12. **ATTENDANCE BY TELEPHONE.** Any or all of the Board of Directors may participate in a meeting of the Board by means of a conference telephone or similar communications equipment by which all persons participating in the meeting can communicate with each other. Participation in this manner constitutes presence in person at the meeting.

Section 13. **ACTION BY WRITTEN CONSENT.** Any action which is required to be taken, or which may be taken, at a meeting of directors may be taken without a meeting if a consent in writing setting forth the action to be taken shall be signed by all of the directors then in office. Such consent shall have the same force and effect as a unanimous vote of all of the directors. Such writings shall be filled with the minutes of the proceedings of the Board of Directors or of any committee taking such action. Action taken pursuant to this section is effective when the last director signs the consent unless the consent contains a prior or subsequent effective date.

Section 14. **CONFLICT OF INTEREST**. Each individual serving on the Board of Directors will be required to prepare and submit a Conflict of Interest Disclosure Statement on an annual basis.

ARTICLE V
Officers

Section 1. **OFFICERS**. The officers of this corporation shall consist of a President, Vice President, Secretary and Treasurer, which shall be elected by the Board of Directors. The officers elected by the Board of Directors at its annual meeting shall hold office until the next annual meeting of the Board of Directors or until their respective successors are elected and qualified.

Section 2. **PRESIDENT**. The president will be the chief executive office of the Corporation and will reside at all meetings of the Board of Directors. Under the Board's direction, the President will have general supervision over the affairs of the Corporation and over the officers. The President will sign contracts on behalf of the corporation and shall perform all such other duties as are incident to this office.

Section 3. **THE VICE PRESIDENT.** The Vice President shall assist the President in the discharge of the duties of the President as the President may direct, and shall perform such other duties as from time to time may be assigned by the President of the Board of Directors. In the absence of the President or in the event of the President's inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting shall have all the powers of and be subject to all of the restrictions upon the President.

Section 4. **THE SECRETARY.** The Secretary shall keep full and complete minutes of all of the meetings of the Board of Directors and shall attend the meetings of the Board of Directors and shall act as clerk thereof and record all of the acts and votes and the minutes of proceeding in a book to be kept for that purpose; and shall provide the Members with copies of the minutes of all meetings of the Board of Directors and copies of all actions taken by written consent of the Board of Directors. The secretary shall give, or cause to be given, notice of all meetings of the Board of Directors, unless notice thereof be waived, and shall perform such other duties as may be from time to time assigned. The secretary shall have custody of the corporate seal and shall affix the same to all papers and documents whenever the seal shall be required to be affixed and shall have custody of and properly keep all of the record books of the Corporation.

Section 5. **THE TREASURER.** The Treasurer shall render to the President, Vice President, the Board of Directors, and the Member, whenever they may require it, an accounting an accounting of the financial condition of the Corporation. The Treasurer of the Board shall be a voting member of the Finance Committee.

Section 6. **ADDITIONAL OFFICERS.** The Board of Directors may elect or authorize the appointment of additional officers as the business of the Corporation may require, including, without limitation, Vice Presidents, Assistant Secretary, and Assistant Treasurers, each of whom shall hold office for such period, have such authority and perform such duties as may be provided in these Bylaws or as the Board from time to time may direct.

Section 7. **RESIGNATION.** Any officer may resign at any time by giving written notice to the Board of Directors or to the President or Secretary of the Corporation. Any such resignation shall take effect at the time specified therein, and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 8. **REMOVAL.** Any of the officers designated in Section 1 of Article V with the exception of the President may be removed by the Board of Directors

by a vote of a majority of the total number of Directors on the full Board, whenever in its judgment the best interests of the Corporation will be served thereby.

ARTICLE VI
Committees

Section 1. **STANDING AND SPECIAL COMMITEES.** The President shall, with the approval of the Board of Directors, appoint such standing or special committees of such size as the President or Board of Directors may deem necessary to properly carry on the activities and affect the purposes of the Corporation. Such committees shall perform as the President or the Board of the Directors may direct.

ARTICLE VII
Corporate Governance

Section 1. **Order of Business.** Meetings of the Board of Directors shall be conducted in accordance with Roberts' Rules of Order, except insofar as the Articles of Incorporation, Bylaws or any rule adopted by the Board of Directors may otherwise provide. The order of business at meetings of the Board of Directors, insofar as practicable, will be:

Item 1.	Proof of due notice of meeting.
Item 2.	Call of roll.
Item 3.	Reading and approval of prior minutes and disposal of any unapproved minutes.
Item 4.	Reports of officers and committees.
Item 5.	Unfinished business.
Item 6.	New Business.
Item 7.	Election of directors
Item 8.	Adjournment

In general, the regulation and management of the affairs of the corporation, its Board of Directors and its officers will be governed by the Indiana Nonprofit Corporation Act of 1991, as amended, and the Articles of Incorporation of the Corporation, as amended.

ARTICLE VIII
Indemnification

Section 1. (a) The Corporation shall indemnify any Director, officer, committee member, employee or agent, as well as the member (included herein as "person") who was or is a party, or is threatened to be made a party, to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (including the imposition of a tax under Section 4958(a)(2) of the code, but excluding an action by or in the right of the Corporation) by reason of the fact that the person is or was a Director, Officer, Committee Member, employee, agent or member of the Corporation, or is or was serving at the request of the Corporation as a Director, officer, committee member, employee or agent

of another corporation, partnership, joint venture, trust other enterprise, against expenses (including reasonable attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by the person in connection with such action, suit or proceeding, provided the Corporation shall not be obliged to provide indemnification which would constitute excess benefit within the meaning of Section 4958 of the code. The indemnification shall apply only if the person acted in good faith and in a manner the person reasonably believed to be in, or not opposed to, the best interests of the Corporation, and, with respect to any criminal action or proceedings, had no reasonable cause to believe his or her conduct was unlawful. Termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith an in a manner the person reasonably believed to be in, or not opposed to, the best interests of the Corporation or, with respect to any criminal actions or proceeding, that the person has no reasonable cause to believe his or her conduct was unlawful.

(b) The Corporation shall indemnify any person who was or is a party or is threatened to be made a party, to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that the person is or was a Director, Officer, committee member, employee, agent or member of the Corporation, or is or was serving at the request of the Corporation as a Director, Officer, committee member, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including reasonable attorneys' fees). Judgments, fines and amounts paid in settlement actually and reasonably incurred by the person in connection with the defense or settlement of such action or suit, if the person acted in good faith and in a manner the person reasonably believed to be in, or not opposed to, the best interests of the Corporation, provided that no indemnification shall be made in respect of any claim, issue or matter as to which the person shall have been adjusted to be liable for negligence or misconduct in the performance of his or her duty to the Corporation, unless, and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite the adjudication of liability, but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnify for such expense as the court shall deem proper.

Section 2. To the extent that a person who may be indemnified has been successful, on the merits or otherwise, in the defense of any action, suit or proceeding referred to in Section 1 of this Article, or in the defense of any claim, issue or matter therein, the person shall be indemnified against expenses, including attorneys' fees, actually and reasonably incurred by him or her in connection with such action.

Section 3. Any other indemnification (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case, upon a determination that indemnification of the Director, Officer, committee member, employee, agent or member is proper in the circumstances because the person acted in good faith and in a manner the person reasonably believed to be in, or not opposed

to, the best interests of the Corporation. Such determination shall be made (1) by the Directors of the Corporation by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable, if a quorum of disinterested Directors so directs, by independent legal counsel in a written opinion or (3) by a Member of the Corporation.

Section 4. Expenses incurred by a Director, officer, committee member, employee, agent or Member in defending such an action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board in the specific case upon receipt of any undertaking by or on behalf of such Director, officer, committee member, employee, agent or Member to repay such amount unless it shall ultimately be determined that the person is entitled to be indemnified by the Corporation.

Section 5. Indemnification under this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any agreement, vote of the Member or other provision, both as to action in the person's official capacity and as to action in another capacity while holding such office, and shall unless otherwise provided when authorized, continue as to a person who has ceased to be a Director, officer, committee member, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

Section 6. The Corporation may purchase and maintain insurance on behalf of any person or entity referred to in the preceding Sections of this Article against any liability asserted against and incurred by the person in any such capacity, or arising out of the person's status as such, whether or not the Corporation would have the power to indemnify the person against such liability under the provisions of this Article.

ARTICLE IX
Miscellaneous Provisions

Section 1. **CORPORATE SEAL.** The corporate seal of the Corporation shall be circular in the form bearing the name of the Corporation and state of incorporation in the marginal circle and the words "Corporate Seal" in the inner circle. Said seal may be used by causing it or a facsimile or equivalent thereof to be impressed or affixed or reproduced.

Section 2. **DEPOSITORIES.** Subject to the provisions of Article IV, Section 1 of these Bylaws, all funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors or its duly authorized agent may designate.

Section 3. **CHECKS, DRAFTS, ETC.** All checks, drafts or other orders for the payment of money issued in the name of the Corporation shall be signed by such officer or officers or person or persons, whether or not officers of the Corporation, in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4. **DEEDS, MORTGAGES, BONDS, CONTRACTS AND OTHER INSTRUMENTS.** All deeds, mortgages, bonds and other contracts or instruments of the Corporation shall be signed by the President and by the Secretary, or by such other individuals as the Board of Directors may designate.

Section5. **BONDS.** The Board of Directors may require an officer, agent, or employee to furbish bond for the faithful discharge of his/her duty and for the protection of the Corporation, in such sum and with such surety or sureties as the Board of Directors may deem advisable.

Section 6. **FISCAL YEAR.** The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June of each year.

Section 7. **WAIVER OF NOTICE**. Whenever any notice whatever is required to be given by law, the Articles of Incorporation or these Bylaws, a waiver thereof, in writing signed by the person or persons entitled to such notice, whether before, at or after the time stated therein, shall be deemed the equivalent to the giving of such notice.

Section 8. **GIFTS** The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation.

Section 9. **AMENDMENTS TO BYLAWS AND/OR ARTICLES OF INCORPORATION.** The Bylaws and/or the Articles of Incorporation may be amended by an affirmative vote of two-thirds (2/3) of the Board of Directors.

The seal adopted by the Corporation is affixed hereto and made a part hereof.

EAST CHICAGO URBAN ENTERPRISE ACADEMY

By: _____

ATTEST:

_____

East Chicago Urban Enterprise Academy

Conflict of Interest Policy

Statement/Purpose:

To establish a guideline for defining conflict of interest and to aid in the understanding of what may happen should a conflict of interest exist.

Policy:

It is the policy of East Chicago Urban Enterprise Academy (Academy) to conduct its business practices with the highest level of integrity. A Conflict of Interest exists when a member of the East Chicago Urban Enterprise Academy family does not act with total objectivity in carrying out their duties for the organization, thus placing their personal goals or interest first.

East Chicago Urban Enterprise Academy participates in government programs and there is a zero tolerance for accepting or offering gifts, payments and kickbacks in connection with government programs and contracts.

Procedure:

A. All Employees

1. To avoid conflicts of interest, all employees must adhere to the following:

    a. Immediately report to the Board of Trustees any financial or personal interest that they or any member of their family has doing business with the Academy. Family is described as a spouse, son, stepson, daughter, stepdaughter, brother, sister, parent, cousin and any in-laws.
    b. Refrain from accepting gifts of money, items or services, except for consumable items of modest value that may be shared by co-workers.
    c. Refrain from using or disclosing information that may be acquired as a result of their employment for personal gain or benefit.
    d. Place the interest of the organization first.
    e. Report to the Board of Trustees any potential violations of this policy.

2. In addition, employees should not have other outside employment or business interest that place them in a position of:

    a. Appearing to represent the Academy or any affiliate; or
    b. Lessening the efficiency, productivity or dedication to the Academy in performing their everyday duties upon hire.

3. Upon hire, employees must immediately notify the Board of Trustees of ant potential conflicts of interest at any time during the course of their employment with the Academy. Failure to disclose potential conflicts of interest at any time during employment will result in disciplinary action up to and including termination.

4. Any personal or business activities be an employee that may raise conflict of interest concerns must be reviewed with and approved in advance by the Academy's Board of Trustees.

A. Supervisors, Managers and Above

1. In addition to the requirements of (A) above, supervisors, managers and above may not be employed by, act as a consultant to or have an independent business relationship with any of the Academy's service providers or third party payors. Additionally they may not invest in any payor, service provider, or supplier unless the investment is by mutual fund.

2. Upon hire, and yearly thereafter, supervisors, managers and above must complete the Conflict of Interest Statement and must immediately notify the Board of Trustees of any changes while employed with the Academy. The Conflict of Interest Statement will be reviewed by Board of Trustees. Failure to disclose potential conflicts of interest will result in disciplinary action, up to and including termination.

3. Any personal or business activities by a supervisor, manager or above that may raise conflict of interest concerns must be reviewed with, and approved in advance, by the Board of Trustees.

East Chicago Urban Enterprise Academy

Conflict of Interest Compliance Statement

I certify as follows:

1. I have received a copy of the Conflict of Interest Policy of East Chicago Urban Enterprise Academy.

2. I have read and understand the policy.

3. I agree to comply with the policy.

4. I understand that the policy applies to all directors, officers and members of committees and sub-committees having Board of Trustee delegated powers.

5. I understand that services as an officer or service on the Board of Trustees and the committees carrying out Board designated powers carries with is a requirement of loyalty and fidelity to the Academy and I agree that I will not vote or use my influence on any subject before the Board or any committee of the Board if I have a conflict or duality of interest.

6. I further Acknowledge that the Conflict of Interest Policy applies to all directors and officers and agree to comply with said policy.

7. Finally, I understand that the Academy is a charitable organization and that in order to maintain its tax-exempt status, the Academy must continuously engage primarily in activities which accomplish one or more of its tax-exempt purposes.

_____ _____

Signature Date

_____

Printed Name

East Chicago Urban Enterprise Academy

Conflict of Interest Statement

I _____ (Interested Party"), have read the Conflict of Interest Policy for East Chicago Urban Enterprise Academy and agree to comply therewith. During the term of my employment, contract or as a Trustee I agree to report promptly any future situation that might involve or appear to involve me in any conflict of interest with East Chicago Urban Enterprise Academy. I affirm that to the best of my knowledge and belief, I am not involved in any activity and have no outside interests that conflict or suggest a potential conflict with the best interests of East Chicago Urban Enterprise Academy.

1. Description of Other Interest:

_____

_____

_____

2. Description of Relevant Outside Employment, Connection and Activities:

_____

_____

_____

I understand that failure to report may subject me to discipline, up to and including termination or removal.

_____ _____

Signature Date

_____ _____

Printed Name Title

East Chicago
Facility Issues

Problem	Action	Status
Garbage Disposal clogged	Called Gatlin Plumbing (service call)	Complete
Sink In Modular Building Clogged (boys Bathroom)	Called Gatlin Plumbing (service call)	Complete
Broken Locks On Lockers	Bullis Lock was called to assess	Bullis replaced 6 locks and repaired the rest--- Complete
Main building Needs Painted	Quotes Have been received from I&E and AMG Construction	Waiting for approval
Modular Building Needs Repair Work (Lower Panels)	Quotes have been received from I&E And AMG Construction	Waiting for approval
Door Closer For 5th Grade Room	Maintenance request was faxed to Rita	Open
Chiller Is Reading Active Fault	Maintenance request was faxed to Rita	Open
Toilet in boys bathroom by Main office won't stop running	Called Gatlin Plumbing (service call)	Completed
Grease Trap needs to be cleaned	Called Gatlin Plumbing (service call)	Completed

THE FOLLOWING ITEMS ARE NOT ALLOWED TO BE WORN IN SCHOOL

- No sunglasses
- No sandals
- No tank tops or tight fitting tops
- No sleeveless shirts
- No jeans
- NO BRAIDS FOR BOYS
- No hoop or dangling earrings (for safety reasons)
- No visible body piercing including band-aids covering piercings
- No rollers/curlers
- No sagging pants
- No hanging belts
- No visible tattoos
- No jackets
- No hair glitter/body glitter
- No key cords
- No hanging suspenders
- No combs or picks
- NO HAIR DESIGNS FOR BOYS
- NO CAPRI PANTS
- No false nails including acrylic, press-on nails, etc.
- Stud earrings (in ears) are **acceptable for girls only. Boys may not wear earrings.**
- **No** pants may be worn under skirts (for girls). *Pants may be worn under skirts in winter only, but must be removed once in school.*
- **No** hats or other head coverings, including sweatbands and handkerchiefs are permitted.
- Hair **cannot** be colored or highlighted any color that is not natural hair color.
- **No designs of any kind are permitted in the hair or eyebrows.**
- Necklaces **must** be tucked inside shirts or blouses and must be a reasonable size.

Students are expected to be dressed and groomed in a manner which will not be disruptive to the educational process, constitute a health or safety hazard or violate civil law.

Any clothing or jewelry that is distractive to the learning process is not permitted.

Any student who fails to meet the dress code guidelines may be sent home to retrieve their appropriate uniform.

****Final determination of appropriateness of student dress will be made by the school Director.** **

Uniforms are available for purchase through:

Main Plaza 3727 Main Street, East Chicago, IN. 46312 (219) 397-9181	**Young Shoe & Clothing** 3721 Main Street, East Chicago, IN. 46312 (219) 397-3007

Uniform clothing may also be purchased at the following stores (except for the girls' uniform jumper and skirt): Target, Wal-Mart, Sears or the school store at the school.

Hair Policy

Guidelines for acceptable, normal, good grooming should be taught and enforced in the home by the parent and or guardian as part of their responsibility in training their children for responsible citizenship. All students are expected to be responsible in their dress and grooming by avoiding extremes and manifesting self-discipline with regards to these regulations. Cooperation of parents is solicited and expected. In an effort to model good grooming as well as a professional dress and appearance the following is the policy as it relates to hair:

- Students are not to have designs cut into their hair

- Students are not to have "un-natural" hair color
    - Example of, but not limited to: red, green, blue, purple
- Male students may not wear braids of any kind
- Male students may not wear Mohawks standing over 1 inch in length
- Male students may not wear "twisties", or "two hand twists"
- Hair length/style of any student should not be a disruption to the learning environment

East Chicago Urban Enterprise Academy

1402 East Chicago Avenue, East Chicago Indiana 46312 PH (219) 392-36580 Fax (219) 392-3652

School/Student/Parent Compact

Dear Parent/Guardian:

We value your role in working to help your child achieve high academic standards. The purpose of the school-parent compact is to communicate a common understanding of home and school responsibilities to assure that every student attains high academic standards leading to a quality education. The following information will serve as an outline of various ways you and the school staff can build and maintain a partnership of shared responsibility for your child's learning.

School's Responsibility:

- Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet Local, State, and National student academic standards (Assist all students in meeting their NWEA Reading and Math Spring to Spring Targets and as well as making Adequate Yearly Progress (AYP) on the ISTEP+.
- Provide you with assistance in understanding academic achievement standards and assessments and how to monitor your child's progress.
- Provide opportunities for ongoing communication between you and teachers through:
  - Semi-annual parent/teacher conferences
  - Frequent reports regarding your child's progress, and
  - Opportunities to talk with members of the staff, volunteer in class, and observe classroom activities.
- Provide the staff with appropriate professional development activities.
- Maintain highly qualified teachers.
- Provide a safe and secure learning environment.

Parent's Responsibility:

- Ensure that my child attends school daily and arrives to school on time.
- Encourage my child to follow the rules and regulations of the school.
- Monitor my child's homework.
- Attend parent/teacher conferences and participate, when appropriate, in discussions relating to the education of my child.
- Volunteer in my child's school and classroom if time or schedule permits.
- Communicate positive information regarding teachers, principals, and other campus personnel when discussing school with my child.
- Seek information regarding my child's progress by conferencing with teachers, principals, and other district personnel.

Student's Responsibility:

- Attend school regularly.

- Complete and turn in all classroom and homework assignments on time.
- Accept responsibility for my own actions.
- Show respect for myself, other people, and property.
- Make the effort to do my best to learn.
- Resolve conflicts peacefully.

School, Parents, and Student Responsibilities:

- High student expectation.
- Improve student academic achievement.
- Build and develop a partnership to assist the children of the community achieve high academic standards.

Please review this compact with your child. The contents of the compact may be discussed with you during a parent/teacher conference as it relates to your child's school progress.

Thank you for your support and involvement in your child's education.

I have read and discussed the contents of the document with my child as it relates to his/her education in the American Quality School system.

Parent Signature _____ Date _____

Student Signature _____ Date _____

EAST CHICAGO URBAN ENTEPRISE ACADEMY
Parent Involvement Policy

In the ECUEA Title I Program, we recognize that when parents are involved, students achieve more and display increasing positive attitudes and behaviors. It is our goal to confer with parents, to encourage parent involvement on every level, and to create a welcoming atmosphere for all parents.

The East Chicago Urban Enterprise Academy intends to follow the parental guidelines in accordance with No Child Left Behind Act of 2001 as listed below. ECUEA will distribute this policy to parents of students participating in the Title I program and be updated periodically.

ECUEA will

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

1. Have an annual Title I informational meeting will be conducted for all parents/guardians of Title I students. Notification for the annual parent meeting will be accomplished before the end of September. Parents will be notified at least one week in advance of the annual meeting. The rights of parents and the responsibility of the school will be discussed.

- Explain the requirements and the rights of the parents involved;

2. Title I families whose children have been selected to receive *individualized* Title I supplemental instruction will receive a notification letter that includes the following:

    - The subject area in which your child will receive Title I supplemental services
    - How the student was selected for services
    - When, where, and how the student will receive Title I instruction

- Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

3. Parent Meetings will be held in conjunction with the Parents-In-Action meeting. These meetings will convene at dismissal for a minimum of an hour on a day designated as most convenient to the participating members. Parent meetings with ECUEA Administrators and Title I coordinators will also take place in the form of Morning Coffee Clutches in the Parent resource room beginning in September. This will take place between 8:30 – 9:30 am once per month.

- Involve parents in an organized, ongoing, and timely way to plan, review and improve programs;

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

- Provide timely information;

5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

   ECUEA will provide information to parents via the use of Power School, newsletters, and flyers.

   On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.

- Provide forms of Academic Assessment to measure student progress;

6. Provide to each parent an individual student report about the performance of their child on the State assessment in math, language arts and reading. Each parent will have access via the Parent Network to ISTEP+ score results of their child. Parents will also receive NWEA results from the Fall, Winter and Spring sessions.

   Standardized/ Diagnostic Assessments:

   Grades
   K-2: T-PRO
   K-8: NWEA Fall/Winter/Spring sessions
   3-8: ISTEP+

- Provide Parents Right-To-Know letter to all Academy parents;

7. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

- Provide opportunities for decision-making related to student achievement;

8. Through participation in the Parents-In-Action Committee and the INSAI process parents will be given the opportunity to participate in decision making in regards to academic and social aspects of their child's education.

- Provide materials and training on how parents can improve their child's achievement.

9. Build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

A. Provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators

B. Activities to support the above objectives:

- ISTEP+/NWEA data parent workshops
- Parent Academy Saturday seminars
- Scheduled Parent Teacher Conferences

- Educate school staff on how to build home/school partnerships;

10. Through our student and social services coordinators, professional development will be provided to educate teachers and staff on how to interact and address concerns to parents. This will be done during professional development Wednesdays throughout the school year.

- Coordinate and integrate parent involvement with Head Start and Preschool programs;

11. Through correspondence, an ECUEA newsletter including kindergarten readiness skills will go out to preschool programs for dissemination to preschool parents in the community. The Early Childhood Transition strategy will also involve staff visits to the preschools to talk with parents about kindergarten readiness. A representative, Team Leader, or INSAI Strategy Chair will inform various preschool agencies of our kindergarten program. A Jumpstart program is also available for those incoming kindergarten students who need additional skills.

- Ensure, to the extent possible, that information sent home is in a language and form applicable to a variety of households;

12. In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, ECUEA will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format including alternative formats upon request, and, to the extent practicable, in a language parents understand. This will be done through dual language correspondence (newsletters, flyers, school reach messages).

Parent Involvement

Parents are more than welcome to come and visit their child's school, however, visits to your child's classroom must be scheduled with the school Director and classroom teacher. The visit should be at a time and of such a nature as to present no interruption of the teaching/learning process. This procedure is necessary to prevent the disruption of classroom learning.

Parents, we think you're a
PERFECT 10!!!

It has come to our attention that many of you love being involved in the community of ECUEA. We will continue the program to best mobilize you to make our school the best it can be. The Parent Perfect 10 program got off to a great start last year and we want to capitalize on its success. Research has proven that when parents or guardians spend more time in their child's school, the school experiences rising standardized test scores and fewer behavior disruptions in the classrooms. Basically, when parents are present, students prosper. Parents proclaim that volunteer policies increase parental pride in the school. This policy gets parents directly involved in the school and provides the opportunity for parents to have a direct impact on the success of the school.

Here's how it works:

Every month we will provide you with a calendar showcasing a host of ways you can achieve your Perfect 10. At each event our Perfect 10 Parent Partner will greet and have you sign in. In order to get full credit you will have to stay the whole time. All parents will be notified twice a year as to the numbers of hours completed. In order for the program to be successful, it will be mandatory. However, any adult family member (mom, dad, uncle, auntie, grandfather, grandmother, older brother, or older sister) may complete the requirement for each student as long as they are at least 18 years of age. If at the end of the school year you have not completed your commitment you will be fined at the rate of $10 per hour NOT met.

Here are some examples of how parents can become Perfect 10 Parents:

- Attending Parents In Action meetings
- Open House Attendance
- Assisting teachers in classrooms
- Parent Teacher Conferences
- Parent University Participation
- Fundraiser distribution help
- Traffic Patrol
- Assisting with special events such as assemblies, book fairs, Fun Field Day
- Monitoring the lunch room and cafeteria before, during, and after school
- Tutoring Students

- Chaperoning Field Trips

Program Requirements per student at East Chicago Urban Enterprise Academy:

- 1 student: 10 volunteer hours annually
- 2 students: 16 volunteer hours annually
- 3 students: 24 volunteer hours annually

*** To ensure that you receive credit for your Perfect 10 hours please be sure to sign in at the Main Office.**

Charlotte Jackson, Director
ECUEA Policies and Procedures Committee

Parent/Guardian School Agreement Form

Please sign your initials on the lines following each section title from the Parent-Student Handbook.

We have read and understand the information contained in the section titled:

	Parent/Guardian Signature
Parent/Guardian Letter	_____
School Hours	_____
Enrollment	_____
Health Service Information	_____
Attendance	_____
Assessment and Promotion	_____
Student Enrichment	_____
Technology Acceptable Use Policy	_____
General Information (including Cell Phone & Electronic Device use)	_____
Uniform Dress Code	_____
Behavior Matrix, Behavior Expectations & Policy Enforcement	_____
Anti-Bullying/Harassment Policy	_____
Title I Parent Involvement Policy	_____
Title I School/Parent/Student Compact	_____

We have read the Parent-Student Handbook and agree that we will abide by all rules, regulations and policies of East Chicago Urban Enterprise Academy managed by the American Quality Schools Corporation (AQS). We fully understand that non-adherence to these rules, regulations and policies by children enrolled in the schools or by their parent(s) or guardian(s) may result a child's expulsion from the schools.

Signature of Parent/Guardian: _____ Date: _____

Name of Student: _____

	11-12 Budget	12-13 Budget	13-14 Budget	14-15 Budget	15-16 Budget
Expected Enrollment	**440**	**440**	**440**	**440**	**440**
Enrollment ADM = (1/2 K)	**416.00**	**416.00**	**416.00**	**416.00**	**416.00**
Revenues					
Income Tax - Local Option Tax	0.00	0.00	0.00	0.00	0.00
School Lunch Program	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
After School Programs	0.00	0.00	0.00	0.00	0.00
Student Fees	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
Fundraising	18,000.00	18,000.00	18,000.00	18,000.00	18,000.00
Contrib-Donate fromPriv.Source	500.00	500.00	500.00	500.00	500.00
Textbook Rentals	6,600.00	6,600.00	6,600.00	6,600.00	6,600.00
Other Overpmts & Reimbursement	0.00	0.00	0.00	0.00	0.00
Basic Grant	3,009,167.16	3,043,869.82	3,073,372.52	3,103,170.24	3,133,265.93
Summer School	8,000.00	6,500.00	7,000.00	7,000.00	6,500.00
State School-School Lunch	500.00	500.00	500.00	500.00	500.00
Remediation/Prevent Programs	500.00	500.00	500.00	500.00	500.00
Full Day Kindergarten Grant	49,000.00	77,208.51	77,208.51	51,472.34	51,472.34
Professional Development Grant	0.00	0.00	0.00	0.00	0.00
Textbook Reimbursements	35,200.00	35,704.16	35,704.16	35,704.16	35,704.16
School Lunch Reimbursement	190,000.00	190,000.00	190,000.00	190,000.00	190,000.00
Special Education Grant	123,900.00	123,900.00	123,900.00	123,900.00	123,900.00
Title 11 Part A	41,259.00	41,000.00	43,500.00	43,500.00	41,000.00
Title I	262,500.00	262,500.00	262,500.00	262,500.00	262,500.00
Facilities Grant (3 year grant only gone af	145,000.00	145,000.00	145,000.00	0.00	0.00
Erate Priority 1 on Connectivity	5,850.00	5,850.00	5,850.00	5,850.00	5,850.00
T s from 1 Fund to Another	0.00	0.00	0.00	0.00	0.00
Common School Fund Advances	0.00	0.00	0.00	0.00	0.00
Temporary Loans Principal	0.00	0.00	0.00	0.00	0.00
Total Revenues	3,940,976.16	4,002,632.50	4,035,135.19	3,894,196.74	3,921,292.44
Expenditures					
Elementary (Grades K-8)					
Elementary Certified Salaries	925,156.00	934,020.06	942,972.76	952,014.99	961,147.64
Elementary NonCertfd Salaries	675,029.00	681,694.29	517,850.21	522,943.71	528,088.15
Elementary NonCertified Taxes	53,914.22	54,446.57	41,360.43	41,767.25	42,178.13
Elementary Certified Taxes	52,113.94	52,613.25	53,117.55	53,626.90	54,141.34
Elementary PERF	27,862.31	28,137.43	21,374.64	21,584.88	21,797.22
Elementary ISTRF	41,541.77	41,939.79	42,341.78	42,747.80	43,157.88
Elementary Employee Insurance	153,213.45	154,700.34	139,869.90	141,223.36	142,590.36
Elementary Workers Compensation Ins	2,370.46	2,393.47	2,164.02	2,184.96	2,206.11
Elementary Unemploy Insurance	6,421.91	6,484.23	5,862.62	5,919.35	5,976.65
Elementary Instruction Service	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Elementary-Professional Services	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Elementary-Field Trips	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
Elementary Educational Supplies	40,000.00	35,000.00	35,000.00	35,000.00	35,000.00
Elementary Textbooks	34,800.00	33,000.00	33,000.00	33,000.00	33,000.00
Elementary Periodicals	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Elementary Uniforms	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Ele entary Equipment	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
E ntary-Furniture & Fixture	7,500.00	1,000.00	1,000.00	1,000.00	1,000.00
Elementary Software	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00
Total Elementary	2,065,923.06	2,071,429.43	1,881,913.92	1,899,013.20	1,916,283.47

	11-12 Budget	12-13 Budget	13-14 Budget	14-15 Budget	15-16 Budget
Student Testing					
Student Testing-Supplies	13,000.00	13,000.00	13,000.00	13,000.00	13,000.00
Student Testing	13,000.00	13,000.00	13,000.00	13,000.00	13,000.00
Social Worker					
Social Worker NonCert Salary	42,733.00	43,160.33	43,591.93	44,027.85	44,468.13
Social Workser NonCertified Taxes	3,413.06	3,447.19	3,481.67	3,516.48	3,551.65
Social Worker PERF	1,763.84	1,781.47	1,799.29	1,817.28	1,835.45
Social Worker Employee Insurance	4,091.57	4,132.49	4,173.81	4,215.55	4,257.70
Social Workers Compensation Ins	63.30	63.94	64.58	65.22	65.87
Social Worker Unemploy Insurance	171.50	173.21	174.94	176.69	178.46
Social Worker Operation Supplies	500.00	500.00	500.00	500.00	500.00
Total Social Worker	52,736.27	53,258.63	53,786.22	54,319.08	54,857.27
Nurse Services					
Nurse Srvs-Non-Cert Salaries	42,840.00	43,268.40	43,701.08	44,138.09	44,579.48
Nurse Svrs-NonCertified tax	3,421.61	3,455.82	3,490.38	3,525.29	3,560.54
Nurse Srvs-PERF	1,768.25	1,785.93	1,803.79	1,821.83	1,840.05
Nurse Srvs-Employee Insurance	4,101.82	4,142.83	4,184.26	4,226.10	4,268.37
Nurse Srvs-Work Comp Insurance	63.46	64.10	64.74	65.38	66.04
Nurse Srvs-Unemployment Ins	171.93	173.65	175.38	177.14	178.91
Nurse Srvs-Operational Supplies	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Total Nurse Services	54,367.07	54,890.74	55,419.64	55,953.84	56,493.38
Psychological Testing					
Psychological Testing-Prof Srv	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Total Psychological Testing	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Speech Pathology Services					
Speech Pathology-Prof Service	7,169.00	7,169.00	7,169.00	7,169.00	7,169.00
Speech Pathology-Supplies	0.00	0.00	0.00	0.00	0.00
Total Speech Pathology Svc	7,169.00	7,169.00	7,169.00	7,169.00	7,169.00
Audiology Services					
Audio Srvs-Other Prof&Tech Srv	100.00	100.00	100.00	100.00	100.00
Total Audiology Services	100.00	100.00	100.00	100.00	100.00
Instruction and Curriculum Development					
Instr Curr Devel Progr Improv	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00
Instr Curr Devel Prof Service	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Instr Curr Devel-Supplies	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Total Instr & Curriculum Dev	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Instructional Staff Training					
Instr Staff Train-Progr Improv	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Instr Staff Train-Professional Svc	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00
Instr Staff Train-Travel	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Instr Staff Train-Operate Supp	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Total Instr Staff Training	32,500.00	32,500.00	32,500.00	32,500.00	32,500.00

	11-12 Budget	12-13 Budget	13-14 Budget	14-15 Budget	15-16 Budget
School Library					
School Library-NonCert Salary	35,700.00	36,057.00	36,417.57	36,781.75	37,149.56
ol LibraryNonCertified tax	2,851.34	2,879.85	2,908.65	2,937.74	2,967.12
School Library-PERF	1,473.54	1,488.28	1,503.16	1,518.19	1,533.38
School Library-Employee Ins	3,418.18	3,452.36	3,486.89	3,521.75	3,556.97
School Library-Work Comp Ins	52.88	53.41	53.95	54.49	55.03
School Library-Unemploy Ins	143.27	144.71	146.15	147.61	149.09
School Library-Operation Suppl	800.00	800.00	800.00	800.00	800.00
School Library-Library Books	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
Total School Library	47,439.22	47,875.61	48,316.37	48,761.53	49,211.15
Technology Service					
Network Support-E Rate Services	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Network Support-Prof Service	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Network Support-Repair-Maitenc	19,500.00	19,500.00	19,500.00	19,500.00	19,500.00
Network Support-Connectivity	6,500.00	6,500.00	6,500.00	6,500.00	6,500.00
Total Technology Service	42,000.00	42,000.00	42,000.00	42,000.00	42,000.00
Legal Services					
Legal Service-Board Educ Srv	500.00	500.00	500.00	500.00	500.00
Legal Service-Prof Service	0.00	0.00	0.00	0.00	0.00
Total Legal Services	500.00	500.00	500.00	500.00	500.00
General Administration					
Admin-Non-Certified Salary	95,549.00	96,504.49	97,469.53	98,444.23	99,428.67
Gen Adm-Payroll Tax NC	5,382.26	5,436.09	5,490.45	5,545.35	5,600.81
Gen Admin -PERF	4,290.38	4,333.29	4,376.62	4,420.39	4,464.59
Gen Admin-Employee Insurance	9,148.56	9,240.05	9,332.45	9,425.77	9,520.03
Gen Admin-Work Comp Insurance	141.54	142.96	144.39	145.83	147.29
Gen Admin-Unemployment Tax	383.46	387.29	391.17	395.08	399.03
Gen Admin-Professional Services	266,251.93	269,819.25	272,461.29	275,129.74	277,824.87
Gen Admin-Telephone	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Gen Admin-Travel	750.00	750.00	750.00	750.00	750.00
Total General Administration	383,897.14	388,613.42	392,415.89	396,256.39	400,135.30
Community Relations					
Comm Relation-Services	2,800.00	2,800.00	2,800.00	2,800.00	2,800.00
Comm Relation-Supplies	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Comm Relation-Advertise	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Total Community Relations	6,800.00	6,800.00	6,800.00	6,800.00	6,800.00
School Administration					
Sch Admin-NonCertified Salary	62,316.00	62,939.16	63,568.55	64,204.24	64,846.28
Sch Admin-NonCertified tax	4,977.15	5,026.92	5,077.19	5,127.96	5,179.24
Sch Admin-PERF	2,572.14	2,597.86	2,623.84	2,650.08	2,676.58
Sch Admin-Employee Ins	5,966.59	6,026.26	6,086.52	6,147.38	6,208.86
Admin-Work Comp Ins	92.31	93.24	94.17	95.11	96.06
Admin-Unemployment Ins	250.09	252.59	255.12	257.67	260.24
Sch Admin-Professional Services	500.00	500.00	500.00	500.00	500.00
Sch Admin-Telephone	21,500.00	21,500.00	21,500.00	21,500.00	21,500.00
Sch Admin-Postage	500.00	500.00	500.00	500.00	500.00

	11-12 Budget	12-13 Budget	13-14 Budget	14-15 Budget	15-16 Budget
Sch Admin-Printing and Copying	20,000.00	15,000.00	15,000.00	15,000.00	15,000.00
Sch Admin-Travel	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Sch Admin-Office Supplies	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Admin Asset-Furniture/Fixt	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
Sch Admin Asset-Equipment	0.00	0.00	0.00	0.00	0.00
Sch Admin Asset-Software	0.00	0.00	0.00	0.00	0.00
Sch Admin-Dues and Fees	500.00	500.00	500.00	500.00	500.00
Total School Administration	132,674.28	128,436.02	129,205.38	129,982.43	130,767.26
Payroll Services					
Payroll Service-Staff Service	9,777.21	9,872.62	9,116.10	9,204.90	9,294.59
Payroll Prof Services	500.00	500.00	500.00	500.00	500.00
Total Payroll Services	10,277.21	10,372.62	9,616.10	9,704.90	9,794.59
Financial Accounting					
Financial Acct-Professional Services	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
Financial Acct-Operation Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
Financial Acctg-Software	11,000.00	7,500.00	7,500.00	7,500.00	7,500.00
Total Financial Accounting	37,000.00	33,500.00	33,500.00	33,500.00	33,500.00
Petty Cash					
Petty Cash-Supplies	300.00	300.00	300.00	300.00	300.00
Total Petty Cash	300.00	300.00	300.00	300.00	300.00
Charges					
Bank Account Service Charges	250.00	250.00	250.00	250.00	250.00
Total Bank Charges	250.00	250.00	250.00	250.00	250.00
Maintenance of Buildings					
Maint Bldg-NonCertified Salary	49,859.00	50,357.59	50,861.17	51,369.78	51,883.48
Maint Bldg NonCertified Tax	3,982.21	4,022.03	4,062.26	4,102.88	4,143.91
Maint Bldg-PERF	2,057.97	2,078.55	2,099.33	2,120.32	2,141.53
Maint Bldg-Employee Insurance	4,773.87	4,821.60	4,869.82	4,918.52	4,967.70
Maint Bldg-Work Comp Insurance	73.86	74.60	75.34	76.10	76.86
Maint Bldg-Unemployment Ins	200.10	202.10	204.12	206.16	208.22
Maint Bldg- Prof-Tech Srv	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00
Maint Bldg-Water and Sewage	3,600.00	3,600.00	3,600.00	3,600.00	3,600.00
Maint Bldg-Remove Refuse/Garb	7,000.00	7,000.00	7,000.00	7,000.00	7,000.00
Maint Bldg-Cleaning Services	36,000.00	36,000.00	36,000.00	36,000.00	36,000.00
Maint Bldg-Repair & Maint Srv	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00
Maint Bldg-Operational Supply	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Maint Bldg-Heat/Cool-Electric	45,000.00	45,000.00	45,000.00	45,000.00	45,000.00
Maint Bldg-Heat/Cool-Gas	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Total Maintenance of Buildings	197,547.00	198,156.47	198,772.04	199,393.76	200,021.69
Maintenance of Grounds					
t Ground-Professional Service	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00
it Ground-Supplies	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Maint Ground-Improvements	0.00	0.00	0.00	0.00	0.00
Maint Bldg-Building Improvemt	0.00	0.00	0.00	0.00	0.00

	11-12 Budget	12-13 Budget	13-14 Budget	14-15 Budget	15-16 Budget
Total Maintenance of Grounds	14,000.00	14,000.00	14,000.00	14,000.00	14,000.00
Maintenance of Equipment					
t Equip-Professional Service	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Maint Equip-Improv Other Bldg	0.00	0.00	0.00	0.00	0.00
Total Maintenance of Equipment	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Security Services					
Security-NonCertified Salary	26,260.00	26,522.60	26,787.83	27,055.70	27,326.26
Security NonCertified Tax	2,097.37	2,118.35	2,139.53	2,160.93	2,182.53
Security-PERF	1,083.90	1,094.74	1,105.69	1,116.74	1,127.91
Security-Employee Insurance	2,514.32	2,539.47	2,564.86	2,590.51	2,616.42
Security-Work Comp Insurance	38.90	39.29	39.68	40.08	40.48
Security-Unemployment Ins	105.39	106.44	107.51	108.58	109.67
Security Contract Services	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Security-Professional Service	0.00	0.00	0.00	0.00	0.00
Security-Equipment	0.00	0.00	0.00	0.00	0.00
Total Security Services	33,599.89	33,920.89	34,245.09	34,572.55	34,903.27
Insurance					
Insurance-(non-vehicle)	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Insurance-Official Bond Premiu	375.00	375.00	375.00	375.00	375.00
Total Insurance	6,375.00	6,375.00	6,375.00	6,375.00	6,375.00
Food Preparation and Dispensing					
Prep-Professional Service	79,078.34	79,078.34	79,078.34	79,078.34	79,078.34
Food Prep-Cleaning Supplies	405.53	405.53	405.53	405.53	405.53
Food Prep-Operational Supplies	1,013.82	1,013.82	1,013.82	1,013.82	1,013.82
Food Prep-Dispen-Equipment	2,027.65	2,027.65	2,027.65	2,027.65	2,027.65
Total Food Prep and Dispensing	82,525.35	82,525.35	82,525.35	82,525.35	82,525.35
Food Purchases					
Food Purchases-Students	103,410.14	103,410.14	103,410.14	103,410.14	103,410.14
Total Food Purchases	103,410.14	103,410.14	103,410.14	103,410.14	103,410.14
Other Food Purchases					
Other Food-Food Non Student	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Total Other Food Purchases	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Athletics					
Athletic Transportation	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
Athletic Operational Supplies	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
Athletic Stipends	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Total Athletics	12,500.00	12,500.00	12,500.00	12,500.00	12,500.00
of Buildings, Facilities and Equipment					
-Building	124,774.20	128,517.43	132,372.95	136,344.14	140,434.46
Rent-Building Lease	93,636.00	93,636.00	93,636.00	93,636.00	93,636.00
Rentals - Storage Unit	0.00	0.00	0.00	0.00	0.00

	11-12 Budget	12-13 Budget	13-14 Budget	14-15 Budget	15-16 Budget
Total Rent of Buildings and Equipment	218,410.20	222,153.43	226,008.95	229,980.14	234,070.46
Moveable Equipment					
Moveable Equip-Equipment	5,000.00	10,000.00	5,000.00	5,000.00	5,000.00
Moveable Equip-Computer Hardware	5,000.00	10,000.00	5,000.00	5,000.00	5,000.00
Moveable Equip-TeleCom Equip	0.00	0.00	0.00	0.00	0.00
Moveable Equip-Other Tech Equip	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Total Moveable Equipment	15,000.00	25,000.00	15,000.00	15,000.00	15,000.00
Temporary Loans					
Temporary Loans-Principal	183,792.73	188,671.65	268,358.43	273,714.81	279,330.81
Temporary Loans-Interest	88,538.39	83,659.47	346,898.34	123,282.47	114,683.43
Temp Loan-Interest Exp Accrued	0.00	0.00	0.00	0.00	0.00
Debt-Temp Loan-Fund Transfer	0.00	0.00	0.00	0.00	0.00
Total Temporary Loans	272,331.12	272,331.12	615,256.77	396,997.28	394,014.24
Total Expenditures	3,860,131.94	3,878,867.85	4,032,385.86	3,842,364.59	3,867,981.56
Excess (deficiency) of revenues over expenditures	80,844.22	123,764.64	2,749.33	51,832.16	53,310.88
Gross Wages	1,955,442.00	1,974,523.92	1,823,220.64	1,840,980.34	1,858,917.65

East Chicago Urban Enterprise Academy
Statement of Assets, Liabilities and Fund Balance
September 30, 2011

ASSETS

Current Assets		
Petty Cash	$ 300.00	
Cash in banks	668,431.87	
Accounts Receivable-Other	1,230.46	
Accrued tuition support	1,526,622.06	
Prepaid Expenses	12,731.19	
Total Current Assets		2,209,315.58
Property and Equipment		
Structures and Improvements	2,530,420.00	
Equipment	78,745.23	
Computer Equipment	284,715.54	
Furniture and Fixtures	135,808.75	
Accumulated Depreciation	(769,220.78)	
Total Property and Equipment		2,260,468.74
Other Assets		
Security Deposits	7,803.00	
Total Other Assets		7,803.00
Total Assets		$ 4,477,587.32

East Chicago Urban Enterprise Academy
Statement of Assets, Liabilities and Fund Balance
September 30, 2011

LIABILITIES AND FUND BALANCE

Current Liabilities		
Payroll Liability	$ 1,314.80	
Accounts Payable-Other	66,025.97	
TRF Payable	17,865.18	
PERF Payable	27,201.08	
Accrued Payroll	208,526.10	
Accrued Payroll Taxes	15,952.24	
Accrued Interest	76,443.39	
Accrued Fee on Tuition Support	134,752.47	
Current Portion-Long Term Debt	191,439.93	
Total Current Liabilities		739,521.16
Long-Term Liabilities		
Loan-Indiana School Fund	1,345,477.71	
Loan-Peoples Bank	1,325,423.33	
Loan-Payable-ECUE Assn	1,145,548.28	
Less Current Portion	(191,439.93)	
Total Long-Term Liabilities		3,625,009.39
Total Liabilities		4,364,530.55
Net Assets		
Due From Fixed Asset Fund	(106,514.34)	
Fund Balance	122,226.81	
Excess (deficiency) of revenues over expenditures	97,344.30	
Total Net Assets		113,056.77
Total Liabilities & Net Assets		$ 4,477,587.32

TREASURER OF STATE
Richard E. Mourdock
200 W. Washington St. Ste. 242
Indianapolis, IN 46204-2792

To: Mrs. Charlotte Jackson
East Chicago Urban Enterprise Academy
1402 E. Chicago Ave.
East Chicago, IN 46312-3587

From: Anne M. Wolf
Common School Fund Loan Administrator

Date: May 31, 2011

Re: Common School Fund Charter School Advancements

Dear Charter School Director:

Section 363 of IC 20-49-7-21 allows for Charter Schools to defer the loan payments due July 1, 2011, through January 1, 2013, for two years. Enclosed are copies of the revised repayment schedules for the loans issued to East Chicago Urban Enterprise Academy, reflecting the change.

Please contact me before June 15, 2011, if you choose not to defer these payments; (317) 232-0097 or awolf@tos.in.gov. Let me know if you have any additional questions.

Thank You.

Sincerely,

Anne M. Wolf
CSF Loan Administrator

Enclosure

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR EAST CHICAGO URBAN ENTERPRISE ACADEMY
LOAN NO.: A035

No. of Years	20	Accrued Interest to Starting Date:	$19,694.80
Interest Rate:	4.0000%	Amount of Advancement:	$373,628.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2007	19,694.80	9,340.70	29,035.50	364,287.30
Jul 01 2007	7,285.75	9,340.70	16,626.45	354,946.60
Jan 01 2008	7,098.93	9,340.70	16,439.63	345,605.90
Jul 01 2008	6,912.12	9,340.70	16,252.82	336,265.20
Jan 01 2009	6,725.30	9,340.70	16,066.00	326,924.50
Jul 01 2009	0.00	0.00	0.00	326,924.50
Jan 01 2010	0.00	0.00	0.00	326,924.50
Jul 01 2010	0.00	0.00	0.00	326,924.50
Jan 01 2011	0.00	0.00	0.00	326,924.50
Jul 01 2011	0.00	0.00	0.00	326,924.50
Jan 01 2012	0.00	0.00	0.00	326,924.50
Jul 01 2012	0.00	0.00	0.00	326,924.50
Jan 01 2013	0.00	0.00	0.00	326,924.50
Jul 01 2013	58,846.41	9,340.70	68,187.11	317,583.80
Jan 01 2014	6,351.68	9,340.70	15,692.38	308,243.10
Jul 01 2014	6,164.86	9,340.70	15,505.56	298,902.40
Jan 01 2015	5,978.05	9,340.70	15,318.75	289,561.70
Jul 01 2015	5,791.23	9,340.70	15,131.93	280,221.00
Jan 01 2016	5,604.42	9,340.70	14,945.12	270,880.30
Jul 01 2016	5,417.61	9,340.70	14,758.31	261,539.60
Jan 01 2017	5,230.79	9,340.70	14,571.49	252,198.90
Jul 01 2017	5,043.98	9,340.70	14,384.68	242,858.20
Jan 01 2018	4,857.16	9,340.70	14,197.86	233,517.50
Jul 01 2018	4,670.35	9,340.70	14,011.05	224,176.80
Jan 01 2019	4,483.54	9,340.70	13,824.24	214,836.10
Jul 01 2019	4,296.72	9,340.70	13,637.42	205,495.40
Jan 01 2020	4,109.91	9,340.70	13,450.61	196,154.70
Jul 01 2020	3,923.09	9,340.70	13,263.79	186,814.00
Jan 01 2021	3,736.28	9,340.70	13,076.98	177,473.30
Jul 01 2021	3,549.47	9,340.70	12,890.17	168,132.60
Jan 01 2022	3,362.65	9,340.70	12,703.35	158,791.90
Jul 01 2022	3,175.84	9,340.70	12,516.54	149,451.20
Jan 01 2023	2,989.02	9,340.70	12,329.72	140,110.50
Jul 01 2023	2,802.21	9,340.70	12,142.91	130,769.80
Jan 01 2024	2,615.40	9,340.70	11,956.10	121,429.10
Jul 01 2024	2,428.58	9,340.70	11,769.28	112,088.40
Jan 01 2025	2,241.77	9,340.70	11,582.47	102,747.70

Printed: 05/31/2011

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR EAST CHICAGO URBAN ENTERPRISE ACADEMY
LOAN NO.: A035

No. of Years	20	Accrued Interest to Starting Date:	$19,694.80
Interest Rate:	4.0000%	Amount of Advancement:	$373,628.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jul 01 2025	2,054.95	9,340.70	11,395.65	93,407.00
Jan 01 2026	1,868.14	9,340.70	11,208.84	84,066.30
Jul 01 2026	1,681.33	9,340.70	11,022.03	74,725.60
Jan 01 2027	1,494.51	9,340.70	10,835.21	65,384.90
Jul 01 2027	1,307.70	9,340.70	10,648.40	56,044.20
Jan 01 2028	1,120.88	9,340.70	10,461.58	46,703.50
Jul 01 2028	934.07	9,340.70	10,274.77	37,362.80
Jan 01 2029	747.26	9,340.70	10,087.96	28,022.10
Jul 01 2029	560.44	9,340.70	9,901.14	18,681.40
Jan 01 2030	373.63	9,340.70	9,714.33	9,340.70
Jul 01 2030	186.81	9,340.70	9,527.51	0.00
	217,717.64	373,628.00	591,345.64	

X _____

X _____

Printed: 05/31/2011

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR EAST CHICAGO URBAN ENTERPRISE ACADEMY
LOAN NO.: A048

No. of Years	20	Accrued Interest to Starting Date:	$23,864.62
Interest Rate:	4.0000%	Amount of Advancement:	$528,555.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2007	23,864.62	13,213.88	37,078.50	515,341.13
Jul 01 2007	10,306.82	13,213.88	23,520.70	502,127.25
Jan 01 2008	10,042.55	13,213.88	23,256.42	488,913.38
Jul 01 2008	9,778.27	13,213.88	22,992.14	475,699.50
Jan 01 2009	9,513.99	13,213.88	22,727.87	462,485.63
Jul 01 2009	0.00	0.00	0.00	462,485.63
Jan 01 2010	0.00	0.00	0.00	462,485.63
Jul 01 2010	0.00	0.00	0.00	462,485.63
Jan 01 2011	0.00	0.00	0.00	462,485.63
Jul 01 2011	0.00	0.00	0.00	462,485.63
Jan 01 2012	0.00	0.00	0.00	462,485.63
Jul 01 2012	0.00	0.00	0.00	462,485.63
Jan 01 2013	0.00	0.00	0.00	462,485.63
Jul 01 2013	83,247.41	13,213.88	96,461.29	449,271.75
Jan 01 2014	8,985.44	13,213.88	22,199.31	436,057.88
Jul 01 2014	8,721.16	13,213.88	21,935.03	422,844.00
Jan 01 2015	8,456.88	13,213.88	21,670.76	409,630.13
Jul 01 2015	8,192.60	13,213.88	21,406.48	396,416.25
Jan 01 2016	7,928.33	13,213.88	21,142.20	383,202.38
Jul 01 2016	7,664.05	13,213.88	20,877.92	369,988.50
Jan 01 2017	7,399.77	13,213.88	20,613.65	356,774.63
Jul 01 2017	7,135.49	13,213.88	20,349.37	343,560.75
Jan 01 2018	6,871.22	13,213.88	20,085.09	330,346.88
Jul 01 2018	6,606.94	13,213.88	19,820.81	317,133.00
Jan 01 2019	6,342.66	13,213.88	19,556.54	303,919.13
Jul 01 2019	6,078.38	13,213.88	19,292.26	290,705.25
Jan 01 2020	5,814.11	13,213.88	19,027.98	277,491.38
Jul 01 2020	5,549.83	13,213.88	18,763.70	264,277.50
Jan 01 2021	5,285.55	13,213.88	18,499.43	251,063.63
Jul 01 2021	5,021.27	13,213.88	18,235.15	237,849.75
Jan 01 2022	4,757.00	13,213.88	17,970.87	224,635.88
Jul 01 2022	4,492.72	13,213.88	17,706.59	211,422.00
Jan 01 2023	4,228.44	13,213.88	17,442.31	198,208.13
Jul 01 2023	3,964.16	13,213.88	17,178.04	184,994.25
Jan 01 2024	3,699.89	13,213.88	16,913.76	171,780.38
Jul 01 2024	3,435.61	13,213.88	16,649.48	158,566.50
Jan 01 2025	3,171.33	13,213.88	16,385.21	145,352.63

Printed: 05/31/2011

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR EAST CHICAGO URBAN ENTERPRISE ACADEMY
LOAN NO.: A048

No. of Years	20	Accrued Interest to Starting Date:	$23,864.62
Interest Rate:	4.0000%	Amount of Advancement:	$528,555.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jul 01 2025	2,907.05	13,213.88	16,120.93	132,138.75
Jan 01 2026	2,642.78	13,213.88	15,856.65	118,924.88
Jul 01 2026	2,378.50	13,213.88	15,592.37	105,711.00
Jan 01 2027	2,114.22	13,213.88	15,328.10	92,497.13
Jul 01 2027	1,849.94	13,213.88	15,063.82	79,283.25
Jan 01 2028	1,585.67	13,213.88	14,799.54	66,069.38
Jul 01 2028	1,321.39	13,213.88	14,535.26	52,855.50
Jan 01 2029	1,057.11	13,213.88	14,270.99	39,641.63
Jul 01 2029	792.83	13,213.88	14,006.71	26,427.75
Jan 01 2030	528.56	13,213.88	13,742.43	13,213.88
Jul 01 2030	264.28	13,213.88	13,478.15	0.00
	303,998.77	528,555.00	832,553.77	

X _____

X _____

Printed: 05/31/2011

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR EAST CHICAGO URBAN ENTERPRISE ACADEMY
LOAN NO.: A059

No. of Years	20	Accrued Interest to Starting Date:	$22,055.50
Interest Rate:	4.0000%	Amount of Advancement:	$370,638.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2008	22,055.50	9,265.95	31,321.45	361,372.05
Jul 01 2008	7,227.44	9,265.95	16,493.39	352,106.10
Jan 01 2009	7,042.12	9,265.95	16,308.07	342,840.15
Jul 01 2009	0.00	0.00	0.00	342,840.15
Jan 01 2010	0.00	0.00	0.00	342,840.15
Jul 01 2010	0.00	0.00	0.00	342,840.15
Jan 01 2011	0.00	0.00	0.00	342,840.15
Jul 01 2011	0.00	0.00	0.00	342,840.15
Jan 01 2012	0.00	0.00	0.00	342,840.15
Jul 01 2012	0.00	0.00	0.00	342,840.15
Jan 01 2013	0.00	0.00	0.00	342,840.15
Jul 01 2013	61,711.23	9,265.95	70,977.18	333,574.20
Jan 01 2014	6,671.48	9,265.95	15,937.43	324,308.25
Jul 01 2014	6,486.17	9,265.95	15,752.12	315,042.30
Jan 01 2015	6,300.85	9,265.95	15,566.80	305,776.35
Jul 01 2015	6,115.53	9,265.95	15,381.48	296,510.40
Jan 01 2016	5,930.21	9,265.95	15,196.16	287,244.45
Jul 01 2016	5,744.89	9,265.95	15,010.84	277,978.50
Jan 01 2017	5,559.57	9,265.95	14,825.52	268,712.55
Jul 01 2017	5,374.25	9,265.95	14,640.20	259,446.60
Jan 01 2018	5,188.93	9,265.95	14,454.88	250,180.65
Jul 01 2018	5,003.61	9,265.95	14,269.56	240,914.70
Jan 01 2019	4,818.29	9,265.95	14,084.24	231,648.75
Jul 01 2019	4,632.98	9,265.95	13,898.93	222,382.80
Jan 01 2020	4,447.66	9,265.95	13,713.61	213,116.85
Jul 01 2020	4,262.34	9,265.95	13,528.29	203,850.90
Jan 01 2021	4,077.02	9,265.95	13,342.97	194,584.95
Jul 01 2021	3,891.70	9,265.95	13,157.65	185,319.00
Jan 01 2022	3,706.38	9,265.95	12,972.33	176,053.05
Jul 01 2022	3,521.06	9,265.95	12,787.01	166,787.10
Jan 01 2023	3,335.74	9,265.95	12,601.69	157,521.15
Jul 01 2023	3,150.42	9,265.95	12,416.37	148,255.20
Jan 01 2024	2,965.10	9,265.95	12,231.05	138,989.25
Jul 01 2024	2,779.79	9,265.95	12,045.74	129,723.30
Jan 01 2025	2,594.47	9,265.95	11,860.42	120,457.35
Jul 01 2025	2,409.15	9,265.95	11,675.10	111,191.40
Jan 01 2026	2,223.83	9,265.95	11,489.78	101,925.45

Printed: 05/31/2011

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR EAST CHICAGO URBAN ENTERPRISE ACADEMY
LOAN NO.: A059

No. of Years	20	Accrued Interest to Starting Date:	$22,055.50
Interest Rate:	4.0000%	Amount of Advancement:	$370,638.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jul 01 2026	2,038.51	9,265.95	11,304.46	92,659.50
Jan 01 2027	1,853.19	9,265.95	11,119.14	83,393.55
Jul 01 2027	1,667.87	9,265.95	10,933.82	74,127.60
Jan 01 2028	1,482.55	9,265.95	10,748.50	64,861.65
Jul 01 2028	1,297.23	9,265.95	10,563.18	55,595.70
Jan 01 2029	1,111.91	9,265.95	10,377.86	46,329.75
Jul 01 2029	926.60	9,265.95	10,192.55	37,063.80
Jan 01 2030	741.28	9,265.95	10,007.23	27,797.85
Jul 01 2030	555.96	9,265.95	9,821.91	18,531.90
Jan 01 2031	370.64	9,265.95	9,636.59	9,265.95
Jul 01 2031	185.32	9,265.95	9,451.27	0.00
	221,458.74	370,638.00	592,096.74	

X _____

X _____

Printed: 05/31/2011

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR EAST CHICAGO URBAN ENTERPRISE ACADEMY
LOAN NO.: A091

No. of Years	20	Accrued Interest to Starting Date:	$11,719.66
Interest Rate:	4.0000%	Amount of Advancement:	$218,695.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jan 01 2009	11,719.66	5,467.38	17,187.04	213,227.63
Jul 01 2009	0.00	0.00	0.00	213,227.63
Jan 01 2010	0.00	0.00	0.00	213,227.63
Jul 01 2010	0.00	0.00	0.00	213,227.63
Jan 01 2011	0.00	0.00	0.00	213,227.63
Jul 01 2011	0.00	0.00	0.00	213,227.63
Jan 01 2012	0.00	0.00	0.00	213,227.63
Jul 01 2012	0.00	0.00	0.00	213,227.63
Jan 01 2013	0.00	0.00	0.00	213,227.63
Jul 01 2013	38,380.97	5,467.38	43,848.35	207,760.25
Jan 01 2014	4,155.21	5,467.38	9,622.58	202,292.88
Jul 01 2014	4,045.86	5,467.38	9,513.23	196,825.50
Jan 01 2015	3,936.51	5,467.38	9,403.89	191,358.13
Jul 01 2015	3,827.16	5,467.38	9,294.54	185,890.75
Jan 01 2016	3,717.82	5,467.38	9,185.19	180,423.38
Jul 01 2016	3,608.47	5,467.38	9,075.84	174,956.00
Jan 01 2017	3,499.12	5,467.38	8,966.50	169,488.63
Jul 01 2017	3,389.77	5,467.38	8,857.15	164,021.25
Jan 01 2018	3,280.43	5,467.38	8,747.80	158,553.88
Jul 01 2018	3,171.08	5,467.38	8,638.45	153,086.50
Jan 01 2019	3,061.73	5,467.38	8,529.11	147,619.13
Jul 01 2019	2,952.38	5,467.38	8,419.76	142,151.75
Jan 01 2020	2,843.04	5,467.38	8,310.41	136,684.38
Jul 01 2020	2,733.69	5,467.38	8,201.06	131,217.00
Jan 01 2021	2,624.34	5,467.38	8,091.72	125,749.63
Jul 01 2021	2,514.99	5,467.38	7,982.37	120,282.25
Jan 01 2022	2,405.65	5,467.38	7,873.02	114,814.88
Jul 01 2022	2,296.30	5,467.38	7,763.67	109,347.50
Jan 01 2023	2,186.95	5,467.38	7,654.33	103,880.13
Jul 01 2023	2,077.60	5,467.38	7,544.98	98,412.75
Jan 01 2024	1,968.26	5,467.38	7,435.63	92,945.38
Jul 01 2024	1,858.91	5,467.38	7,326.28	87,478.00
Jan 01 2025	1,749.56	5,467.38	7,216.94	82,010.63
Jul 01 2025	1,640.21	5,467.38	7,107.59	76,543.25
Jan 01 2026	1,530.87	5,467.38	6,998.24	71,075.88
Jul 01 2026	1,421.52	5,467.38	6,888.89	65,608.50
Jan 01 2027	1,312.17	5,467.38	6,779.55	60,141.13

Printed: 05/31/2011

STATE OF INDIANA ** R E D E M P T I O N T A B L E ** TREASURER
COMMON SCHOOL FUND REPAYMENT SCHEDULE STATE OF INDIANA
ADVANCEMENT OF COMMON SCHOOL FUND
LOAN FOR EAST CHICAGO URBAN ENTERPRISE ACADEMY
LOAN NO.: A091

No. of Years	20	Accrued Interest to Starting Date:	$11,719.66
Interest Rate:	4.0000%	Amount of Advancement:	$218,695.00

Dates of Semi-Annual Distribution	Amount of Interest Withheld	Amount of Principal Withheld	Interest and Principal Withheld	Outstanding Balance of Advancement
Jul 01 2027	1,202.82	5,467.38	6,670.20	54,673.75
Jan 01 2028	1,093.48	5,467.38	6,560.85	49,206.38
Jul 01 2028	984.13	5,467.38	6,451.50	43,739.00
Jan 01 2029	874.78	5,467.38	6,342.16	38,271.63
Jul 01 2029	765.43	5,467.38	6,232.81	32,804.25
Jan 01 2030	656.09	5,467.38	6,123.46	27,336.88
Jul 01 2030	546.74	5,467.38	6,014.11	21,869.50
Jan 01 2031	437.39	5,467.38	5,904.77	16,402.13
Jul 01 2031	328.04	5,467.38	5,795.42	10,934.75
Jan 01 2032	218.70	5,467.38	5,686.07	5,467.38
Jul 01 2032	109.35	5,467.38	5,576.72	0.00
	131,127.13	218,695.00	349,822.13	

X _____

X _____

Printed: 05/31/2011

Loan Amortization Schedule

	Enter values
Loan amount	$1,600,000.00
Annual interest rate	5.875%
Loan period in years	10
Number of payments per year	12
Start date of loan	3/31/2006
Optional extra payments	

	Loan summary
Scheduled payment	$ 11,427.50
Scheduled number of payments	120
Actual number of payments	237
Total early payments	$ -
Total interest	$ 1,106,517.62

Lender name: Peoples Bank

Pmt No.	Payment Date	Beginning Balance	Scheduled Payment	Extra Payment	Total Payment	Principal	Interest	Ending Balance	Cumulative Interest			
1	4/30/2006	$ 1,600,000.00	$ 11,427.50	$ -	$ 11,427.50	$ 3,594.17	$ 7,833.33	##########	$ 7,833.33			
2	5/30/2006	1,596,405.83	11,427.50	-	11,427.50	3,611.76	7,815.74	1,592,794.07	15,649.07	$ 7,205.93	$ 15,649.07	$ 22,855.00
3	6/30/2006	1,592,794.07	11,427.50	-	11,427.50	3,629.45	7,798.05	1,589,164.62	23,447.12	$ 3,629.45	$ 7,798.05	
4	7/30/2006	1,589,164.62	11,427.50	-	11,427.50	3,647.21	7,780.29	1,585,517.41	31,227.41			
5	8/30/2006	1,585,517.41	11,427.50	-	11,427.50	3,665.07	7,762.43	1,581,852.34	38,989.84			
6	9/30/2006	1,581,852.34	11,427.50	-	11,427.50	3,683.01	7,744.49	1,578,169.32	46,734.32			
7	10/30/2006	1,578,169.32	11,427.50	-	11,427.50	3,701.05	7,726.45	1,574,468.28	54,460.78			
8	11/30/2006	1,574,468.28	11,427.50	-	11,427.50	3,719.17	7,708.33	1,570,749.11	62,169.11			
9	12/30/2006	1,570,749.11	11,427.50	-	11,427.50	3,737.37	7,690.13	1,567,011.74	69,859.24			
10	1/30/2007	1,567,011.74	11,427.50	-	11,427.50	3,755.67	7,671.83	1,563,256.07	77,531.07			
11	2/28/2007	1,563,256.07	11,427.50	-	11,427.50	3,774.06	7,653.44	1,559,482.01	85,184.51			
12	3/30/2007	1,559,482.01	11,427.50	-	11,427.50	3,792.54	7,634.96	1,555,689.47	92,819.47			
13	4/30/2007	1,555,689.47	11,427.50	-	11,427.50	3,811.10	7,616.40	1,551,878.37	100,435.87			
14	5/30/2007	1,551,878.37	11,427.50	-	11,427.50	3,829.76	7,597.74	1,548,048.61	108,033.61			
15	6/30/2007	1,548,048.61	11,427.50	-	11,427.50	3,848.51	7,578.99	1,544,200.09	115,612.59	44,964.53	99,725.62	
16	7/30/2007	1,544,200.09	11,427.50	-	11,427.50	3,867.35	7,560.15	1,540,332.74	123,172.74	$ 48,593.98	$ 107,523.67	$ 156,117.65
17	8/30/2007	1,540,332.74	11,427.50	-	11,427.50	3,886.29	7,541.21	1,536,446.45	130,713.95			
18	9/30/2007	1,536,446.45	11,427.50	-	11,427.50	3,905.31	7,522.19	1,532,541.14	138,236.14			
19	10/30/2007	1,532,541.14	11,427.50	-	11,427.50	3,924.43	7,503.07	1,528,616.70	145,739.20			
20	11/30/2007	1,528,616.70	11,427.50	-	11,427.50	3,943.65	7,483.85	1,524,673.06	153,223.06			
21	12/30/2007	1,524,673.06	11,427.50	-	11,427.50	3,962.95	7,464.55	1,520,710.10	160,687.60			
22	1/30/2008	1,520,710.10	11,427.50	-	11,427.50	3,982.36	7,445.14	1,516,727.75	168,132.75			
23	2/28/2008	1,516,727.75	11,427.50	-	11,427.50	4,001.85	7,425.65	1,512,725.89	175,558.39			
24	3/30/2008	1,512,725.89	11,427.50	-	11,427.50	4,021.45	7,406.05	1,508,704.45	182,964.45			
25	4/30/2008	1,508,704.45	11,427.50	-	11,427.50	4,041.13	7,386.37	1,504,663.31	190,350.81			
26	5/30/2008	1,504,663.31	11,427.50	-	11,427.50	4,060.92	7,366.58	1,500,602.39	197,717.39			
27	6/30/2008	1,500,602.39	11,427.50	-	11,427.50	4,080.80	7,346.70	1,496,521.59	205,064.09	47,678.50	89,451.50	$ 137,130.00
28	7/30/2008	1,496,521.59	11,427.50	-	11,427.50	4,100.78	7,326.72	1,492,420.81	212,390.81			
[illegible]	8/30/2008	1,492,420.81	11,427.50	-	11,427.50	4,120.86	7,306.64	1,488,299.95	219,697.45			
	9/30/2008	1,488,299.95	11,427.50	-	11,427.50	4,141.03	7,286.47	1,484,158.92	226,983.92			
	10/30/2008	1,484,158.92	11,427.50	-	11,427.50	4,161.31	7,266.19	1,479,997.62	234,250.12			
32	11/30/2008	1,479,997.62	11,427.50	-	11,427.50	4,181.68	7,245.82	1,475,815.94	241,495.94			
33	12/30/2008	1,475,815.94	11,427.50	-	11,427.50	4,202.15	7,225.35	1,471,613.79	248,721.29			
34	1/30/2009	1,471,613.79	11,427.50	-	11,427.50	4,222.72	7,204.78	1,467,391.06	255,926.06			
35	2/28/2009	1,467,391.06	11,427.50	-	11,427.50	4,243.40	7,184.10	1,463,147.67	263,110.17			
36	3/30/2009	1,463,147.67	11,427.50	-	11,427.50	4,264.17	7,163.33	1,458,883.49	270,273.49			
37	4/30/2009	1,458,883.49	11,427.50	-	11,427.50	4,285.05	7,142.45	1,454,598.44	277,415.94			
38	5/30/2009	1,454,598.44	11,427.50	-	11,427.50	4,306.03	7,121.47	1,450,292.42	284,537.42			
39	6/30/2009	1,450,292.42	11,427.50	-	11,427.50	4,327.11	7,100.39	1,445,965.31	291,637.81	50,556.29	86,573.71	$ 137,130.00
40	7/30/2009	1,445,965.31	11,427.50	-	11,427.50	4,348.29	7,079.21	1,441,617.01	298,717.01			
41	8/30/2009	1,441,617.01	11,427.50	-	11,427.50	4,369.58	7,057.92	1,437,247.43	305,774.93			
42	9/30/2009	1,437,247.43	11,427.50	-	11,427.50	4,390.98	7,036.52	1,432,856.45	312,811.45			
43	10/30/2009	1,432,856.45	11,427.50	-	11,427.50	4,412.47	7,015.03	1,428,443.98	319,826.48			
44	11/30/2009	1,428,443.98	11,427.50	-	11,427.50	4,434.08	6,993.42	1,424,009.90	326,819.90			
45	12/30/2009	1,424,009.90	11,427.50	-	11,427.50	4,455.78	6,971.72	1,419,554.12	333,791.62			
46	1/30/2010	1,419,554.12	11,427.50	-	11,427.50	4,477.60	6,949.90	1,415,076.52	340,741.52			
47	2/28/2010	1,415,076.52	11,427.50	-	11,427.50	4,499.52	6,927.98	1,410,577.00	347,669.50			
48	3/30/2010	1,410,577.00	11,427.50	-	11,427.50	4,521.55	6,905.95	1,406,055.45	354,575.45			
49	4/30/2010	1,406,055.45	11,427.50	-	11,427.50	4,543.69	6,883.81	1,401,511.76	361,459.26			
50	5/30/2010	1,401,511.76	11,427.50	-	11,427.50	4,565.93	6,861.57	1,396,945.83	368,320.83			
51	6/30/2010	1,396,945.83	11,427.50	-	11,427.50	4,588.29	6,839.21	1,392,357.54	375,160.04	53,607.77	83,522.23	$ 137,130.00
52	7/30/2010	1,392,357.54	11,427.50	-	11,427.50	4,610.75	6,816.75	1,387,746.79	381,976.79			
53	8/30/2010	1,387,746.79	11,427.50	-	11,427.50	4,633.32	6,794.18	1,383,113.47	388,770.97	$ 207,642.46	$ 382,720.19	$ 590,362.65
54	9/30/2010	1,383,113.47	11,427.50	-	11,427.50	4,656.01	6,771.49	1,378,457.46	395,542.46			
55	10/30/2010	1,378,457.46	11,427.50	-	11,427.50	4,678.80	6,748.70	1,373,778.66	402,291.16			
56	11/30/2010	1,373,778.66	11,427.50	-	11,427.50	4,701.71	6,725.79	1,369,076.95	409,016.95			
57	12/30/2010	1,369,076.95	11,427.50	-	11,427.50	4,724.73	6,702.77	1,364,352.22	415,719.72			
58	1/30/2011	1,364,352.22	11,427.50	-	11,427.50	4,747.86	6,679.64	1,359,604.36	422,399.36			
59	2/28/2011	1,359,604.36	11,427.50	-	11,427.50	4,771.10	6,656.40	1,354,833.26	429,055.76			
60	3/30/2011	1,354,833.26	11,427.50	-	11,427.50	4,794.46	6,633.04	1,350,038.80	435,688.80			
61	4/30/2011	1,350,038.80	11,427.50	-	11,427.50	4,817.94	6,609.56	1,345,220.86	442,298.36			
62	5/30/2011	1,345,220.86	11,427.50	-	11,427.50	4,841.52	6,585.98	1,340,379.34	448,884.34			
63	6/30/2011	1,340,379.34	11,427.50	-	11,427.50	4,865.23	6,562.27	1,335,514.11	455,446.61	56,843.43	80,286.57	$ 137,130.00
64	7/31/2011	1,335,514.11	11,427.50	-	11,427.50	4,889.05	6,538.45	1,330,625.07	461,985.07			
65	8/31/2011	1,330,625.07	11,427.50	-	11,427.50	4,912.98	6,514.52	1,325,712.09	468,499.59	$ 264,485.89	$ 463,006.76	$ 727,492.65

Pmt No.	Payment Date	Beginning Balance	Scheduled Payment	Extra Payment	Total Payment	Principal	Interest	Ending Balance	Cumulative Interest
66	10/1/2011	1,325,712.09	11,427.50	-	11,427.50	4,937.03	6,490.47	1,320,775.05	474,990.05
67	10/31/2011	1,320,775.05	11,427.50	-	11,427.50	4,961.21	6,466.29	1,315,813.85	481,456.35
[illegible]	12/1/2011	1,315,813.85	11,427.50	-	11,427.50	4,985.49	6,442.01	1,310,828.35	487,898.35
	12/31/2011	1,310,828.35	11,427.50	-	11,427.50	5,009.90	6,417.60	1,305,818.45	494,315.95
[illegible]	1/31/2012	1,305,818.45	11,427.50	-	11,427.50	5,034.43	6,393.07	1,300,784.02	500,709.02
71	3/2/2012	1,300,784.02	11,427.50	-	11,427.50	5,059.08	6,368.42	1,295,724.94	507,077.44
72	3/31/2012	1,295,724.94	11,427.50	-	11,427.50	5,083.85	6,343.65	1,290,641.09	513,421.09
73	5/1/2012	1,290,641.09	11,427.50	-	11,427.50	5,108.74	6,318.76	1,285,532.36	519,739.86
74	5/31/2012	1,285,532.36	11,427.50	-	11,427.50	5,133.75	6,293.75	1,280,398.61	526,033.61
75	7/1/2012	1,280,398.61	11,427.50	-	11,427.50	5,158.88	6,268.62	1,275,239.73	532,302.23
76	7/31/2012	1,275,239.73	11,427.50	-	11,427.50	5,184.14	6,243.36	1,270,055.59	538,545.59
77	8/31/2012	1,270,055.59	11,427.50	-	11,427.50	5,209.52	6,217.98	1,264,846.07	544,763.57
78	10/1/2012	1,264,846.07	11,427.50	-	11,427.50	5,235.02	6,192.48	1,259,611.05	550,956.05
79	10/31/2012	1,259,611.05	11,427.50	-	11,427.50	5,260.65	6,166.85	1,254,350.39	557,122.89
80	12/1/2012	1,254,350.39	11,427.50	-	11,427.50	5,286.41	6,141.09	1,249,063.98	563,263.98
81	12/31/2012	1,249,063.98	11,427.50	-	11,427.50	5,312.29	6,115.21	1,243,751.69	569,379.19
82	1/31/2013	1,243,751.69	11,427.50	-	11,427.50	5,338.30	6,089.20	1,238,413.39	575,468.39
83	3/3/2013	1,238,413.39	11,427.50	-	11,427.50	5,364.43	6,063.07	1,233,048.96	581,531.46
84	3/31/2013	1,233,048.96	11,427.50	-	11,427.50	5,390.70	6,036.80	1,227,658.26	587,568.26
85	5/1/2013	1,227,658.26	11,427.50	-	11,427.50	5,417.09	6,010.41	1,222,241.17	593,578.67
86	5/31/2013	1,222,241.17	11,427.50	-	11,427.50	5,443.61	5,983.89	1,216,797.56	599,562.56
87	7/1/2013	1,216,797.56	11,427.50	-	11,427.50	5,470.26	5,957.24	1,211,327.30	605,519.80
88	7/31/2013	1,211,327.30	11,427.50	-	11,427.50	5,497.04	5,930.46	1,205,830.25	611,450.25
89	8/31/2013	1,205,830.25	11,427.50	-	11,427.50	5,523.96	5,903.54	1,200,306.30	617,353.80
90	10/1/2013	1,200,306.30	11,427.50	-	11,427.50	5,551.00	5,876.50	1,194,755.30	623,230.30
91	10/31/2013	1,194,755.30	11,427.50	-	11,427.50	5,578.18	5,849.32	1,189,177.12	629,079.62
92	12/1/2013	1,189,177.12	11,427.50	-	11,427.50	5,605.49	5,822.01	1,183,571.63	634,901.63
93	12/31/2013	1,183,571.63	11,427.50	-	11,427.50	5,632.93	5,794.57	1,177,938.70	640,696.20
94	1/31/2014	1,177,938.70	11,427.50	-	11,427.50	5,660.51	5,766.99	1,172,278.19	646,463.19
95	3/3/2014	1,172,278.19	11,427.50	-	11,427.50	5,688.22	5,739.28	1,166,589.97	652,202.47
96	3/31/2014	1,166,589.97	11,427.50	-	11,427.50	5,716.07	5,711.43	1,160,873.90	657,913.90
97	5/1/2014	1,160,873.90	11,427.50	-	11,427.50	5,744.05	5,683.45	1,155,129.85	663,597.35
98	5/31/2014	1,155,129.85	11,427.50	-	11,427.50	5,772.18	5,655.32	1,149,357.67	669,252.67
99	7/1/2014	1,149,357.67	11,427.50	-	11,427.50	5,800.44	5,627.06	1,143,557.23	674,879.73
100	7/31/2014	1,143,557.23	11,427.50	-	11,427.50	5,828.83	5,598.67	1,137,728.40	680,478.40
101	8/31/2014	1,137,728.40	11,427.50	-	11,427.50	5,857.37	5,570.13	1,131,871.03	686,048.53
102	10/1/2014	1,131,871.03	11,427.50	-	11,427.50	5,886.05	5,541.45	1,125,984.98	691,589.98
103	10/31/2014	1,125,984.98	11,427.50	-	11,427.50	5,914.87	5,512.63	1,120,070.12	697,102.62
104	12/1/2014	1,120,070.12	11,427.50	-	11,427.50	5,943.82	5,483.68	1,114,126.29	702,586.29
105	12/31/2014	1,114,126.29	11,427.50	-	11,427.50	5,972.92	5,454.58	1,108,153.37	708,040.87
106	1/31/2015	1,108,153.37	11,427.50	-	11,427.50	6,002.17	5,425.33	1,102,151.20	713,466.20
107	3/3/2015	1,102,151.20	11,427.50	-	11,427.50	6,031.55	5,395.95	1,096,119.65	718,862.15
108	3/31/2015	1,096,119.65	11,427.50	-	11,427.50	6,061.08	5,366.42	1,090,058.57	724,228.57
[illegible]	5/1/2015	1,090,058.57	11,427.50	-	11,427.50	6,090.75	5,336.75	1,083,967.82	729,565.32
	5/31/2015	1,083,967.82	11,427.50	-	11,427.50	6,120.57	5,306.93	1,077,847.24	734,872.24
	7/1/2015	1,077,847.24	11,427.50	-	11,427.50	6,150.54	5,276.96	1,071,696.70	740,149.20
112	7/31/2015	1,071,696.70	11,427.50	-	11,427.50	6,180.65	5,246.85	1,065,516.05	745,396.05
113	8/31/2015	1,065,516.05	11,427.50	-	11,427.50	6,210.91	5,216.59	1,059,305.14	750,612.64
114	10/1/2015	1,059,305.14	11,427.50	-	11,427.50	6,241.32	5,186.18	1,053,063.82	755,798.82
115	10/31/2015	1,053,063.82	11,427.50	-	11,427.50	6,271.88	5,155.62	1,046,791.95	760,954.45
116	12/1/2015	1,046,791.95	11,427.50	-	11,427.50	6,302.58	5,124.92	1,040,489.36	766,079.36
117	12/31/2015	1,040,489.36	11,427.50	-	11,427.50	6,333.44	5,094.06	1,034,155.93	771,173.43
118	1/31/2016	1,034,155.93	11,427.50	-	11,427.50	6,364.44	5,063.06	1,027,791.48	776,236.48
119	3/2/2016	1,027,791.48	11,427.50	-	11,427.50	6,395.60	5,031.90	1,021,395.88	781,268.38
120	3/31/2016	1,021,395.88	11,427.50	-	11,427.50	6,426.92	5,000.58	1,014,968.96	786,268.96
121	5/1/2016	1,014,968.96	11,427.50	-	11,427.50	6,458.38	4,969.12	1,008,510.58	791,238.08
122	5/31/2016	1,008,510.58	11,427.50	-	11,427.50	6,490.00	4,937.50	1,002,020.58	796,175.58
123	7/1/2016	1,002,020.58	11,427.50	-	11,427.50	6,521.77	4,905.73	995,498.81	801,081.31
124	7/31/2016	995,498.81	11,427.50	-	11,427.50	6,553.70	4,873.80	988,945.10	805,955.10
125	8/31/2016	988,945.10	11,427.50	-	11,427.50	6,585.79	4,841.71	982,359.31	810,796.81
126	10/1/2016	982,359.31	11,427.50	-	11,427.50	6,618.03	4,809.47	975,741.28	815,606.28
127	10/31/2016	975,741.28	11,427.50	-	11,427.50	6,650.43	4,777.07	969,090.85	820,383.35
128	12/1/2016	969,090.85	11,427.50	-	11,427.50	6,682.99	4,744.51	962,407.85	825,127.85
129	12/31/2016	962,407.85	11,427.50	-	11,427.50	6,715.71	4,711.79	955,692.14	829,839.64
130	1/31/2017	955,692.14	11,427.50	-	11,427.50	6,748.59	4,678.91	948,943.55	834,518.55
131	3/3/2017	948,943.55	11,427.50	-	11,427.50	6,781.63	4,645.87	942,161.92	839,164.42
132	3/31/2017	942,161.92	11,427.50	-	11,427.50	6,814.83	4,612.67	935,347.09	843,777.09
133	5/1/2017	935,347.09	11,427.50	-	11,427.50	6,848.20	4,579.30	928,498.89	848,356.39
134	5/31/2017	928,498.89	11,427.50	-	11,427.50	6,881.72	4,545.78	921,617.17	852,902.17
135	7/1/2017	921,617.17	11,427.50	-	11,427.50	6,915.42	4,512.08	914,701.75	857,414.25
136	7/31/2017	914,701.75	11,427.50	-	11,427.50	6,949.27	4,478.23	907,752.48	861,892.48
137	8/31/2017	907,752.48	11,427.50	-	11,427.50	6,983.30	4,444.20	900,769.18	866,336.68
138	10/1/2017	900,769.18	11,427.50	-	11,427.50	7,017.48	4,410.02	893,751.70	870,746.70
139	10/31/2017	893,751.70	11,427.50	-	11,427.50	7,051.84	4,375.66	886,699.86	875,122.36
140	12/1/2017	886,699.86	11,427.50	-	11,427.50	7,086.37	4,341.13	879,613.49	879,463.49
141	12/31/2017	879,613.49	11,427.50	-	11,427.50	7,121.06	4,306.44	872,492.44	883,769.94
142	1/31/2018	872,492.44	11,427.50	-	11,427.50	7,155.92	4,271.58	865,336.51	888,041.51
143	3/3/2018	865,336.51	11,427.50	-	11,427.50	7,190.96	4,236.54	858,145.56	892,278.06
144	3/31/2018	858,145.56	11,427.50	-	11,427.50	7,226.16	4,201.34	850,919.39	896,479.39
145	5/1/2018	850,919.39	11,427.50	-	11,427.50	7,261.54	4,165.96	843,657.85	900,645.35
146	5/31/2018	843,657.85	11,427.50	-	11,427.50	7,297.09	4,130.41	836,360.76	904,775.76
147	7/1/2018	836,360.76	11,427.50	-	11,427.50	7,332.82	4,094.68	829,027.94	908,870.44
148	7/31/2018	829,027.94	11,427.50	-	11,427.50	7,368.72	4,058.78	821,659.23	912,929.23
149	8/31/2018	821,659.23	11,427.50	-	11,427.50	7,404.79	4,022.71	814,254.43	916,951.93
[illegible]	10/1/2018	814,254.43	11,427.50	-	11,427.50	7,441.05	3,986.45	806,813.39	920,938.39
	10/31/2018	806,813.39	11,427.50	-	11,427.50	7,477.48	3,950.02	799,335.91	924,888.41
	12/1/2018	799,335.91	11,427.50	-	11,427.50	7,514.08	3,913.42	791,821.83	928,801.83
153	12/31/2018	791,821.83	11,427.50	-	11,427.50	7,550.87	3,876.63	784,270.96	932,678.46
154	1/31/2019	784,270.96	11,427.50	-	11,427.50	7,587.84	3,839.66	776,683.11	936,518.11
155	3/3/2019	776,683.11	11,427.50	-	11,427.50	7,624.99	3,802.51	769,058.13	940,320.63
156	3/31/2019	769,058.13	11,427.50	-	11,427.50	7,662.32	3,765.18	761,395.81	944,085.81
157	5/1/2019	761,395.81	11,427.50	-	11,427.50	7,699.83	3,727.67	753,695.97	947,813.47
158	5/31/2019	753,695.97	11,427.50	-	11,427.50	7,737.53	3,689.97	745,958.44	951,503.44

Pmt No.	Payment Date	Beginning Balance	Scheduled Payment	Extra Payment	Total Payment	Principal	Interest	Ending Balance	Cumulative Interest
159	7/1/2019	745,958.44	11,427.50	-	11,427.50	7,775.41	3,652.09	738,183.03	955,155.53
160	7/31/2019	738,183.03	11,427.50	-	11,427.50	7,813.48	3,614.02	730,369.55	958,769.55
	8/31/2019	730,369.55	11,427.50	-	11,427.50	7,851.73	3,575.77	722,517.82	962,345.32
	10/1/2019	722,517.82	11,427.50	-	11,427.50	7,890.17	3,537.33	714,627.65	965,882.65
163	10/31/2019	714,627.65	11,427.50	-	11,427.50	7,928.80	3,498.70	706,698.84	969,381.34
164	12/1/2019	706,698.84	11,427.50	-	11,427.50	7,967.62	3,459.88	698,731.22	972,841.22
165	12/31/2019	698,731.22	11,427.50	-	11,427.50	8,006.63	3,420.87	690,724.60	976,262.10
166	1/31/2020	690,724.60	11,427.50	-	11,427.50	8,045.83	3,381.67	682,678.77	979,643.77
167	3/2/2020	682,678.77	11,427.50	-	11,427.50	8,085.22	3,342.28	674,593.55	982,986.05
168	3/31/2020	674,593.55	11,427.50	-	11,427.50	8,124.80	3,302.70	666,468.75	986,288.75
169	5/1/2020	666,468.75	11,427.50	-	11,427.50	8,164.58	3,262.92	658,304.17	989,551.67
170	5/31/2020	658,304.17	11,427.50	-	11,427.50	8,204.55	3,222.95	650,099.62	992,774.62
171	7/1/2020	650,099.62	11,427.50	-	11,427.50	8,244.72	3,182.78	641,854.89	995,957.39
172	7/31/2020	641,854.89	11,427.50	-	11,427.50	8,285.09	3,142.41	633,569.81	999,099.81
173	8/31/2020	633,569.81	11,427.50	-	11,427.50	8,325.65	3,101.85	625,244.16	1,002,201.66
174	10/1/2020	625,244.16	11,427.50	-	11,427.50	8,366.41	3,061.09	616,877.75	1,005,262.75
175	10/31/2020	616,877.75	11,427.50	-	11,427.50	8,407.37	3,020.13	608,470.38	1,008,282.88
176	12/1/2020	608,470.38	11,427.50	-	11,427.50	8,448.53	2,978.97	600,021.85	1,011,261.85
177	12/31/2020	600,021.85	11,427.50	-	11,427.50	8,489.89	2,937.61	591,531.96	1,014,199.46
178	1/31/2021	591,531.96	11,427.50	-	11,427.50	8,531.46	2,896.04	583,000.50	1,017,095.50
179	3/3/2021	583,000.50	11,427.50	-	11,427.50	8,573.23	2,854.27	574,427.27	1,019,949.77
180	3/31/2021	574,427.27	11,427.50	-	11,427.50	8,615.20	2,812.30	565,812.08	1,022,762.08
181	5/1/2021	565,812.08	11,427.50	-	11,427.50	8,657.38	2,770.12	557,154.70	1,025,532.20
182	5/31/2021	557,154.70	11,427.50	-	11,427.50	8,699.76	2,727.74	548,454.93	1,028,259.93
183	7/1/2021	548,454.93	11,427.50	-	11,427.50	8,742.36	2,685.14	539,712.58	1,030,945.08
184	7/31/2021	539,712.58	11,427.50	-	11,427.50	8,785.16	2,642.34	530,927.42	1,033,587.42
185	8/31/2021	530,927.42	11,427.50	-	11,427.50	8,828.17	2,599.33	522,099.25	1,036,186.75
186	10/1/2021	522,099.25	11,427.50	-	11,427.50	8,871.39	2,556.11	513,227.86	1,038,742.86
187	10/31/2021	513,227.86	11,427.50	-	11,427.50	8,914.82	2,512.68	504,313.04	1,041,255.54
188	12/1/2021	504,313.04	11,427.50	-	11,427.50	8,958.47	2,469.03	495,354.57	1,043,724.57
189	12/31/2021	495,354.57	11,427.50	-	11,427.50	9,002.33	2,425.17	486,352.25	1,046,149.75
190	1/31/2022	486,352.25	11,427.50	-	11,427.50	9,046.40	2,381.10	477,305.85	1,048,530.85
191	3/3/2022	477,305.85	11,427.50	-	11,427.50	9,090.69	2,336.81	468,215.16	1,050,867.66
192	3/31/2022	468,215.16	11,427.50	-	11,427.50	9,135.20	2,292.30	459,079.96	1,053,159.96
193	5/1/2022	459,079.96	11,427.50	-	11,427.50	9,179.92	2,247.58	449,900.04	1,055,407.54
194	5/31/2022	449,900.04	11,427.50	-	11,427.50	9,224.86	2,202.64	440,675.17	1,057,610.17
195	7/1/2022	440,675.17	11,427.50	-	11,427.50	9,270.03	2,157.47	431,405.15	1,059,767.65
196	7/31/2022	431,405.15	11,427.50	-	11,427.50	9,315.41	2,112.09	422,089.73	1,061,879.73
197	8/31/2022	422,089.73	11,427.50	-	11,427.50	9,361.02	2,066.48	412,728.72	1,063,946.22
198	10/1/2022	412,728.72	11,427.50	-	11,427.50	9,406.85	2,020.65	403,321.87	1,065,966.87
199	10/31/2022	403,321.87	11,427.50	-	11,427.50	9,452.90	1,974.60	393,868.96	1,067,941.46
200	12/1/2022	393,868.96	11,427.50	-	11,427.50	9,499.18	1,928.32	384,369.78	1,069,869.78
201	12/31/2022	384,369.78	11,427.50	-	11,427.50	9,545.69	1,881.81	374,824.09	1,071,751.59
	1/31/2023	374,824.09	11,427.50	-	11,427.50	9,592.42	1,835.08	365,231.67	1,073,586.67
	3/3/2023	365,231.67	11,427.50	-	11,427.50	9,639.39	1,788.11	355,592.28	1,075,374.78
	3/31/2023	355,592.28	11,427.50	-	11,427.50	9,686.58	1,740.92	345,905.70	1,077,115.70
205	5/1/2023	345,905.70	11,427.50	-	11,427.50	9,734.00	1,693.50	336,171.70	1,078,809.20
206	5/31/2023	336,171.70	11,427.50	-	11,427.50	9,781.66	1,645.84	326,390.04	1,080,455.04
207	7/1/2023	326,390.04	11,427.50	-	11,427.50	9,829.55	1,597.95	316,560.49	1,082,052.99
208	7/31/2023	316,560.49	11,427.50	-	11,427.50	9,877.67	1,549.83	306,682.82	1,083,602.82
209	8/31/2023	306,682.82	11,427.50	-	11,427.50	9,926.03	1,501.47	296,756.78	1,085,104.28
210	10/1/2023	296,756.78	11,427.50	-	11,427.50	9,974.63	1,452.87	286,782.16	1,086,557.16
211	10/31/2023	286,782.16	11,427.50	-	11,427.50	10,023.46	1,404.04	276,758.69	1,087,961.19
212	12/1/2023	276,758.69	11,427.50	-	11,427.50	10,072.54	1,354.96	266,686.16	1,089,316.16
213	12/31/2023	266,686.16	11,427.50	-	11,427.50	10,121.85	1,305.65	256,564.31	1,090,621.81
214	1/31/2024	256,564.31	11,427.50	-	11,427.50	10,171.40	1,256.10	246,392.91	1,091,877.91
215	3/2/2024	246,392.91	11,427.50	-	11,427.50	10,221.20	1,206.30	236,171.70	1,093,084.20
216	3/31/2024	236,171.70	11,427.50	-	11,427.50	10,271.24	1,156.26	225,900.46	1,094,240.46
217	5/1/2024	225,900.46	11,427.50	-	11,427.50	10,321.53	1,105.97	215,578.93	1,095,346.43
218	5/31/2024	215,578.93	11,427.50	-	11,427.50	10,372.06	1,055.44	205,206.87	1,096,401.87
219	7/1/2024	205,206.87	11,427.50	-	11,427.50	10,422.84	1,004.66	194,784.03	1,097,406.53
220	7/31/2024	194,784.03	11,427.50	-	11,427.50	10,473.87	953.63	184,310.16	1,098,360.16
221	8/31/2024	184,310.16	11,427.50	-	11,427.50	10,525.15	902.35	173,785.01	1,099,262.51
222	10/1/2024	173,785.01	11,427.50	-	11,427.50	10,576.68	850.82	163,208.33	1,100,113.33
223	10/31/2024	163,208.33	11,427.50	-	11,427.50	10,628.46	799.04	152,579.87	1,100,912.37
224	12/1/2024	152,579.87	11,427.50	-	11,427.50	10,680.49	747.01	141,899.38	1,101,659.38
225	12/31/2024	141,899.38	11,427.50	-	11,427.50	10,732.78	694.72	131,166.60	1,102,354.10
226	1/31/2025	131,166.60	11,427.50	-	11,427.50	10,785.33	642.17	120,381.27	1,102,996.27
227	3/3/2025	120,381.27	11,427.50	-	11,427.50	10,838.13	589.37	109,543.13	1,103,585.63
228	3/31/2025	109,543.13	11,427.50	-	11,427.50	10,891.20	536.30	98,651.94	1,104,121.94
229	5/1/2025	98,651.94	11,427.50	-	11,427.50	10,944.52	482.98	87,707.42	1,104,604.92
230	5/31/2025	87,707.42	11,427.50	-	11,427.50	10,998.10	429.40	76,709.32	1,105,034.32
231	7/1/2025	76,709.32	11,427.50	-	11,427.50	11,051.94	375.56	65,657.38	1,105,409.88
232	7/31/2025	65,657.38	11,427.50	-	11,427.50	11,106.05	321.45	54,551.33	1,105,731.33
233	8/31/2025	54,551.33	11,427.50	-	11,427.50	11,160.43	267.07	43,390.90	1,105,998.40
234	10/1/2025	43,390.90	11,427.50	-	11,427.50	11,215.07	212.43	32,175.83	1,106,210.83
235	10/31/2025	32,175.83	11,427.50	-	11,427.50	11,269.97	157.53	20,905.86	1,106,368.36
236	12/1/2025	20,905.86	11,427.50	-	11,427.50	11,325.15	102.35	9,580.71	1,106,470.71
237	12/31/2025	9,580.71	11,427.50	-	9,580.71	9,533.81	46.91	0.00	1,106,517.62

ECUEA Enrollment Projections for 440 K-8 Students

Classroom	2011-12 Grade	2011-12 #	2012-13 Grade	2012-13 #	2013-14 Grade	2013-14 #	2014-15 Grade	2014-15 #	2015-16 Grade	2015-16 #	2016-17 Grade	2016-17 #	2017-18 Grade	2017-18 #
001	K	24	K	24	K	24	K	24	K	24	K	24	K	24
002	K	24	K	24	K	24	K	24	K	24	K	24	K	24
003	1	24	1	24	1	24	1	24	1	24	1	24	1	24
004	1	24	1	24	1	24	1	24	1	24	1	24	1	24
005	2	25	2	25	2	25	2	25	2	25	2	25	2	25
006	2	25	2	25	2	25	2	25	2	25	2	25	2	25
007	3	25	3	25	3	25	3	25	3	25	3	25	3	25
008	3	25	3	25	3	25	3	25	3	25	3	25	3	25
009	4	26	4	26	4	26	4	26	4	26	4	26	4	26
010	4	26	4	26	4	26	4	26	4	26	4	26	4	26
011	5	26	5	26	5	26	5	26	5	26	5	26	5	26
012	5	26	5	26	5	26	5	26	5	26	5	26	5	26
013	6	25	6	25	6	25	6	25	6	25	6	25	6	25
014	6	25	6	25	6	25	6	25	6	25	6	25	6	25
015	7	25	7	25	7	25	7	25	7	25	7	25	7	25
016	7	25	7	25	7	25	7	25	7	25	7	25	7	25
017	8	20	8	20	8	20	8	20	8	20	8	20	8	20
018	8	20	8	20	8	20	8	20	8	20	8	20	8	20
Sub-Total		440		440		440		440		440		440		440
101														
102														
103														
104														
105														
106														
107														
108														
109														
110														
111														
112														
113														
114														
115														
116														
117														
118														
119														
120														
Sub-Total				0		0		0		0		0		0
Total		440		440		440		440		440		440		440

discards. Any theft or vandalism or damage shall be reported immediately to the campus Director who will notify the Director of Business Operations. Inventory/property reports will be conducted annually.

12.5 Collecting & Securing School Funds

Funds collected from any source, including student field trip fees, school fundraising activities, parent fines, and any other activity or event that results in the collection of funds, are subject to strict standards of accountability. The campus Director is responsible for any funds collected no matter what the source.

In order to bring accountability and order to the process of fund collecting, the following procedures shall be followed.

1. Written receipts are to be issued for all monies collected.

2. No personal checks shall be accepted.

3. Any funds collected shall be **locked** in the school safe. The safe shall be securely locked at all times.

4. No funds are to be kept in desk drawers, even if the drawer is locked.

5. Monies shall be counted, sorted, and accurately recorded on the Cash Transmittal Forms, signed by the Director, in the appropriate envelope, and picked up by the designated AQS Jackson office staff.

6. If there is a discrepancy between the Cash Transmittal Form and the actual monies received by the AQS office, the Campus Director will be notified immediately and the discrepancy resolved.

7. No monies shall be held by an **Illinois** campus Director more than five (5) school days. Any monies held will always be locked in the safe controlled by the Director. **Indiana and Missouri** campus Directors should deposit all funds within 24 hours.

8. AQS central office staff will send the Director a copy of the bank receipt indicating the date and amount of the deposit.

12.6 Purchasing

The use of Purchase Orders is mandatory and includes (but is not limited to) nurse supplies, supplies from approved vendors, books and other educational supplies, conference registration, etc. All purchases must be completed using the Purchase Order Form.

- No purchase shall be made without an approved Purchase Order.

In the event an order has been placed before the Purchase Order has been approved, the order will be cancelled and the Purchase Order will not be approved.

If the order cannot be cancelled, then the employee who placed the order will be held responsible. Complete the form by filling in the following information:

- Date
- Vendor name, address, phone, and fax
- c/o Requestor, Campus name and address
- Grant, Fundraiser, or Title use of funds clearly marked
- Specific budget account to be deducted
- Subtotal
- Shipping charge (if applicable)
- Total

Once the purchase order has been signed by the campus Director, it shall be sent to the AQS Jackson office for Comptroller approval. Purchase Orders totaling $4,000 or less may be approved by the corresponding Regional Manager. Once the Comptroller approves the request, the pink copy will be returned to the campus until the order has been received.

All deliveries/shipments shall be received by the main office at each campus. The campus Director shall assign an employee clerk to receive all deliveries of merchandise. The Clerk shall be responsible for incoming merchandise and verifying delivery.

Upon delivery/receipt of the goods, the pink copy or approved order copy (along with the signed shipping/delivery ticket) must be returned to the AQS Jackson office with the date received and signature of the Receiving Clerk as soon as possible.

Failure to properly use a Purchase Order may result in delay or rejection of merchandise.

NOTE: No vendor purchase orders will be paid unless the pink copy or approved order copy is signed and received in the AQS Jackson office.

12.7 Check Request & Petty Cash

Check Request

The following are examples of when Check Requests should be used—field trips, student activities, buses, reimbursements for cell phone usage, mileage, conference attendance expenses, postage, tuition reimbursements, petty cash, etc. Check Requests must be submitted at least two weeks in advance of need of the funds requested. All Check Request forms must have the following information complete in order to be properly processed: date, requestor's name and address, original receipt, campus, and signature of the requestor and Director and explanation for the expense. Grant, Fundraiser, or Title expenditures should be clearly marked on form.

Petty Cash

Petty Cash log/request forms should include: original receipts, explanation of each expense and signature of campus Director, and a Check Request for the replacement of funds.

12.8 Fundraising

AQS managed schools may raise funds for legitimate educational activities that directly benefit the school's students. Fundraising for educational activities and for the purchase of equipment and materials is subject to the following procedures:

Reimbursable miles = 10 miles

Required Documentation:
The Mileage Reimbursement Request form must be completed in full and signed by the employee requesting reimbursement.

MapQuest reports must be attached for each location to validate business mileage claimed.
Tolls, parking and other travel expenses incurred as a result of AQS required business travel to an alternative business location will be reimbursed if supporting original receipts and documents are attached to the reimbursement form for amounts claimed.

10.0 Payroll Procedures

10.1 Payroll & Pay Periods

Human Resources will set up a pay period schedule for hourly and salaried employees and submit to all campuses. A timesheet will be forwarded for each campus to report employee hours. For each pay period, an email will be sent to all Directors and support staff informing them of when payroll is due. At least 3-4 days notice will be given in order to submit timesheets to the Jackson office. All timesheets must be faxed to the AQS Jackson office by the deadline. All employees are paid on the 15th and 30th of each month. If the 15th or 30th is on a weekend or holiday, the employee is paid the last business day before the holiday or weekend.

10.2 Hours of Work

Classes for students attending campuses managed by AQS will begin at 8:00a.m. and end at 3:30p.m. There may be an early dismissal one day each week to provide for professional development activities. Kindergarten classes and students with special needs maybe dismissed earlier than the regular dismissal time at the direction of the campus Director. Faculty hours are 7:40a.m. to 4:00p.m. Other staff will have varying work times, as directed by their supervisor. Hours may vary from campus to campus based upon individual campus needs.

At no time shall students be left unattended in the school building, regardless of time of day or night. Any teacher or authorized employee that gives a student permission to arrive at school early or stay late must provide a note for the student to present to security personnel. The teacher or authorized employee is also responsible for supervising that child at all times before or after school hours.

10.3 Overtime

Overtime for clerical and other employees covered by the overtime law, must be approved by the campus Director prior to performing the work subject to overtime.

10.4 Performance Reviews

Faculty will be evaluated at least 3 times during the academic year. Classroom teachers will be formally evaluated by: (1) the Team Leader, and or (2) an outside evaluator, and (3) the campus Director. The employee will have an opportunity to review the written evaluations with his/her supervisor. Other non-teaching staff will be evaluated by his/her supervisor or the campus

An individual who voluntarily leaves AQS prior to the two year time period must reimburse AQS for the full amount of tuition support. In all cases of employees owing AQS tuition reimbursement payback, the total amount will be deducted from the individual's remaining paychecks.
To be reimbursed for eligible tuition expenses, prior to taking the class an employee must complete the following steps:

(1) gain permission from the campus Director/Supervisor for a specific course
(2) fill out the appropriate form and have it approved by the Director and the Vice President of Finance & Management

Upon successfully completing the course, with a grade not less than a "B", a Check Request must be submitted with (1) a copy of the approved Tuition Reimbursement form, (2) the original paid invoice with Itemized fees, and (3) the original grade report. Tuition will be reimbursed at a percentage of the actual cost of one (1) course up to a maximum amount each semester **(twice per year)** as follows:

Consecutive Years of Employment at AQS	Reimbursement Amount
Year 1-3	50% up to $800
Year 4-8	60% up to $1,200
Year 8+	70% up to $1,500

The tuition reimbursement program may be reviewed, altered, or discontinued at any time.

9.2 Travel Expense Reimbursement

Travel expenses to business locations other than your normal school or office are reimbursable as listed below. Reimbursement requests should be submitted monthly by the 10th day of the following month using the Check Request Form.

Commuting miles:

Travel from your home to your base or home school or office is considered commuting. No mileage, tolls or other travel expense reimbursement is allowed for regular commuting even if the distance is greater than the 25 miles commuting rules as described below.

AQS required business travel to locations other than your base or home school or office will be reimbursed based on the following:

The first 25 miles of your commute to any business location is considered commuting. This applies to both commuting to and from your first and last business location. Reimbursement for miles traveled from your residence to a daily assignment, when you do not begin your day at your home school or office will be reimbursed as follows:

Mileage above commuting miles and mid day travel between schools and offices will be reimbursed at the standard IRS rate in effect.

Example:
Distance from residence to assignment (one way) = 35 miles
Reduction for commuting miles (one way) = 25 miles

Director. For outstanding performers, as determined by the campus Director, the outside evaluation may be waived.

10.5 Performance Bonuses

It is the policy of AQS to award performance bonuses to select individuals at the end of the school year to those who qualify for such awards. ***The awarding of bonuses is dependent on the availability of funds and is solely at the discretion of the President.***

Bonuses will be granted on the basis of exceptional or superior performance. Thus, everyone will not receive bonus money and the amount of the awards may vary. An individual may be doing a good job, for example, and receive a substantial percentage increase on his/her base salary for the academic year and yet not receive a bonus. This simply means that the individual has performed well and should be rewarded with a higher percentage increase than others, but has not as yet reached a level of exceptional and/or superior performance that warrants a bonus.
It should also be understood that the bonus received by an individual is separate and above one's base salary and is not calculated into the base salary of a person for next year.

Bonuses for administrators in the schools will be determined on the basis of the evaluations of teachers and staff and on the judgment of the AQS senior managers.
Teachers will be judged eligible for bonuses based on their formal evaluations, on student achievement progress levels, and on the judgment of AQS senior managers that the individual has met the terms of his/her letter of appointment and job description in an outstanding manner. The number of performance bonuses may decrease over time, this is up to the Director discretion.

10.6 Payroll Adjustments

Employees who qualify for disability under the AQS insurance program or are eligible for FMLA (see Family and Medical Leave section), should expect certain salary adjustments to the four pay periods between June 30 and August 15. If you qualify for disability or FMLA you should contact the Human Resources department for information and the calculation affecting your salary during that period. Employees are required to schedule an appointment with the Director of Human Resources regarding benefits.

10.7 Degree Earned Salary Adjustments

Any full-time teacher, Team Leader, or Director who earns a Master's Degree while employed at AQS is eligible for a $2,000.00 salary adjustment. Adjustments are made twice each year on the January 15th paycheck or August 30th paycheck. Employees are required to submit original transcripts of their earned degree to their Director for approval on or before January 15th or August 30th. Salary adjustments are not guaranteed and are subject to the Director's approval.

11.0 AQS Separation & Disciplinary Policies

I. Separation Policy

East Chicago Urban Enterprise Academy
1402 East Chicago Avenue, East Chicago Indiana 46312 PH (219) 392-36580 Fax (219) 392-3652

Indiana State Board of Accounts
Room E418
302 West Washington Street
Indianapolis, IN 46204-2765

February 28, 2011

East Chicago Urban Enterprise Academy
Management Response to Examination Results and Comments

Financial Report Opinion Modifications

School officials will be sure to have the required supplemental schedules and documentation prepared each year during the financial closing process so they can be made available timely during the audit process.

The management company has had discussion with State Auditors, expressing concerns over the timing and volume of audit data required in a very short period. The discussion led to several suggestions to ensure much of the data and supplemental schedules can be prepared in advance of the audit.

Federal and State Agencies – Compliance Requirements

Based on these new Federal Audit Requirements, officials will be sure to prepare the Schedule of Federal Financial Assistance and Schedule of Expenditures of Federal Awards at the close of each school year so it is available for the Federal Audit upon request.

Biannual Financial Report to a State Agency

School officials will be sure to file accurate and timely reports as required by federal and state agencies.

Transaction Reporting

School officials will be sure to closely review loan activity for accuracy to avoid any such transposition or missed transaction errors as identified in the audit comment. While such errors were identified and correctly reported on the State Form 9 financial report, corrections were unable to be made to the closed general ledger system.

Conditions of Records-Negative Disbursements

The school officials do maintain internal controls to reasonably assure accuracy and reliability of financial information. However, a disbursement may be required to be voided outside of the financial reporting period creating a negative disbursement due to timing differences. Such instances are considered to be reasonable and normal in course of the schools operations.

As a result of incorrect information and communication with Indiana Department of Education regarding proper presentation of SPED B pass through verses SPED B ARRA funding on the June 30, 2009 Form 9 financial report, the school officials were instructed to reverse the reporting, in detail from the incorrect fund code and report in detail under the correct fund code by the Indiana Department of Education. This resulted in multiple negative disbursements within the fund.

Overdrawn Cash Balances

The school officials maintain internal controls which do monitor fund cash balances.
The specific overdrawn cash balances identified in the audit are addressed below.
The 6-30-09 overdrawn Title II fund (6840) was funded on 7-3-09.
The ARRA Special Education Fund (7953) funding was adjusted during the year to avoid excess cash balances, the funding for June expenses was requested and funded on 7-28-10.
The Special Education Fund (7010) was funded on a reimbursement request dated 8/31/10.

Transfers Between Funds

The school board will be presented for approval all proposed transfers between funds based on school business decisions and transactions.

Official Bonds

The official bond and employee dishonesty insurance coverage for the fiscal year 2008/2009 were effective for the audit period.

The employee dishonesty insurance coverage is combined in part of the overall school insurance package and not a separate policy document.

The management company has ensured that all treasurer bonds have been filed with the Office of County Recorder for fiscal year 2009/2010 and current fiscal year 2010/2011.

Average Daily Membership (ADM) – Incorrect Reporting to the State

The school and management company will ensure that the actual enrollment and count reported on Form Number 30A are verified and accurate and the school principal will sign the detailed class lists.

Receipts

The management company has discussed the deficiencies in the receipts generated in their offices with the State Auditors. The management company has changed procedures to ensure the receipts and fully completed and recorded in the ledgers properly.

The receipt books from the school building and the management company receipt book prior to May 14, 2009 (used in prior State Audit) were unfortunately not identified as when gathering the audit data prior to fieldwork or requested by the State Auditor as missing items. If they had they would have been provided for audit review.

Claims

The management company has reviewed the listing of deficiencies with the State Auditors. The management company is developing new claims approval procedures based on additional recommendations by the State Auditor.

Based on prior State Auditor recommendations, beginning in early 2009 the school board reviews and approves all open (unpaid) claims as of the date of the monthly board reports issuance. The school board has approved the fiscal officer to have jurisdiction over allowance of payment of the claim.

The details on specific claims that were not presented, did not contain fund corrections on vouchers or that had missing documentation were not provided to the management company to be able to review and respond to these items.

Employee Service Record

The school will correct the employee handbook for the change in the sick leave policy to full accrual at beginning of the school year.

Certified Report of Names, Addresses, Duties and Compensation of Public Employees, General Form 100R

The management company will ensure that this report is available for audit and filed with the State Board of Accounts as required annually.

East Chicago Urban Enterprise Academy
1402 East Chicago Avenue, East Chicago Indiana 46312 PH (219) 392-36580 Fax (219) 392-3652

Indiana State Board of Accounts
Room E418
302 West Washington Street
Indianapolis, IN 46204-2765

February 28, 2011

To Whom It May Concern:

Below please find the Corrective Action Plan to the audit findings as of 6-30-10:

CORRECTIVE ACTION PLAN

FINDING 2010-1, SCHEDULE OF FEDERAL FINANCIAL ASSISTANCE

Based on these new Federal Audit Requirements, officials will be sure to prepare the Schedule of Federal Financial Assistance and Schedule of Expenditures of Federal Awards at the close of each school year so it is available for the Federal Audit upon request.

FINDING 2010-2, ARRA FISCAL STABILIZATION ACTIVITIES ALLOWED OR UNALLOWED

As stated in the audit comment, Indiana Department of Education did not provide specific requirements regarding what Fiscal Stabilization Stimulus funds should be spent on. When we inquired, were told it could be spent on anything that would normally occur in the General Fund, with no additional guidance or indication to review other instructions from U.S. Department of Education. Since the funds were received in lieu of our normal tuition support payment, there was no formal "grant agreement" provided to the school.

The school is waiting on for further instructions from State and Federal governments on how to handle this situation. If repayment of the $11,700 of questioned funds is allowed or required, the repayment would need to be made from general local funds.

For all future funding of this nature, we will request written documentation of expenditure restrictions and/or a formal grant agreement from the Indiana Department of Education.

FINDING 2010-3, TITLE I CASH MANAGEMENT

While Title I activity was monitored and tracked monthly, the original drawdown requests submitted by the school director were not reduced during the reporting cycle.

Effective immediately, all cash fund ledgers will be printed as supporting documents and reconciled to all required monthly, quarterly and annual Federal reporting. Individual files are maintained for all Federal funding sources containing approved programs and any required reporting and supporting documents.

Effective July 1, 2010, all Federal program funding is requested on a reimbursement basis only, therefore, there should be no excess cash balances for these funds in the future.

FINDING 2010-4, REPORTING

A subsequent correction was made in the general ledger for the expenditure posted to the incorrect fund. The Title I Final Annual Expenditure Report as filed was accurate.

All the reports not presented for audit were filed as required with the Indiana Department of Education. However, after reviewing the returned files from the auditor, it was determined that the Title I Final Expenditure report for 2008-2009 was missing from the file, the report and supporting data were reprinted to maintain complete and accurate files. It was also determined that the actual Title I third Quarter report for 2009-2010 was not printed and attached to the support documents that were included in the original file provided. The report has been reprinted from the website and attached to the supporting documents that were originally in the file. We were unable to locate the May 2010 ARRA report as filed and are requesting a copy of the report as filed with Indiana Department of Education.

Internal control procedures regarding fund reporting and file maintenance have been modified to monitor that all reporting documents have been printed and supporting document general ledger categories are accurate. Also, if there are any actual staff classifications from certified or un-certified that may be different for original budgeted classification for the Title I program an amendment will be filed with the Indiana Department of Education.

FINDING 2010-5, TITLE I SPECIAL TESTS AND PROVISIONS

The school did comply with all Highly Qualified Teacher federal guidelines and compliance requirements. Unfortunately when responding to the auditor inquiry, the school only provided the auditor with the information and parent letter compliance related to those teachers that were considered non highly qualified working on emergency permits, instead of the documentation on the highly qualified teachers.

For all future audit requests the school will provide both highly qualified and non highly qualified teacher information and compliance documentation.

Vito C. Bianco

February 28, 2011

ECUEA - Line of Credit

Compound Period ..... : Monthly

Nominal Annual Rate .... : 1.000 %
Effective Annual Rate 1.005
Periodic Rate ..... : 0.0833 %
Daily Rate ..... : 0.00274 %

CASH FLOW DATA

	Event	Start Date	Amount	Number	Period	End Date
1	Loan	04/07/2006	428,066.86	1		
2	Loan	06/15/2006	65,000.00	1		
3	Loan	06/23/2006	6,990.24	1		
4	Loan	06/27/2006	320,000.00	1		
5	Loan	07/12/2006	12,184.20	1		
6	Loan	08/10/2006	69,834.60	1		
7	Loan	08/30/2006	1,289.34	1		
8	Loan	09/14/2006	132,224.40	1		
9	Loan	10/11/2006	6,500.00	1		
10	Loan	10/18/2006	10,950.30	1		
11	Loan	11/20/2006	25,021.50	1		
12	Loan	02/21/2007	3,200.00	1		
13	Loan	06/13/2007	2,171.63	1		
14	Loan	07/06/2007	1,074.00	1		
15	Loan	09/17/2007	15,952.00	1		
16	Loan	05/14/2008	18,268.70	1		
17	Loan	11/13/2008	180,443.00	1		
18	Payment	07/15/2010	11,266.76	126	Monthly	12/15/2020

AMORTIZATION SCHEDULE - Normal Amortization

	Date	Loan	Payment	Interest	Principal	Balance
Loan	04/07/2006	428,066.86				428,066.86
Loan	06/15/2006	65,000.00		807.72	807.72-	493,874.58
Loan	06/23/2006	6,990.24		108.25	108.25-	500,973.07
Loan	06/27/2006	320,000.00		54.90	54.90-	821,027.97
2006	Totals	820,057.10	0.00	970.87	970.87-	
Loan	07/12/2006	12,184.20		337.41	337.41-	833,549.58
Loan	08/10/2006	69,834.60		662.27	662.27-	904,046.45
Loan	08/30/2006	1,289.34		495.37	495.37-	905,831.16
Loan	09/14/2006	132,224.40		372.26	372.26-	1,038,427.82
Loan	10/11/2006	6,500.00		768.15	768.15-	1,045,695.97
Loan	10/18/2006	10,950.30		200.54	200.54-	1,056,846.81
Loan	11/20/2006	25,021.50		938.66	938.66-	1,082,806.97
Loan	02/21/2007	3,200.00		2,739.01	2,739.01-	1,088,745.98
Loan	06/13/2007	2,171.63		3,322.20	3,322.20-	1,094,239.81
2007	Totals	263,375.97	0.00	9,835.87	9,835.87-	
Loan	07/06/2007	1,074.00		689.52	689.52-	1,096,003.33

ECUEA - Line of Credit

	Date	Loan	Payment	Interest	Principal	Balance
Loan	09/17/2007	15,952.00		2,158.29	2,158.29-	1,114,113.62
Loan	05/14/2008	18,268.70		7,344.22	7,344.22-	1,139,726.54
2008	Totals	35,294.70	0.00	10,192.03	10,192.03-	
Loan	11/13/2008	180,443.00		5,697.45	5,697.45-	1,325,866.99
2009	Totals	180,443.00	0.00	5,697.45	5,697.45-	
1	07/15/2010		11,266.76	22,347.47	11,080.71-	1,336,947.70
2	08/15/2010		11,266.76	1,114.12	10,152.64	1,326,795.06
3	09/15/2010		11,266.76	1,105.66	10,161.10	1,316,633.96
4	10/15/2010		11,266.76	1,097.19	10,169.57	1,306,464.39
5	11/15/2010		11,266.76	1,088.72	10,178.04	1,296,286.35
6	12/15/2010		11,266.76	1,080.24	10,186.52	1,286,099.83
7	01/15/2011		11,266.76	1,071.75	10,195.01	1,275,904.82
8	02/15/2011		11,266.76	1,063.25	10,203.51	1,265,701.31
9	03/15/2011		11,266.76	1,054.75	10,212.01	1,255,489.30
10	04/15/2011		11,266.76	1,046.24	10,220.52	1,245,268.78
11	05/15/2011		11,266.76	1,037.72	10,229.04	1,235,039.74
12	06/15/2011		11,266.76	1,029.20	10,237.56	1,224,802.18
2011	Totals	0.00	135,201.12	34,136.31	101,064.81	
13	07/15/2011		11,266.76	1,020.67	10,246.09	1,214,556.09
14	08/15/2011		11,266.76	1,012.13	10,254.63	1,204,301.46
15	09/15/2011		11,266.76	1,003.58	10,263.18	1,194,038.28
16	10/15/2011		11,266.76	995.03	10,271.73	1,183,766.55
17	11/15/2011		11,266.76	986.47	10,280.29	1,173,486.26
18	12/15/2011		11,266.76	977.91	10,288.85	1,163,197.41
19	01/15/2012		11,266.76	969.33	10,297.43	1,152,899.98
20	02/15/2012		11,266.76	960.75	10,306.01	1,142,593.97
21	03/15/2012		11,266.76	952.16	10,314.60	1,132,279.37
22	04/15/2012		11,266.76	943.57	10,323.19	1,121,956.18
23	05/15/2012		11,266.76	934.96	10,331.80	1,111,624.38
24	06/15/2012		11,266.76	926.35	10,340.41	1,101,283.97
2012	Totals	0.00	135,201.12	11,682.91	123,518.21	
25	07/15/2012		11,266.76	917.74	10,349.02	1,090,934.95
26	08/15/2012		11,266.76	909.11	10,357.65	1,080,577.30
27	09/15/2012		11,266.76	900.48	10,366.28	1,070,211.02
28	10/15/2012		11,266.76	891.84	10,374.92	1,059,836.10
29	11/15/2012		11,266.76	883.20	10,383.56	1,049,452.54
30	12/15/2012		11,266.76	874.54	10,392.22	1,039,060.32
31	01/15/2013		11,266.76	865.88	10,400.88	1,028,659.44
32	02/15/2013		11,266.76	857.22	10,409.54	1,018,249.90
33	03/15/2013		11,266.76	848.54	10,418.22	1,007,831.68
34	04/15/2013		11,266.76	839.86	10,426.90	997,404.78
35	05/15/2013		11,266.76	831.17	10,435.59	986,969.19
36	06/15/2013		11,266.76	822.47	10,444.29	976,524.90
2013	Totals	0.00	135,201.12	10,442.05	124,759.07	
37	07/15/2013		11,266.76	813.77	10,452.99	966,071.91

ECUEA - Line of Credit

	Date	Loan	Payment	Interest	Principal	Balance
38	08/15/2013		11,266.76	805.06	10,461.70	955,610.21
39	09/15/2013		11,266.76	796.34	10,470.42	945,139.79
40	10/15/2013		11,266.76	787.62	10,479.14	934,660.65
41	11/15/2013		11,266.76	778.88	10,487.88	924,172.77
42	12/15/2013		11,266.76	770.14	10,496.62	913,676.15
43	01/15/2014		11,266.76	761.40	10,505.36	903,170.79
44	02/15/2014		11,266.76	752.64	10,514.12	892,656.67
45	03/15/2014		11,266.76	743.88	10,522.88	882,133.79
46	04/15/2014		11,266.76	735.11	10,531.65	871,602.14
47	05/15/2014		11,266.76	726.34	10,540.42	861,061.72
48	06/15/2014		11,266.76	717.55	10,549.21	850,512.51
2014	Totals	0.00	135,201.12	9,188.73	126,012.39	
49	07/15/2014		11,266.76	708.76	10,558.00	839,954.51
50	08/15/2014		11,266.76	699.96	10,566.80	829,387.71
51	09/15/2014		11,266.76	691.16	10,575.60	818,812.11
52	10/15/2014		11,266.76	682.34	10,584.42	808,227.69
53	11/15/2014		11,266.76	673.52	10,593.24	797,634.45
54	12/15/2014		11,266.76	664.70	10,602.06	787,032.39
55	01/15/2015		11,266.76	655.86	10,610.90	776,421.49
56	02/15/2015		11,266.76	647.02	10,619.74	765,801.75
57	03/15/2015		11,266.76	638.17	10,628.59	755,173.16
58	04/15/2015		11,266.76	629.31	10,637.45	744,535.71
59	05/15/2015		11,266.76	620.45	10,646.31	733,889.40
60	06/15/2015		11,266.76	611.57	10,655.19	723,234.21
2015	Totals	0.00	135,201.12	7,922.82	127,278.30	
61	07/15/2015		11,266.76	602.70	10,664.06	712,570.15
62	08/15/2015		11,266.76	593.81	10,672.95	701,897.20
63	09/15/2015		11,266.76	584.91	10,681.85	691,215.35
64	10/15/2015		11,266.76	576.01	10,690.75	680,524.60
65	11/15/2015		11,266.76	567.10	10,699.66	669,824.94
66	12/15/2015		11,266.76	558.19	10,708.57	659,116.37
67	01/15/2016		11,266.76	549.26	10,717.50	648,398.87
68	02/15/2016		11,266.76	540.33	10,726.43	637,672.44
69	03/15/2016		11,266.76	531.39	10,735.37	626,937.07
70	04/15/2016		11,266.76	522.45	10,744.31	616,192.76
71	05/15/2016		11,266.76	513.49	10,753.27	605,439.49
72	06/15/2016		11,266.76	504.53	10,762.23	594,677.26
2016	Totals	0.00	135,201.12	6,644.17	128,556.95	
73	07/15/2016		11,266.76	495.56	10,771.20	583,906.06
74	08/15/2016		11,266.76	486.59	10,780.17	573,125.89
75	09/15/2016		11,266.76	477.60	10,789.16	562,336.73
76	10/15/2016		11,266.76	468.61	10,798.15	551,538.58
77	11/15/2016		11,266.76	459.62	10,807.14	540,731.44
78	12/15/2016		11,266.76	450.61	10,816.15	529,915.29
79	01/15/2017		11,266.76	441.60	10,825.16	519,090.13
80	02/15/2017		11,266.76	432.58	10,834.18	508,255.95
81	03/15/2017		11,266.76	423.55	10,843.21	497,412.74

ECUEA - Line of Credit

	Date	Loan	Payment	Interest	Principal	Balance
82	04/15/2017		11,266.76	414.51	10,852.25	486,560.49
83	05/15/2017		11,266.76	405.47	10,861.29	475,699.20
84	06/15/2017		11,266.76	396.42	10,870.34	464,828.86
2017	Totals	0.00	135,201.12	5,352.72	129,848.40	
85	07/15/2017		11,266.76	387.36	10,879.40	453,949.46
86	08/15/2017		11,266.76	378.29	10,888.47	443,060.99
87	09/15/2017		11,266.76	369.22	10,897.54	432,163.45
88	10/15/2017		11,266.76	360.14	10,906.62	421,256.83
89	11/15/2017		11,266.76	351.05	10,915.71	410,341.12
90	12/15/2017		11,266.76	341.95	10,924.81	399,416.31
91	01/15/2018		11,266.76	332.85	10,933.91	388,482.40
92	02/15/2018		11,266.76	323.74	10,943.02	377,539.38
93	03/15/2018		11,266.76	314.62	10,952.14	366,587.24
94	04/15/2018		11,266.76	305.49	10,961.27	355,625.97
95	05/15/2018		11,266.76	296.35	10,970.41	344,655.56
96	06/15/2018		11,266.76	287.21	10,979.55	333,676.01
2018	Totals	0.00	135,201.12	4,048.27	131,152.85	
97	07/15/2018		11,266.76	278.06	10,988.70	322,687.31
98	08/15/2018		11,266.76	268.91	10,997.85	311,689.46
99	09/15/2018		11,266.76	259.74	11,007.02	300,682.44
100	10/15/2018		11,266.76	250.57	11,016.19	289,666.25
101	11/15/2018		11,266.76	241.39	11,025.37	278,640.88
102	12/15/2018		11,266.76	232.20	11,034.56	267,606.32
103	01/15/2019		11,266.76	223.01	11,043.75	256,562.57
104	02/15/2019		11,266.76	213.80	11,052.96	245,509.61
105	03/15/2019		11,266.76	204.59	11,062.17	234,447.44
106	04/15/2019		11,266.76	195.37	11,071.39	223,376.05
107	05/15/2019		11,266.76	186.15	11,080.61	212,295.44
108	06/15/2019		11,266.76	176.91	11,089.85	201,205.59
2019	Totals	0.00	135,201.12	2,730.70	132,470.42	
109	07/15/2019		11,266.76	167.67	11,099.09	190,106.50
110	08/15/2019		11,266.76	158.42	11,108.34	178,998.16
111	09/15/2019		11,266.76	149.17	11,117.59	167,880.57
112	10/15/2019		11,266.76	139.90	11,126.86	156,753.71
113	11/15/2019		11,266.76	130.63	11,136.13	145,617.58
114	12/15/2019		11,266.76	121.35	11,145.41	134,472.17
115	01/15/2020		11,266.76	112.06	11,154.70	123,317.47
116	02/15/2020		11,266.76	102.76	11,164.00	112,153.47
117	03/15/2020		11,266.76	93.46	11,173.30	100,980.17
118	04/15/2020		11,266.76	84.15	11,182.61	89,797.56
119	05/15/2020		11,266.76	74.83	11,191.93	78,605.63
120	06/15/2020		11,266.76	65.50	11,201.26	67,404.37
2020	Totals	0.00	135,201.12	1,399.90	133,801.22	
121	07/15/2020		11,266.76	56.17	11,210.59	56,193.78
122	08/15/2020		11,266.76	46.83	11,219.93	44,973.85
123	09/15/2020		11,266.76	37.48	11,229.28	33,744.57

ECUEA - Line of Credit

	Date	Loan	Payment	Interest	Principal	Balance
124	10/15/2020		11,266.76	28.12	11,238.64	22,505.93
125	11/15/2020		11,266.76	18.75	11,248.01	11,257.92
126	12/15/2020		11,266.76	8.84	11,257.92	0.00
2021	Totals	0.00	67,600.56	196.19	67,404.37	
Grand Totals		1,299,170.77	1,419,611.76	120,440.99	1,299,170.77	

Last interest amount decreased by 0.54 due to rounding.

Indiana Charter Renewal Application / Annual Accountability Plan

Percent eligible to receive free lunch

*Chicago IL reduced-price excluded not available

School	2008-09	2009-10	2010-11
Passages Charter School (Chicago IL Public Schools)	77.0	84.2	86.4
Plato Learning Academy (Chicago IL Public Schools)	93.5	97.5	97.2
Chicago IL Public Schools	84.3	86.9	84.0
East Chicago IN Public Schools	82.2	89.6	88.0
East Chicago Urban Enterprise Academy (East Chicago IN Public Schools)	79.3	72.0	70.4
Thea Bowman Leadership Academy (Gary IN Public Schools)	45.3	50.8	42.1
Gary IN Public Schools	67.7	68.1	77.7
Charter School of the Dunes (Gary IN Public Schools)	71.1	72.2	72.8
Xavier School of Excellence (South Bend IN Public Schools)		63.2	69.7
South Bend IN Public Schools		59.8	59.8
Duneland IN Community Schools			21.3
Discovery Charter School (Duneland IN Community Schools)			16.2

Indiana Charter Renewal Application / Annual Accountability Plan

Percent Pass/+ Both ELA & Math or
Percent Composite Meet/Exceed Reading, Math & Science
Indiana Statewide Testing for Educational Progress (ISTEP) or
Illinois Standards Achievement Test (ISAT)

School	2009	2010	2011
Passages Charter School (Chicago IL Public Schools)	68.3	62.2	75.5
Plato Learning Academy (Chicago IL Public Schools)	48.7	59.2	67.7
Chicago IL Public Schools	69.8	71.8	75.6
East Chicago IN Public Schools	35.6	43.2	43.6
East Chicago Urban Enterprise Academy (East Chicago IN Public Schools)	58.0	62.4	56.7
Thea Bowman Leadership Academy (Gary IN Public Schools)	33.6	65.6	50.0
Gary IN Public Schools	33.0	45.0	45.2
Charter School of the Dunes (Gary IN Public Schools)	36.7	37.1	28.2
Xavier School of Excellence (South Bend IN Public Schools)		51.9	49.1
South Bend IN Public Schools		50.9	53.4
Duneland IN Community Schools			80.9
Discovery Charter School (Duneland IN Community Schools)			83.1

2011 ELA Percent Pass/+
or Reading Percent Meet/Exceed
Indiana Statewide Testing for Educational Progress (ISTEP) or
Illinois Standards Achievement Test (ISAT)

School	2011 Overall	2011 Grade 3	2011 Grade 4	2011 Grade 5	2011 Grade 6	2011 Grade 7	2011 Grade 8
Passages Charter School (Chicago IL Public Schools)	72.4	84.6	58.5	66.7	80.8	84.2	
Plato Learning Academy (Chicago IL Public Schools)	65.0	55.6	54.5	67.3	80.0	74.1	
Chicago IL Public Schools	72.7	66.5	67.3	68.1	77.6	73.6	
East Chicago IN Public Schools	61	80	78	47	53	58	41
East Chicago Urban Enterprise Academy (East Chicago IN Public Schools)	71	91	75	65	60	80	54
Thea Bowman Leadership Academy (Gary IN Public Schools)	71	72	76	57	83	82	50
Gary IN Public Schools	59	74	72	60	62	49	36
Charter School of the Dunes (Gary IN Public Schools)	47	53	55	38	46	53	30
Xavier School of Excellence (South Bend IN Public Schools)	61	73	63	55	52		
South Bend IN Public Schools	64	69	71	57	62		
Duneland IN Community Schools	86	91	93	86	81		
Discovery Charter School (Duneland IN Community Schools)	88	98	98	79	56		

2011 Mathematics Percent Pass/+ or Percent Meet/Exceed
Indiana Statewide Testing for Educational Progress (ISTEP) or
Illinois Standards Achievement Test (ISAT)

School	2011 Overall	2011 Grade 3	2011 Grade 4	2011 Grade 5	2011 Grade 6	2011 Grade 7	2011 Grade 8
Passages Charter School (Chicago IL Public Schools)	82.9	92.6	75.6	84.8	80.8	84.2	
Plato Learning Academy (Chicago IL Public Schools)	75.6	83.3	68.2	61.5	77.5	96.3	
Chicago IL Public Schools	79.4	79.2	83.7	78.0	76.1	78.2	
East Chicago IN Public Schools	52	68	66	56	44	35	33
East Chicago Urban Enterprise Academy (East Chicago IN Public Schools)	68	62	64	74	85	74	36
Thea Bowman Leadership Academy (Gary IN Public Schools)	59	92	62	71	47	42	49
Gary IN Public Schools	56	63	60	77	63	35	36
Charter School of the Dunes (Gary IN Public Schools)	40	36	42	53	54	31	14
Xavier School of Excellence (South Bend IN Public Schools)	60	63	45	72	57		
South Bend IN Public Schools	64	68	69	69	67		
Duneland IN Community Schools	88	86	87	94	87		
Discovery Charter School (Duneland IN Community Schools)	90	100	86	89	75		

2010 ELA Percent Pass/+
or Reading Percent Meet/Exceed
Indiana Statewide Testing for Educational Progress (ISTEP) or
Illinois Standards Achievement Test (ISAT)

School	2010 Overall	2010 Grade 3	2010 Grade 4	2010 Grade 5	2010 Grade 6	2010 Grade 7	2010 Grade 8
Passages Charter School (Chicago IL Public Schools)	51.0	25.8	58.6	54.2	77.8		
Plato Learning Academy (Chicago IL Public Schools)	56.8	42.9	56.9	60.5	76.9		
Chicago IL Public Schools	68.4	62.3	63.9	62.9	71.5		
East Chicago IN Public Schools	60	70	64	52	61	36	37
East Chicago Urban Enterprise Academy (East Chicago IN Public Schools)	76	70	67	46	55	54	48
Thea Bowman Leadership Academy (Gary IN Public Schools)	75	88	79	71	84	59	62
Gary IN Public Schools	57	66	65	51	59	61	55
Charter School of the Dunes (Gary IN Public Schools)	55	73	71	68	70	86	78
Xavier School of Excellence (South Bend IN Public Schools)	57	57	61	41			
South Bend IN Public Schools	62	63	43	50			

2010 Mathematics Percent Pass/+ or Percent Meet/Exceed
Indiana Statewide Testing for Educational Progress (ISTEP) or
Illinois Standards Achievement Test (ISAT)

School	2010 Overall	2010 Grade 3	2010 Grade 4	2010 Grade 5	2010 Grade 6	2010 Grade 7	2010 Grade 8
Passages Charter School (Chicago IL Public Schools)	74.5	74.2	79.3	66.7	77.8		
Plato Learning Academy (Chicago IL Public Schools)	64.7	62.0	68.6	53.5	80.8		
Chicago IL Public Schools	76.5	76.7	79.2	74.0	75.3		
East Chicago IN Public Schools	52	64	57	65	62	32	31
East Chicago Urban Enterprise Academy (East Chicago IN Public Schools)	73	57	57	43	54	35	44
Thea Bowman Leadership Academy (Gary IN Public Schools)	73	90	60	88	82	54	49
Gary IN Public Schools	55	63	58	57	62	60	57
Charter School of the Dunes (Gary IN Public Schools)	52	76	68	71	73	78	71
Xavier School of Excellence (South Bend IN Public Schools)	62	57	66	53			
South Bend IN Public Schools	61	46	43	62			

2009 ELA Percent Pass/+
or Reading Percent Meet/Exceed
Indiana Statewide Testing for Educational Progress (ISTEP) or
Illinois Standards Achievement Test (ISAT)

School	2009 Overall	2009 Grade 3	2009 Grade 4	2009 Grade 5	2009 Grade 6	2009 Grade 7	2009 Grade 8	
IL statewide average		72.2	73.8	73.5				
Passages Charter School (Chicago IL Public Schools)	65.1	72.2	50.0	72.7				
Plato Learning Academy (Chicago IL Public Schools)	42.5	44.9	43.9	34.8				
Chicago IL Public Schools	67.8	60.6	63.4	61.5				
East Chicago IN Public Schools	50	57	57	56	56	39		
East Chicago Urban Enterprise Academy (East Chicago	72	75	79	67	86	50		
Thea Bowman Leadership Academy (Gary IN Public	51	56	53	52	50	52	42	
Gary IN Public Schools	44	63	53	47	44	33	27	
Charter School of the Dunes (Gary IN Public Schools)	47	57	65	41	33	33	36	
IN statewide average	71	74	73	70	69	67	65	

2009 Mathematics Percent Pass/+ or Percent Meet/Exceed
Indiana Statewide Testing for Educational Progress (ISTEP) or
Illinois Standards Achievement Test (ISAT)

School	2009 Overall	2009 Grade 3	2009 Grade 4	2009 Grade 5	2009 Grade 6	2009 Grade 7	2009 Grade 8	
IL statewide average		85.2	85.7	82.4				
Passages Charter School (Chicago IL Public Schools)	77.3	78.9	64.3	90.9				
Plato Learning Academy (Chicago IL Public Schools)	57.5	63.3	58.5	43.5				
Chicago IL Public Schools	73.6	72.8	78.0	72.0				
East Chicago IN Public Schools	46	46	43	62	50	40		
East Chicago Urban Enterprise Academy (East Chicago	73	77	83	80	70	50		
Thea Bowman Leadership Academy (Gary IN Public	45	59	48	59	49	32	29	
Gary IN Public Schools	44	54	46	55	56	29	27	
Charter School of the Dunes (Gary IN Public Schools)	49	40	68	56	43	29	48	
IN statewide average	72	72	70	76	73	68	67	

Indiana Charter Renewal Application / Annual Accountability Plan

Norm-referenced test results - NWEA Measures of Academic Progress

School	2011 Reading Percent At or Above National Median	2011 Mathematics Percent At or Above National Median	2011 Language Percent At or Above National Median
Xavier School of Excellence (South Bend IN Public Schools)	48	41	45
Discovery Charter School (Duneland IN Community Schools)	80	79	79

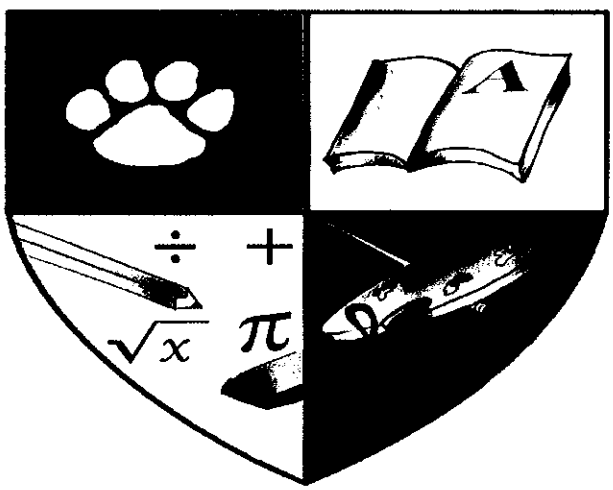
East Chicago Urban Enterprise Academy

Positive Behavior Interventions & Supports

2011-2012

Tiger Pride

P. Positive, Prompt, & Prepared
R. Respect & Responsible
I. Integrity
D. Determined & Disciplined
E. Excellence



Our PBIS Plan in Action

East Chicago Urban Enterprise Academy
1402 East Chicago Ave.
East Chicago, IN 46312
(219) 392-3650

PBIS Universal Plan

A Guide for Teaching School-Wide Behavioral Expectations

East Chicago Urban Enterprise Academy will incorporate positive behavioral strategies to decrease disciplinary infractions school wide. The principles of PBIS are design to have a proactive approach rather than a reactive approach when dealing with discipline issues.

- Clearly defined & stated outcomes
- Supportive administrative systems
- Research-validated practices
- Use of information for corrective measures

PBIS visualization

- Establish regular, predictable, positive learning and teaching environments.
- Train administrators, staff, teachers, parents, and volunteers.
- Teach and model behavioral expectations.
- Create systems for providing regular positive feedback. Acknowledge students when they are doing the right thing.
- Improve social competence and moral.
- Develop environments that support and foster academic and social success.

School –Wide Behavioral Expectation

This outline provides specific guidelines to the following:

- Behavioral expectations
- Administrators, teacher, and staff responsibilities
- Strategies for praise and acknowledgement
- Procedures for managing infractions that breach the code of conduct

East Chicago Urban Enterprise Academy School Behavioral Expectations

"Tiger Pride"

P. Positive, Prompt, & Prepared

R. Respect & Responsible

I. Integrity

D. Determined & Disciplined

E. Excellence

Positive, Prompt, & Prepared

Display a great attitude at all times
Be punctual
Bring all materials needed to be successful

Respect & Responsible

Listen
Follow directions
Treat others with respect
Be Tolerant of differences
Be considerate of feelings
Deal peacefully with anger & insults
Be accountable for your choices

Integrity

Doing what's right when no one is looking
Be honest
Be reliable

Determined & Disciplined

Be persistent in meeting your goals

Excellence

Striving to do your best

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 "Tiger Pride"

1. Teachers and staff will demonstrate and implement PBIS strategies

    - ❖ Movement among students in different settings
    - ❖ Interaction with students in different settings should be positive (There should be four positive statements before a negative statement is made) The interactions need to be often and positive.
    - ❖ Scanning students in different settings (i.e. Classroom, hallway, bathroom, lunchroom, recess.) This should include visual and auditory techniques.

Teachers and staff will follow the Six Components of School –Wide PBIS

- ✓ Select and define expectations and routines. Expectations and routines need to be Observable, Acknowledgeable, and Teachable (OAT).
- ✓ Teach behaviors and routines directly in all settings.
- ✓ Actively monitor behavior
- ✓ Acknowledge appropriate behavior
- ✓ Review data to make decisions.
- ✓ Correct behavioral errors. Use Pre-Corrections, Boosters, and De-escalations strategies.

Implementation Plan

Each classroom teacher is expected to teach the behavior expectations for all settings in the school. This implementation plan shall take place during the first week of school. Lessons will be revisited during each grading period. Teachers shall follow school wide matrix when addressing behaviors in each of the areas. See attached "Tiger Pride Behavior Matrix".

The critical areas identified in the matrix are classrooms, hallways, lunchroom, and assemblies. There are lesson plans in the appendix that address the behavioral expectations. Individual teachers should feel free to come up with their own plan for teaching expectations for the classroom.

Consistency: being consistent, keeping to a regular style not changing; condition of adhering together.

The key to the implementation of PBIS is consistency. Teachers and staff must buy into PBIS fully in order for the plan to be effective.

Patience: able to wait or put up with trouble without being anxious or angry.

PBIS has been proven to work, but it takes time. This is not an instant fix. We will see some immediate results, but we should not get discouraged if some of the students do not respond immediately. We all need to remain consistent with our expectations and specific positive feedback. This patience should also be applied to our plan. This remains a "Work In Progress" and will grow and change over time. We will find things that work and things that do not work. PBIS is flexible so that it can grow and adapt to our needs as teachers.

Teaching: the active of giving a person knowledge or skill.

Teaching expectations is the focal point of PBIS. We can not assume that every student is equipped with the social and academic skills to be successful. By teaching our expectations and consistently reinforcing them we can keep more students in our classrooms, increase learning, and increase overall student success. PBIS will allow us to remain educators.

Acknowledgement Systems

The acknowledgement system is a feature of the Tiger Pride behavioral expectations system. The behavioral expectation system focuses on acknowledging students who demonstrate ECUEA behavioral strategies.

Examples of Verbal Feedback

When you observe students being respectful, responsible, ready to learn, and/or demonstrating good relationships, acknowledge them by giving specific positive verbal feedback such as:

- **"That was so helpful the way you held the door open for the other students."**
- **"Thank you for picking up the trash on the floor beside your desk."**
- **Thank you for displaying such good manners to your classmates."**
- **"You are certainly acting responsible by....."**

Tiger Buck system

Acknowledge students who are exhibiting behaviors related to the Tiger Pride system by giving them specific positive feedback along with a tiger buck. Accumulation of Tiger Bucks gives the students access to variety of rewards.

- The Tiger Store is open every other Friday of the month. There are a bevy of items for the students to redeem during the store hours.
- Tiger Bucks are given out when students show "Tiger Pride"
- Individual teachers can use tiger bucks as a reward system for there classes.

Other Incentives ..... Teachers should develop a reward system to allow students to access these rewards.

- Help the teacher to present a lesson (e.g. by completing sample math problem on blackboard, reading a section of text aloud, and assisting cooperative learning groups on an activity.
- Homework Pass
- Playing a board game with school counselor or other preferred adult.
- Administrator sends a letter home saying he/she is doing a good job.
- Select a teacher to call home to tell parents they are doing a good job.
- Pass to front of the lunch line
- Allow student to call parents with a teacher
- Note sent home to preferred adult about good behavior (aunt, etc.)
- Eat lunch with a preferred adult at school
- Seating (with a friend) in a reserved section of the lunchroom
- Work at the school store.
- Assist in office sorting mail for one week.
- Help a specials teacher (e.g. art, music, gym)
- Design or post work on a class or hall bulletin board.
- Select a fun class activity from a selected list choice.
- Select friends to sit with to complete a cooperative learning activity
- Adopt a younger student and earn (through good behavior) daily visits to check in with that student as an older mentor.
- Help the library media specialist.
- Be praised privately by the teacher or another adult.
- Listen to music
- Play a game with a friend
- Select fun activity from "Activity Shelf" (stocked with play materials, games.)
- Work on a jigsaw or other puzzle.
- Minutes to read a book for pleasure
- Earn a class party

Faculty / Staff Acknowledgement System

Faculty and staff members are encouraged to acknowledge each other as we display our Tiger Pride behavioral expectations as examples for our students. If you would like to recognize another staff member, there will be a form that is to be filed out in the main office nominating the staff member of your choice. The Making a Difference award which will comprise of several different prize options for the staff member chosen will be handed out monthly.

School Wide Classroom Discipline Policy

Students of East Chicago Urban Enterprise academy are to adhere to the standards of conduct as outlined in the ECUEA student parent handbook. A copy of the policies that will be enforced are in the student handbook.

Classroom Rules and Responsibilities

1. Students should be on task throughout the day
2. Student should show respect to students, staff and school property.
3. Students should ask for permission to talk and walk about the room.
4. Students are required to have all supplies and text books.
5. Students should keep hands, feet and all other objects to themselves.

Consequences

1. Verbal Warning (Category 1, and 2's)
2. Reflection sheet or Color change (secondary and primary groups)
3. Phone Call to parent
4. Detention
5. Referral to Disciplinarian (office)

There is a five-step procedure classroom teachers can use when dealing with the discipline of their students:

1. A students first classroom based infraction the student will be given a verbal warning. The classroom teacher will hold the student accountable for their choice and help them develop a plan to improve their behavior.

2. With the student's second classroom based infraction a character counts reflection sheet will be completed by the classroom teacher. The students parents should sign the bottom portion of reflection sheet.**(before a student obtains a third infraction within the class try using some of the category 1, 2, and 3 interventions)**

3. With the student's third classroom based infraction, the classroom teacher will contact the parent of the student in question and also log it in their parent communication log.

4. With the fourth classroom based infraction, the teacher can give the student an afterschool detention. **The teacher is responsible for contacting the parent and documenting the conversation**. The administration will have to sign off on the detention to ensure that the following steps were taken prior to the detention being given for category (1 and 2 offenses)

5. With the student fifth classroom based infraction, the teacher will fill out a Disciplinary Referral. Next, the teacher will send the student with the discipline referral to Mr. Adams, Mrs. McGee, or Ms Jackson. The administration team will follow up with all parties involved in incident. (parents, teachers, students)

When inappropriate behavior takes place outside of the classroom and is dealt with by another staff member other than the student's teacher, the classroom teacher needs to be notified. **However, the staff member who observed the misbehavior is responsible for filling-out the disciplinary form**.

Students are not to be sent to the office for disciplinary reasons until after these procedures have been followed. The only exceptions are violent or extremely unsafe behavior. In these cases, students should be sent directly to the administration with a major referral.

Lunchroom and Recess Guidelines:

Children's experiences in the lunchroom and playground are integral parts of their school day. The staff's expectations on behavior should extend from those found in the student handbook and the rules established in the classroom. Staff members on duty need to use guidelines provided below and their own good judgment to help students develop responsible behavior in the cafeteria and on the playground.

Supervision:

Staff members on playground and/or cafeteria duty **need to be on time, visible, alert, and continually watching for potential safety issues**. If a student acts inappropriately, staff members on duty need to use their professional judgment when addressing a student. Classroom teachers will be informed of all inappropriate behaviors involving students from their class. If duty people and classroom teachers feel, a situation is of a serious enough nature or unmanageable, they should contact the office for help.

Lunchroom Guidelines:

Students will:

- enter the cafeteria in an orderly manner
- need permission to leave their seats once they sit down to eat
- speak in a normal and respectable tone of voice
- use appropriate table manners and be courteous to others
- clean their table and floor area before they will be allowed to leave for recess
- wait quietly until staff member on recess duty is available to take students out

Playground Guidelines

Boundaries: The boundaries of the playground are the grass areas, equipment area, and the field (when appropriate)

Equipment: Activities that involve any type of equipment should be used in an appropriate and safe manner.

Activities: When choosing an activity, students need to consider others' safety. **Activities such as wrestling, play fighting, and tag are examples of inappropriate activities**.

Students will:

- make their way to and from the playground in an orderly manner
- need permission to leave the playground
- dress appropriately for the weather

Hallway Guidelines

- We all need to move through the hallways quietly so others trying to work are not disturbed.
- We all need to be respectful of others wherever we are in the building
- Students will walk in primary building in leadership position

Class must be delivered to and picked up from where they are traveling throughout the school by designated staff members.

Handling infractions of Behavioral Expectations

ECUEA will maintain a fair but firm level system for handling infractions of behavioral expectations. Outlined below is the level system along with the instructions for handling such behaviors.

Category I.

Definition of Category I offenses: Low intensity, not serious but inappropriate. The teacher will handle minor offenses in the classroom. The teacher will determine the consequences and keep a student log of all behavioral incidents. Three things must occur before sending a child to an administrator. 1. Verbal redirection 2. Recess taken 3. Phone Call home

Category 1 Behaviors:	Category I Interventions
Excessive talking	CC pillar referral sheet
Running in the hallway	Withdrawal of privileges
Persistent tardiness to school	Parent Contact
Chewing gum	Verbal reprimand
Lack of class supplies	Verbal reprimand
No homework	No Recess

Category II

Definition of Category II offenses: Medium intensity, somewhat serious and inappropriate. The teacher will handle most Category II offenses in the classroom. The teacher will determine the consequence and keep a student log of all behavioral incidents. Three things must occur in this order before sending a child to the office. 1. Verbal redirection 2. Phone Call home 3. Afterschool Detention

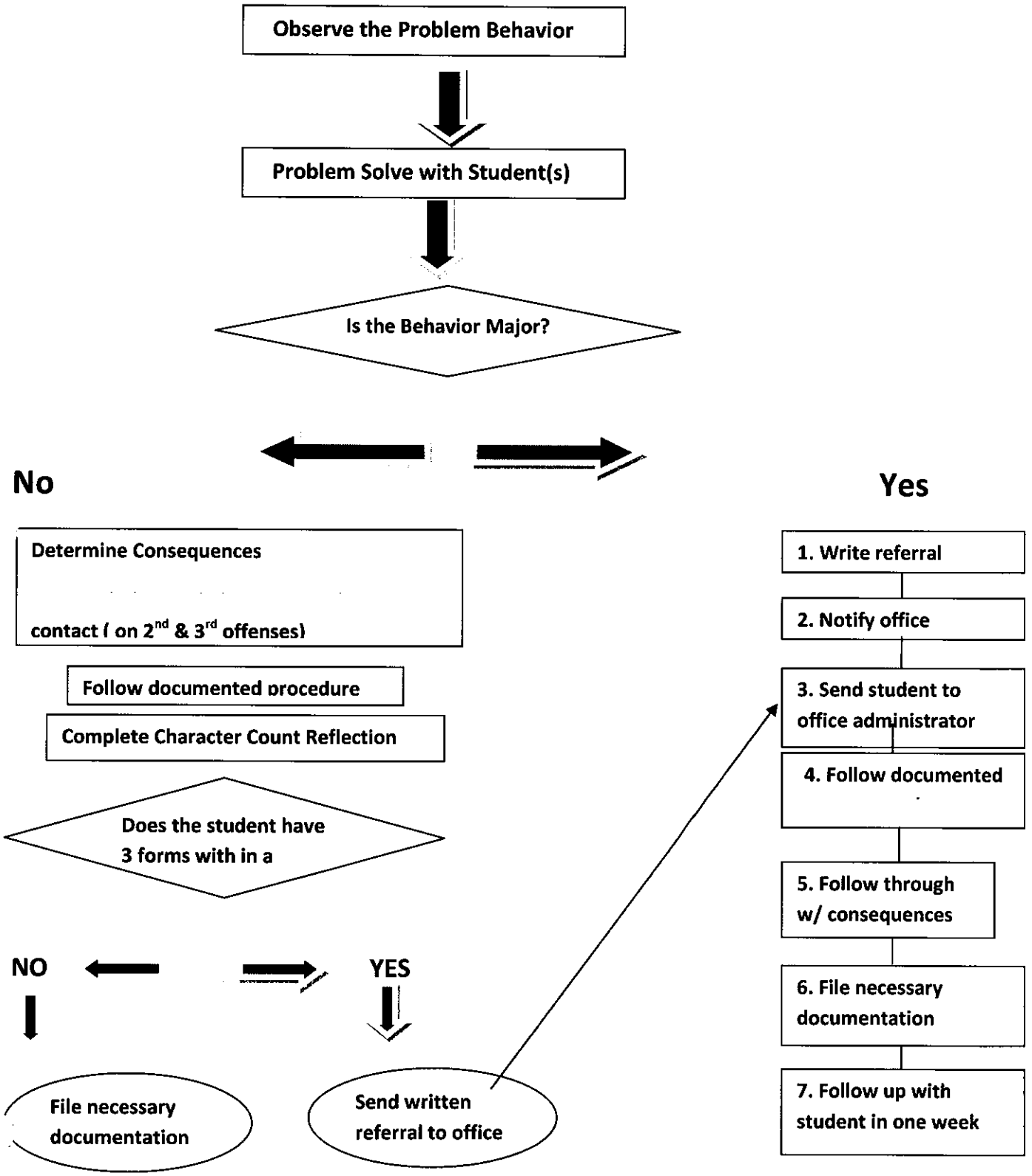
Category II Behaviors	Category II Interventions
Cheating	Taking paper and calling parent
Horseplay	Verbal reprimand, revue safety rules
Leaving Class w/o permission	Verbal reprimand, Detention
Acts that obstruct classroom environment	CC Pillar sheets
Disrespect of school staff members	referral to office

Category III

Definition of Category III offenses: High intensity, serious and inappropriate behaviors. Students are sent immediately sent of the office with a discipline referral. Administrative consequences will be assigned prior to the student's re-entry to class.

Category III Behaviors	Category III Interventions
Fighting	Office referral **Mandatory**/ ISS/ suspension
Threatening staff	Office referral **Mandatory**/ISS/suspension
Sex violation	Office referral **Mandatory**/ISS/ suspension

General Procedure for Dealing with Problem Behavior



Classroom Strategies

- Set up your room to be "student friendly". Arrange desks for easy teacher access to all students
- **DO NOT** sit at a desk during instruction. Teachers should walk and wander around the room.
- During instruction, challenging students should not be in the corner or back or the room, but within in two or three feet of the teacher. Proximity and eye contact work wonders for increasing positive student behavior.
- Keep students on task with instructional activities at least 70% or more during academic classes (effective teachers know that unstructured time – or down time – causes problems).
- Reward all students are following procedures in a positive way with praise, note or phone call home, privileges, or tangible incentives like Tiger Bucks
- Post a schedule in an obvious place and follow it. Students need to know the daily routine.
- Teach students the expectations for each and every activity. Never assume that a student will know what you expect from them.
- Look for classroom-tested resources to motivate and manage challenging students. Positive reinforcement strategies are excellent for boosting good behavior and learning.
- Speak with other staff members who have worked with a challenging student. Find out what interventions have worked best for them. Collaborate.
- Speak with a member of the Teacher Support Team. This committee is available to assist teachers with strategies and interventions.
- Model all behaviors that are expected out of the students.

General Lesson Format for Teaching "Tiger Pride" Behaviors

When introducing behavioral expectations, follow four basic steps:

Step 1: Access prior knowledge of Tiger PRIDE for specific settings.

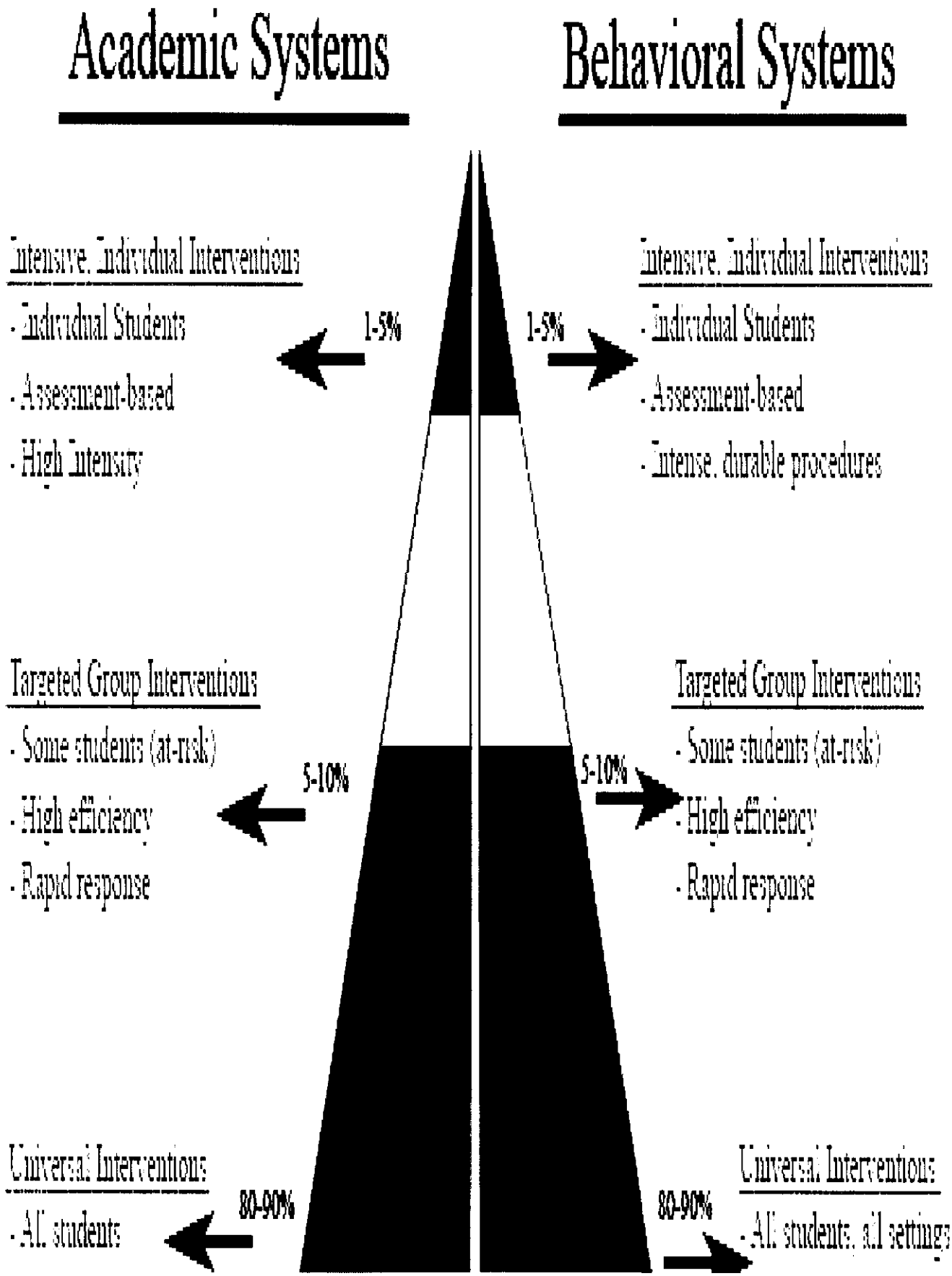
Step 2: Identify Tiger PRIDE behaviors for specific settings

Step 3: Model Tiger PRIDE behaviors for specific settings.

- ❖ Positive, Prompt, & Prepared
- ❖ Respect & Responsible
- ❖ Integrity
- ❖ Determined & Disciplined
- ❖ Excellence

Step 4: Review expectations of Tiger PRIDE for specific settings.

Use ECUEA behavior Matrix to guide the lesson to assure that the students are familiar with the expectations for the specific settings identified.


Academic Systems
Behavioral Systems
Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity
1-5%
1-5%
Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures
Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
5-10%
5-10%
Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response
Universal Interventions
- All students
80-90%
80-90%
Universal Interventions
- All students, all settings

Tier II: Secondary Intervention

Goals

- To provide positive behavior support for students in need of intervention
- To assist students in behavioral and academic progress
- To improve the school climate by bettering the student / teacher/ parent relationship

Expectations (i.e. Raider Rally)

- **Positive, Prompt, & Prepared**
- **Respect & Responsible**
- **Integrity**
- **Determined & Disciplined**
- **Excellence**

Students Selected for Targeted Interventions

- Two suspension within Academic quarter **(ones that the PBIS team determines are in need of intervention)**
- Students who are referred to office for discipline reasons four or more times within quarter**. (insubordination, fighting, disruptive behavior)**

Strategies Available

- **Check - In / Check - out:** Students check in/out with our member of PBIS Team daily or by specific hours as identified by the PBIS team. If the student forgets to check in or check out, the PBIS team leader will find the student and makes contact for that day. This is designed to be a temporary intervention until the goals are reached.

- **Tiger Bucks:** Positive behavior reinforced by teachers through use of the school-wide token system

- **Refer back to extra incentives page**

PBIS Team

It is the role of the PBIS Team to determine and monitor students who have been given interventions in an effort to address problem behaviors. The PBIST will assure each teacher is provided with a copy of the interventions. The team will meet bi- monthly to review the data from the Functional Behavior Assessments (FBA) and anecdotal records of students with interventions to determine whether revisions or gradual removal is warranted. The (FBA's) will be done on T2 students. The PBIST will review the students data information to also see whether secondary interventions, Behavioral Intervention Plan, or no action necessary.

PBIS Team Members

- **Ellen McGee : Upper School Team Leader/Team Coordinator**
- **Kyle Adams : Disciplinarian / PBIS Chair**
- **Deidre Gatlin : In-school suspension / PBIS Facilitator**
- **Nawatha Hall : Social Worker / Co- Chair**
- **Linda Kincaid : Special Education Coordinator**
- **Charlotte Jackson : School Director**
- **Erika Jackson: Lower School team leader**

Tier III: Tertiary Interventions

Goals

- To provide positive behavior support for students in need of intensive interventions who despite previous intervention efforts continue to experience chronic behavior problems
- To assist students in behavioral and academic progress
- To improve the school climate by bettering the student/teacher/parent relationship
- In the event our previous interventions have not worked ECUEA will provide parent/guardians with a list of outside resources that may better suite their child.

Expectations

- Positive, Prompt, & Prepared
- Respect & Responsibility
- Integrity
- Determined & Disciplined
- Excellence

Students Selected for Intensive Interventions

- Two suspension within Academic quarter **(ones that the PBIS team determines are in need of intervention)**
- Students who are referred to office for discipline reasons four or more times within quarter. **(insubordination, fighting, disruptive behavior)**

Strategies

- **Weekly counseling sessions with Social Worker**
- **Anger management lessons with Social Worker**
- **Check –in/ Check out**
- **Development of Behavior Contract**

PBIS Team

It is the role of the PBIS Team to determine and monitor students who have been given interventions in an effort to address problem behaviors. The PBIST will assure each teacher is provided with a copy of the interventions. The team will meet bi- monthly to review the data from the Functional Behavior Assessments (FBA) and anecdotal records of students with interventions to determine whether revisions or gradual removal is warranted. The PBIST will review the students data information to also see whether secondary interventions, Behavioral Intervention Plan, or no action necessary.

PBIS Team Members

- **Ellen McGee : Upper School Team Leader/Team Coordinator**
- **Kyle Adams : Disciplinarian / PBIS Chair**
- **Deidre Gatlin : In-school suspension / PBIS Facilitator**
- **Nawatha Hall : Social Worker / Co- Chair**
- **Linda Kincaid : Special Education Coordinator**
- **Charlotte Jackson : School Director**
- **Erika Jackson: Lower School team leader**

E.C.U.E.A Behavior Matrix

	Classroom	Lunchroom	Recess	Hallway	Assembly
P	Come to class on time and be prepared to work	Line up promptly	Positive play, avoid physical contact	Stand prepared in leadership position	Be on time, positive praise and be prepared to listen
R	Raise your hand, stay seated & complete all class assignments	Keep hands off other people or their food, through away your own lunch tray, pickup after yourself, & keep the noise level down.	Put away all equipment after recess, Respect lunch monitors and fellow peers	Abstain from pushing, running or yelling in the hallway, respect items displayed in the hallway	Pay attention to presenters and do not talk during presentations
I	Take pride in your work, Be honest and do your on work	Stay in line , be patient and keep hands and feet to yourself	Share the equipment	Walk in the hallway correctly at all times	laughing during presentations is prohibited
D	keep trying even if it is hard	Listen to staff when asked to do something	Being trusted to stay within the designated play area	Walk quietly down the hallway	Sit quietly doing presentations
E	Following all rules within the classroom & give your best effort	Make sure your space is clean, put all equipment away	Be a team player	Stay to the right at all times and avoid playing the hallway	When your class is performing do your best when presenting

Functional Assessment Checklist for Teachers and Staff

Student_____ Date_____ Grade _____

Teacher/Staff Completing Checklist _____

Student Profile: Please identify the student=s strengths, including any academic interests, social skills, hobbies, sports, etc._____

_____

Directions: To gain a better understanding of the nature and scope of the problem behavior(s) please check the most

relevant item(s). Use the CONSIDERATIONS space at the bottom of each section to provide a brief description.

Problem Behavior(s): Behavior(s) of concern that are occurring.

___Tardy ___Inappropriate language ___Disrupts class activities ___Theft

___Inattentive ___Fighting/Physical Aggression ___Insubordination/Disrespectful ___Sleeping

___Work Incomplete ___Verbally Harasses Others ___Vandalism

___Other (describe)

CONSIDERATIONS: What behavior typically occurs first and how does it escalate? What does behavior look like?

_____

_____

Predictor(s) & Setting Events: Persons, place, or time where behavior of concern is most likely to occur.

Location Person(s) Time Academic Concerns Setting Events

___In class ___Peer(s) ___Before School ___All Classes ___Use of Medication

___Hall ___Teacher(s) ___Morning ___Reading ___Physical Health

___Cafeteria ___Staff ___Lunch ___Math ___Illegal Drug Use

___Bus ___Homeroom ___Special Ed. Eligible ___Conflict at Home

___Other ___Afternoon ___Other ___Other

CONSIDERATIONS: A specific activity that is difficult for student? Does the behavior occur alone or With peers?_____

_____

Consequence(s): What typically happens after behavior of concern occurs?

Obtains Attention Escapes or Avoids Demand or Situation Current Strategies

___Peer Attention ___Escape difficult activity ___Change Seating

___Adult Attention ___Ignore/Decrease Adult Attention ___Contact Parent

___Activity ___Negative Peer Attention ___Send to Office

___Other ___Other ___Other

CONSIDERATIONS: What strategies have been effective? After an incident what does the student obtain (e.g. attention) or avoid (e.g. a difficult task)?_____

_____

Summary of Behavior

Use the items selected above and information written in the CONSIDERATIONS to complete section below.

Predictor(s) & Setting Event Behavior(s) of Concern Consequences

Statistical Overview of Current Charter Period: Data Charts

Requested Data	Year 1 2005	Year 2 2006	Year 3 2007	Year 4 2008	Year 5* 2009
Enrollment:					
Enrollment by grade:					
Grade K Approved	44	44	44	44	44
Actual	47	47	44	45	50
Grade 1 Approved	50	50	50	50	50
Actual	40	49	49	53	49
Grade 2 Approved	50	50	50	50	50
Actual	37	45	49	53	51
Grade 3 Approved	50	50	50	50	50
Actual	39	49	49	49	52
Grade 4 Approved	50	50	50	50	50
Actual	42	47	47	49	52
Grade 5 Approved	N/A	50	50	50	50
Actual	N/A	47	48	48	48
Grade 6 Approved	N/A	N/A	50	50	50
Actual	N/A	N/A	45	42	48
Grade 7 Approved	N/A	N/A	N/A	50	50
Actual	N/A	N/A	N/A	43	36
Grade 8 Approved	N/A	N/A	N/A	N/A	50
Actual	N/A	N/A	N/A	N/A	38
Grade 9 Approved	N/A	N/A	N/A	N/A	N/A
Actual	N/A	N/A	N/A	N/A	N/A
Grade 10 Approved	N/A	N/A	N/A	N/A	N/A
Actual	N/A	N/A	N/A	N/A	N/A
Grade 11 Approved	N/A	N/A	N/A	N/A	N/A
Actual	N/A	N/A	N/A	N/A	N/A
Grade 12 Approved	N/A	N/A	N/A	N/A	N/A
Actual	N/A	N/A	N/A	N/A	N/A
# of Applications in Lottery (Previous Spring of each year)					
Grade K	N/A	3	0	1	0
Grade 1	N/A	0	0	0	3
Grade 2	N/A	0	0	3	5
Grade 3	N/A	0	0	2	4
Grade 4	N/A	0	0	1	5
Grade 5	N/A	0	0	1	0
Grade 6	N/A	N/A	0	0	1
Grade 7	N/A	N/A	N/A	1	0
Grade 8	N/A	N/A	N/A	N/A	0
Grade 9	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A
Gender Enrolled					

* Year 5 information will be updated prior to the site visit. Please include any data for Year 5 available at the time.

Requested Data		Year 1 2005	Year 2 2006	Year 3 2007	Year 4 2008	Year 5* 2009
Grade K	Male	19	14	23	25	32
	Female	28	33	21	20	18
Grade 1	Male	23	23	16	24	23
	Female	17	26	33	29	26
Grade 2	Male	18	26	27	19	26
	Female	19	19	22	34	25
Grade 3	Male	21	25	26	23	21
	Female	18	24	23	26	31
Grade 4	Male	21	24	23	26	27
	Female	21	23	24	23	25
Grade 5	Male	N/A	24	22	20	25
	Female	N/A	23	26	28	23
Grade 6	Male	N/A	N/A	20	23	24
	Female	N/A	N/A	25	19	24
Grade 7	Male	N/A	N/A	N/A	23	19
	Female	N/A	N/A	N/A	20	17
Grade 8	Male	N/A	N/A	N/A	N/A	20
	Female	N/A	N/A	N/A	N/A	18
Grade 9	Male	N/A	N/A	N/A	N/A	N/A
	Female	N/A	N/A	N/A	N/A	N/A
Grade 10	Male	N/A	N/A	N/A	N/A	N/A
	Female	N/A	N/A	N/A	N/A	N/A
Grade 11	Male	N/A	N/A	N/A	N/A	N/A
	Female	N/A	N/A	N/A	N/A	N/A
Grade 12	Male	N/A	N/A	N/A	N/A	N/A
	Female	N/A	N/A	N/A	N/A	N/A
Discipline:						
Number of in-school suspensions (**for the possession of alcohol, drugs or weapons**)		0	0	0	0	0
Number of out-of-school suspensions (**for the possession of alcohol, drugs or weapons**)		0	0	0	2	0
# of students suspended for any reason		44	59	62	68	83
Number of expulsions		0	0	0	0	0
#Homeless Students		0	0	0	0	0
Retention Rates:						
# and % of Students returning from the previous year		N/A	205/100%	280/98.5%	329/99.4%	359/93.9%
# and % of Teachers returning		0	11.73%	12.67%	18.86%	16.80%
Student/Teacher Ratio		25/1	25/1	25/1	25/1	25/1
Staffing:						
# Uncertified teachers		2EP	3EP	4EP	4EP	3EP
# Paraprofessionals		6	6	8	10	11

Requested Data	Year 1 2005		Year 2 2006		Year 3 2007		Year 4 2008		Year 5* 2009	
Total # of teachers who are certified employees	12		14		16		17		19	
Changes in staffing numbers	0		3		5		3		3	
Attendance:										
Average daily attendance rate	94.8		95.8		95.25		95.26		94.13	
Demographics (Include the number and percentage of Student Population):	#	%	#	%	#	%	#	%	#	%
White	1	0.5	2	0.7	2	0.6	5	1.3	4	0.9
Black	129	62.9	177	62.3	210	63.4	220	57.6	245	56.7
Hispanic	60	29.3	92	32.4	105	31.7	126	33.0	154	35.6
Asian	1	0.5	1	0.4	0	0.0	0	0.0	0	0.0
Native American	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Multiracial	14	6.8	12	4.2	14	4.2	31	8.1	29	6.7
Free Lunch		93.2		82.7		75.2		79.3		72.0
Reduced Lunch		5.4		6.7		10.9		7.6		7.2
Special Education	5	2.4	11	3.9	13	3.9	22	5.8	21	4.9
Average class size	25		25		25		25		25	
High Ability										
Remediation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Learners										
Alternative Education (Secondary)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career and Technical Education (Secondary)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Funding:										
Expenditures per pupil										
Average Teacher salary	36,000.00		36,000.00		39,118.00		40,118.00		39,688.00	
Remediation Funding	N/A		2,026.00		4,182.00		7,090.00		3,224.00	
Mobility:										
Interdistrict mobility rate (if information is available)	N/A		N/A		N/A		N/A		N/A	
Intradistrict mobility rate (if information is available)	N/A		N/A		N/A		N/A		N/A	
Diploma Types:	#	%	#	%	#	%	#	%	#	%
Academic Honors	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Core 40	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Career and Technical Programs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
International Baccalaureate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Secondary Programs:										
Percentage of students who pursue higher education	N/A		N/A		N/A		N/A		N/A	
Graduation rate	N/A		N/A		N/A		N/A		N/A	
Advanced Placement: % of students scoring a	N/A		N/A		N/A		N/A		N/A	
Three (3)	N/A		N/A		N/A		N/A		N/A	
Four (4)	N/A		N/A		N/A		N/A		N/A	

Requested Data	Year 1 2005	Year 2 2006	Year 3 2007	Year 4 2008	Year 5* 2009
Five (5)	N/A	N/A	N/A	N/A	N/A
SAT:					
# of Students who took SAT	N/A	N/A	N/A	N/A	N/A
# of Graduates	N/A	N/A	N/A	N/A	N/A
% of Graduates taking SAT	N/A	N/A	N/A	N/A	N/A
Average Composite (Math & Verbal)	N/A	N/A	N/A	N/A	N/A
Average SAT Math Score	N/A	N/A	N/A	N/A	N/A
Average SAT Verbal Score	N/A	N/A	N/A	N/A	N/A
Average SAT Writing Score	N/A	N/A	N/A	N/A	N/A
The percent of grade 8 students enrolled in Algebra I	N/A	N/A	N/A	N/A	N/A
Number of students work permits revoked	N/A	N/A	N/A	N/A	N/A
Number of students driver's license revoked	N/A	N/A	N/A	N/A	N/A
Number of students not advanced to grade 10 due to a lack of completed credits	N/A	N/A	N/A	N/A	N/A
Elementary Programs:					
The percentage of grade three (3) students reading at grade 3 level	N/A	N/A	N/A	N/A	59%
AYP					
English Performance					
All Students	N/A	65.0	61.3	58.9	76.2
Black	N/A	60.0	55.6	46.0	69.7
Hispanic	N/A		70.0	76.0	83.3
Free/Reduced	N/A	65.3	59.9	57.4	76.1
LEP	N/A				
English Participation					
All Students	N/A	YES	YES	YES	99.9
Black	N/A	YES	YES	YES	100.0
Hispanic	N/A		YES	YES	99.5
Free/Reduced	N/A	YES	YES	YES	99.5
LEP	N/A				
Math Performance					
All Students	N/A	64.4	74.6	76.6	72.6
Black	N/A	63.4	70.4	69.0	67.1
Hispanic	N/A		82.4	89.3	77.7
Free/Reduced	N/A	64.6	75.2	74.9	75.7
LEP	N/A				
Math Participation					
All Students	N/A	YES	YES	YES	100.0
Black	N/A	YES	YES	YES	100.0
Hispanic	N/A		YES	YES	100.0
Free/Reduced	N/A	YES	YES	YES	100.0

Requested Data	Year 1 2005	Year 2 2006	Year 3 2007	Year 4 2008	Year 5* 2009
LEP	N/A				
ISTEP					
Math					
Students Tested	83	111	217	222	276
Overall Passing Percentage	51.8	63.1%	76.5%	73.0%	72.8%
Median Growth	N/A	64.0%	36.5%	47.5%	34.0%
Category or Quadrant (Growth/Achievement)	N/A	High Growth Low Achieve	Low Growth High Achieve	Low Growth High Achieve	Low Growth High Achieve
English					
Students Tested	83	110	169	221	275
Overall Passing Percentage	51.8	62.7%	62.1%	72.4%	76.0%
Median Growth	N/A	51.5%	54.0%	63.0%	53.0%
Category or Quadrant (Growth/Achievement)	N/A	High Growth Low Achieve	High Growth Low Achieve	High Growth High Achieve	High Growth High Achieve
Percentage Passing ISTEP					
Number of Students Tested					
Grade K	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A
Grade 3	40	49	49	49	52
Grade 4	43	48	47	49	52
Grade 5	N/A	47	48	49	48
Grade 6	N/A	N/A	46	44	49
Grade 7	N/A	N/A	N/A	43	37
Grade 8	N/A	N/A	N/A	N/A	39
Grade 9	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A
Percent Passing E/LA					
Grade K	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A
Grade 3	53%	63%	67%	76%	88%
Grade 4	51%	54%	66%	55%	79%
Grade 5	N/A	66%	63%	61%	71%
Grade 6	N/A	N/A	52%	48%	84%
Grade 7	N/A	N/A	N/A	44%	59%
Grade 8	N/A	N/A	N/A	N/A	62%
Grade 9	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A
Percent Passing Math					
Grade K	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A

Requested Data	Year 1 2005	Year 2 2006	Year 3 2007	Year 4 2008	Year 5* 2009
Grade 3	45%	51%	82%	84%	90%
Grade 4	58%	56%	79%	76%	60%
Grade 5	N/A	62%	71%	73%	88%
Grade 6	N/A	N/A	72%	77%	82%
Grade 7	N/A	N/A	N/A	60%	54%
Grade 8	N/A	N/A	N/A	N/A	49%
Grade 9	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A
Percent Passing Both					
Grade K	N/A	N/A	N/A	N/A	N/A
Grade 1	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A
Grade 3	30.0%	44.9%	65.3%	73.5%	83%
Grade 4	44.2%	37.5%	59.6%	53.1%	50%
Grade 5	N/A	48.9%	47.9%	53.1%	69%
Grade 6	N/A	N/A	50.0%	45.5%	76%
Grade 7	N/A	N/A	N/A	39.5%	41%
Grade 8	N/A	N/A	N/A	N/A	44%
Grade 9	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A
PL221 Data					
Performance	N/A	62.7%	67.0%	67.3%	74.3%
Improvement	N/A	10.5%	7.5%	4.9%	1.7
Category	N/A	Exemplary	Exemplary	Exemplary	Academic Progress
NWEA					
Percent of students meeting reading growth target	42.2%	34.1%	37.4%	35.1%	48.8%
Percent of students meeting language arts growth target	40.5%	31.5%	42.0%	50.4%	50.8%
Percent of students meeting math growth target	45.6%	37.3%	37.4%	48.1%	60.4%