Application Narrative

1. Provide a Statement defining the **Vision** and **Mission** of the school.

Vision and Mission:
Timothy L. Johnson Academy is established to serve students who are "at-risk," whether because of economic, educational or social disadvantage.

The Academy provides a choice in the array of public education alternatives
available to parents and children to better suit their individual needs.

We Believe:
- that students' strengths, interests and abilities must be celebrated by a community of learners.
- that young people need relationships that foster their sense of worth and being valuable to society.
- that children must attend school.
- that our young people need significant opportunities to have their broad and diverse learning styles addressed.
- that educational choices made in the early years have the greatest impact on students' later lives.
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How have they been consistently implemented throughout all aspects of the school?

Timothy L. Johnson Academy strives to reach its vision by following the mission on a daily basis. Each child, no matter his or her background, comes to TLJA for a quality school experience; a school experience that provides a loving, supportive atmosphere in which each child feels valuable and important. Each student is greeted and sent home with a hug, high five, kind word, or big smile every day. Staff members are frequently seen in conversation with students during lunch, recess, arrival and dismissal building rapport, increasing communication, giving advice, or just listening to a funny anecdote from the day's events. Students are encouraged to help teachers and others with school and classroom jobs, increasing feelings of responsibility and importance.   There is a sense of ownership in their school and students work to maintain an environment of support and respect.

Many children attending TLJA have economic, academic or social deficits in their environment. Johnson Academy staff work tirelessly to insure that each student experiences support and a strong sense of hope and success.   If students come to school needing school supplies, uniform clothes, a new book bag

or even shoelaces, it will be provided. With four yellow busses and eight routes, transportation is provided free of charge to most students with occasional pick-ups for students missing their bus. Teachers and support staff are highly qualified and expected to provide a student-centered education based on multiple intelligences and learning styles. Multi-tiered interventions are provided to students not meeting expected standards, academically or socially. Consistent rules and procedures throughout the building provide high standards and expectations in all areas.

2. **Provide a statement of the Goals for the school.**

Timothy L. Johnson Academy Goals:
- Achieve AYP;
- IDOE P.L.221 rating of A or B;
- NWEA Math, Reading and Language: the percentage of students making normal gains is 50% or better;
- Student retention rate is 75% or better;
- Teacher retention rate is 75% or better;
- ADM enrollment is at or above budgeted goal;
- SBOA Audit shows no significant findings and all other findings are satisfactorily addressed;
- Successful in meeting a balanced budget;
- Positive cash balance;
- Successful in meeting legal compliance requirements of BSU Charter Office, IDOE and charter contract.

- **What are the actions implemented to attain each of the goals?**

    The TLJA School Improvement Plan provides strategies to improve areas of weakness and strengthen successful areas. The TLJA Board of Directors regularly monitors the status of each of the school goals. TLJA met each of the school goals in 2008-09 and 2009-10; and met each goal with the exception of AYP in 2010-11.

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?

a. After completing the Assessment Data Charts, provide the following analysis of your student performance data.
What do these data tell you? ***Consider the following questions in your analysis.***
   i. What areas of weakness are indicated by these data? Do the state data, the achievement data and the individual student data align to support your conclusions?

   The areas of weakness for Timothy L. Johnson Academy that become apparent after analyzing ISTEP+, NWEA, and Acuity data include vocabulary development, writing for writing prompts, and computation. Comprehension of Literary Text, as opposed to Comprehension of Informational Text, is also a weakness across several grade levels.

ii.   **What areas of strength are apparent?**

Timothy L. Johnson Academy has grade level and school-wide strengths.   In looking at strengths across multiple grades, the strengths and the reasons for success in these areas were identified. The strength most apparent across grade levels was Mathematics Problem-Solving. Upper grades also see strengths in writing. When reviewing grade level strengths, teachers and staff identify specific strategies being used in that grade and look at implementation in other grade levels.

iii.   **What factors have contributed to these results, and how have these factors contributed to student performance results?**

    a.   **Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?**

In looking at school-wide areas of weakness, the weaknesses affect many, but not all students. Given the school does not have a variety of sub-groups, weakness and strengths generally affect all students and not specific subgroups.

    b.   **Have ALL students performance been analyzed, what progress monitoring tools do you have in place that provide this information?**

All students and their performance on assessments, whether mandated or classroom have been analyzed and monitored. Progress monitoring tools, such as those with mClass:Math and mClass:Reading and Acuity assessments provide ongoing information on students' needs and growth. Personalized Education Plan forms for all students help teachers and interventionists keep track of individual student information.

    c.   **Explain what research-based interventions you are using and why you chose them?**

Interventions chosen are based on the needs of individual students. Reading readiness interventions use activities specifically designed to remediate emergent reading fluency skills based on research on the benchmark indicators taken from DIBELS.   In addition, LiPS (Lindamood Phoneme Sequencing Program) is also used with small groups. Math interventions include strategies based on brain research through the C.L.A.S.S. program, such as the use of extensive hands-on and movement activities, additional verbal, visual, and tactile instruction, and learning styles.

iv.   **What are your school's next steps?**

Several of Timothy L. Johnson Academy's next steps after analyzing data from 2010-2011 have already been realized. The number of interventionists in the upper grades has increased so more students not achieving at grade level can receive remediation. We are completing school wide writing prompts K-8, assessing them using ISTEP+ writing rubrics (Kindergarten and first grade use modified rubrics), and use the results to guide additional instruction in writing.   We are currently starting to review math curriculum in order to update our math resources for next year.

Upper grade classes are including small group reading and math instruction in daily lesson plans and already have seen great gains in reading levels and scores on classroom math assessments.   Specific intervention programs are also being looking at to add to the Johnson Academy curriculum list.

The biggest change/update to the curriculum and instruction occurred over the summer when teachers revamped Planning and Pacing Guides at all grade levels to align with Acuity and ISTEP+. Currently Timothy L. Johnson Academy follows the Curriculum Map Aligned Acuity test, following the state's guide for pacing of standards.   Students in grades 3-8 now take an Acuity Pre-Test in math and language arts at the beginning of the quarter. Teachers teach the recommended standards for the quarter and then assess the students growth at the end of the quarter by taking the Acuity Post-Test. This allows us to see areas needing reteaching and remediation on a more frequent basis than previously available.

v.   How will you know if it is working?

Teachers and staff will know our "next steps" are working as we continue to evaluate our student data from mClass, Acuity, and classroom assessments on a weekly basis.   ISTEP+ scores and NWEA data will also be looked at, but provide the monitoring data necessary for continued evaluation. Our School Improvement Plan also contains evaluation checkpoints in which changes and modification of strategies are evaluated.

b.   Provide meaningful comparisons to district-of-residence student performance over time. Where possible, present multi-year data for baseline purposes and use cohort data if available. Are you out-performing the non-charter schools?

The ethnicity of the student body at Timothy L. Johnson Academy is 94% African American. The percentage of students qualifying for free/reduced lunch is 98%. In order to provide meaningful comparisons to district-of-residence student performance over time, the following charts compare achievement results of similar demographic populations in district schools over three years. The following chart compares district-of-residence student performance of the African American ISTEP Subgroup which most closely compares to the Timothy L. Johnson Academy student body. Disaggregated data to make meaningful student performance comparisons of the African American subgroup including Free/Reduced Lunch students are not available to be included in this comparison.

Year	School Name	ISTEP Both ELA and Math Total Pass %	ISTEP ELA Total Pass %	ISTEP Math Total Pass %
2008	Timothy L Johnson Academy	36.5%	54.1%	47.3%
2008	Northcrest Elementary School	20.7%	34.5%	29.3%
2008	Portage Middle School	21.2%	25.4%	35.6%
2008	Lane Middle School	30.4%	37.6%	48.4%
2008	Heritage Jr/Sr High School	33.3%	48.1%	40.7%
2008	Meadowbrook Elementary School	43.3%	56.7%	50.0%
2008	Highland Terrace Elem Sch	53.8%	61.5%	69.2%
2008	East Allen County Schools	31.4%	40.7%	43.0%
2008	Fort Wayne Community Schools	32.8%	43.0%	45.7%
2010	Timothy L Johnson Academy	35.6%	47.8%	43.3%
2010	Lane Middle School	24.8%	35.0%	35.5%
2010	Portage Middle School	26.6%	35.4%	44.3%
2010	Northcrest Elementary School	28.0%	48.0%	32.0%
2010	Heritage Jr/Sr High School	28.6%	38.1%	47.6%
2010	Highland Terrace Elem Sch	31.3%	50.0%	37.5%
2010	Meadowbrook Elementary School	50.0%	70.8%	58.3%
2010	East Allen County Schools	34.3%	49.8%	44.3%
2010	Fort Wayne Community Schools	38.4%	50.2%	49.3%
2011	Timothy L Johnson Academy	28.4%	41.3%	40.0%
2011	Meadowbrook Elementary School	25.0%	55.2%	31.0%
2011	Northcrest Elementary School	27.8%	55.6%	27.3%
2011	Heritage Jr/Sr High School	28.0%	44.0%	32.0%
2011	Highland Terrace Elem Sch	30.8%	53.8%	30.8%
2011	Portage Middle School	32.1%	43.4%	45.8%
2011	Lane Middle School	32.5%	42.3%	45.9%
2011	East Allen County Schools	38.8%	58.3%	46.2%
2011	Fort Wayne Community Schools	44.9%	57.0%	55.0%

c. Describe and discuss the school's past and current Adequate Yearly Progress (AYP) status in the context of the No Child Left Behind (NCLB) standards.

  i. Include the discussion of both **primary** and **secondary** indicators regarding AYP status.

Adequate Yearly Progress (AYP) Status

- 2003   N   Made AYP in ELA
- 2004   N   Made AYP in Other Indicators. Did not make AYP in ELA & Math
- 2005   N   Made AYP in Free Lunch ELA and Other Indicators. Did not make AYP in ELA or Math with other subgroups.

- 2006   N   Made AYP in all subgroups except Free Lunch ELA & Math. An appeal was made based on incorrect Free Lunch calculation methods. The appeal was denied. The Free Lunch calculation was changed in 2007. Using the revised Free Lunch calculation TLJA would have made AYP in all areas in 2006.
- 2007   N   Made AYP in ELA & Other Indicators. Did not make AYP in Math.
- 2008   Y   Made AYP in ELA, Math and Other Indicators.
- 2010   Y   Made AYP in ELA, Math and Other Indicators.
- 2011   N   Made AYP in Other Indicators. Did not make AYP in ELA & Math.

d. Describe and discuss the school's past and current PL221 category/Grade given by the Indiana Department of Education.
   - Show the history of your category placement since the opening of the school.
   (*Achievement data should be presented in clearly labeled tables and figures. Evidence of a school's capacity to analyze, present, and discuss achievement data is expected in this section of the report. Gains and losses are also expected in the achievement of student)* See analysis, presentation and discussion of achievement in item 1.a.i, 1.a.ii, 1,a,iii, 1.a.iv, 1.f, 2.b, 4.b, 4.c, 7.a, 7.b

PL 221 Results		Capped by not meeting AYP two years in a row
Year	Grade	
2005	B	C
2006	B	C
2007	D	
2008	B	C
2010	A	B
2011	B	

e. Include the following statistics for **<u>alternative</u>** proficiency assessments to the extent applicable for your school.
   - o the percent and number of students tested,
   - o percent and number of eligible students who did not take the test,
   - o percent and number of students who qualified as **Pass+**, **Pass** and **Did Not Pass**.
   - o list the assessments and which grade levels were tested using each assessment.
     (Present results by year and test subject for at least the last four years.)

Spring 2011 IMAST Results

	Students tested		English/LA Pass +		English/LA Pass		English/LA DNP		Percent Undetermined*	Math Pass +		Math Pass		Math DNP		Percent Undetermined*
	(n)	%	(n)	%	(n)	%	(n)	%	%	(n)	%	(n)	%	(n)	%	%
3	2	7	1	50	1	50	0	0	0	0	0	1	50	1	50	0
4	2	6	1	50	0	0	1	50	0	0	0	1	50	0	0	50
5	4	13	1	25	1	25	1	25	25	0	0	0	0	3	75	25
6	2	13	0	0	2	50	0	0	0	0	0	0	0	1	50	50
7	4	33	1	25	1	25	2	50	0	1	25	1	25	2	50	0

*Includes students taking ISTEP+ and IMAST

> 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 the issues.

The identified problem areas that affect the greatest number of students school-wide include vocabulary development, writing for writing prompts, and basic math facts.   We have also noted that upper grade classrooms tend to do more whole group teaching rather than small group teaching based on student ability.

Several of the identified problems already addressed this year include increasing the number of interventionists in the upper grades so more students not achieving at grade level can receive remediation. We are completing school wide writing prompts K-8, assessing them using ISTEP+ writing rubrics (Kindergarten and first grade use modified rubrics), and use the results to guide additional instruction in writing.   We are currently starting to review math curriculum in order to update our math resources for next year.   Upper grade classes are including small group reading and math instruction in daily lesson plans and already have seen great gains in reading levels and scores on classroom math assessments.

The biggest change/update to the curriculum and instruction occurred over the summer when teachers revamped Planning and Pacing Guides at all grade levels to align with Acuity and ISTEP+. Currently Timothy L. Johnson Academy follows the Curriculum Map Aligned Acuity test, following the state's guide for pacing of standards.   Students in grades 3-8 now take an Acuity Pre-Test in math and language arts at the beginning of the quarter. Teachers teach the recommended standards for the quarter and then assess the students growth at the end of the quarter by taking the Acuity Post-Test. This allows us to see areas needing reteaching and remediation on a more frequent basis than previously available.

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.

a. Provide a description of the teaching and classroom instruction methods that have been used.
    i. Have they been successful? How do you know?

Timothy L. Johnson Academy teachers, assistants, and interventionists use a variety of instruction methods in order to meet the needs of all students. Using best practices, teachers differentiate instruction to meet the varied abilities and styles of learning in their classroom. Small, flexible grouping is used in reading and math instruction. Our current reading series, Rigby's Literacy by Design, incorporates small groups into its programming, providing students with a variety of small group reading materials that link to whole group, language and writing instruction. As a result of differentiating reading instruction, more students are meeting and exceeding reading grade level goals on classroom reading benchmarks and TRC assessments in the DIBELS Next assessment program.

As a result of seeing growth by using small groups for reading, teachers have also started using small groups during math instruction, basing groups on the individual needs of students as indicated by frequent assessments. Small groups and math centers allow for teachers to focus and/or review a variety of standards without being redundant for students ready to move on, while remediating students not quite there. Also, daily intensive instruction in math problem solving has made Problem Solving one of our school-wide strengths on ISTEP+. Not only are students encouraged to solve problems, but they are also encouraged and taught to find different ways to solve the problem. Teachers have discovered that intentionally focusing on the variety of ways to answer a single question has improved student confidence and has encouraged students to take risks when problem solving.

Instruction through 6+1 Trait Writing has increased students desire to write. Classrooms use the 6+1 Trait Writing Program and the Literacy by Design reading program incorporates the traits into daily writing lessons. TLJA students are excited when they see writing prompts and no longer dread writing. Where classes used to have several scores of zeros and ones on the writing portion of ISTEP+ because students would refuse to write, it is now a very rare occurrence to see zeros and ones.

Teachers at TLJA also incorporate the C.L.A.S.S. model into their classroom's daily routine. C.L.A.S.S. stands for Connected Learning Assures Student Success. The theory behind the C.L.A.S.S. model is students who can connect learning to the world around them will understand and retain information. The use of integrated instruction, theming practices, and life skills will increase the success of each student. Literacy is embedded into all aspects of the daily routine. Daily messages are posted outside classroom doors, students are greeted with a welcome message and a task every morning, procedures are reviewed and posted, students meet in a

Community Circle on a daily basis, monthly lifelines (character skills) are studied. All of these actions lead to building a brain-based learning environment that helps students connect what they are being taught to their world. It is a common occurrence at TLJA to pass by a group of students discussing respect or self-control or to hear one student remind another to follow procedures so the next activity can begin.

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

Teachers at all grade levels complete a Time and Content Grid, pacing the core academic standard areas throughout the year. Then they complete a Planning Sheet and Pacing Guide for each academic quarter. The guides evidence the alignment between the curriculum taught in the classroom and the standards required and assessed by the state.   Teachers in grades 3-8 use the state curriculum maps to guide their pacing to align with Acuity and ISTEP+.   The state does not have curriculum maps to align with testing for first and second grades, so the standards and resources provided by the state are used as a resource in aligning our curriculum with the state standards. Kindergarten uses the Common Core Standards mapped by the state to guide their planning and pacing of curriculum.   The guides include big ideas, essential questions, vocabulary, alignment with Acuity, Indiana Academic Standards/Common Core Standards, assessments, core program alignment, products/performances/activities, instructional strategies, ideas for differentiation, and the quarters and weeks of instruction. Teachers then follow the guides as they complete lesson plans, making adjustments as necessary for students for optimum learning.

Teachers in grades K-5 use Rigby Literacy by Design, Harcourt Math, Harcourt Social Studies, and FOSS and Delta Science Kits. Middle Grades use Holt Literature and Language, Glencoe Math, Apologia Science, and Harcourt Social Studies.   All teachers use a variety of supplemental teaching resources, as well as the Internet, to add to their lessons, ensuring students are taught to a rigorous level*.   (Appendix 1. Time and Content Grid: Fifth Grade Math; 2. Pacing Guide: Fifth Grade Language Arts)*

c.   If original instructional methods outlined in the original application have changed, provide a justification of this as well as to the efficacy of this modification.

The original instructional methods outlined in the original application have not changed.

d.   How are the educational needs of the special populations such as ELL and Special Education students met by the curriculum and instructional program of the charter school?

Educational services to each student are provided based on identified needs, monitored by teachers and assistants, and modified based on feedback. An Individual Educational Plan is developed for each student with special needs and/or learning deficiencies and an Individual Learning Plan is developed for each student with limited English proficiency. Individual student growth is monitored by teachers and reviewed during meetings between teachers and interventionists, clusters, staff and on professional

development days. Each student's IEP or ILP is reviewed with the instructional staff to ensure understanding and quality implementation.

e.   Does the plan comply with all legal requirements?

Timothy L. Johnson Academy's instructional plan complies with all legal requirements.

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.

Timothy L Johnson Academy's Board, Administration, Teachers, and Support Staff believe that all students, no matter their background, current situation, needs, or struggles, deserve to have a quality education to be active and productive members of society. Together, the students create a community of learners that vary not only in ability, but in learning styles.   Therefore, the needs of each student are identified; goals are set and achievement is monitored regularly. Adults have high expectations of students and push for excellence while at the same time showing understanding and compassion. Education occurs in an environment in which students are taught responsibility and to respect themselves, others and their environment.

b.   How do we know the school design has improved educational outcomes for the student population?

The educational program at Timothy L. Johnson Academy ensures that students continually improve by using multiple assessments throughout the school year beginning in Kindergarten. Educational services to students are provided based on identified needs, monitored by teachers and assistants, and modified based on feedback. Individual student growth is monitored by teachers and reviewed during meetings between teachers and interventionists, clusters, staff and on professional development days.

c.   Provide evidence of a fully developed curriculum for all content areas.

Teachers at all grade levels complete a Planning Sheet and Pacing Guide for core academic areas. The guides evidence the alignment between the curriculum taught in the classroom and the standards required and assessed by the state.   Teachers in grades 3-8 use the state curriculum maps to guide their pacing to align with Acuity and ISTEP+.   The state does not have curriculum maps to align with testing for first and second grades, so the standards and resources provided by the state are used as a resource

in aligning our curriculum with the state standards. Kindergarten uses the Common Core Standards mapped by the state to guide their planning and pacing of curriculum.   The guides include big ideas, essential questions, vocabulary, alignment with Acuity, Indiana Academic Standards/Common Core Standards, assessments, core program alignment, products/performances/activities, instructional strategies, ideas for differentiation, and the quarters and weeks of instruction.   Teachers then follow the guides as they complete lesson plans, making adjustments as necessary for students for optimum learning.

       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 continually evaluates its educational program as the needs of our school and students change based on ISTEP+ and NWEA scores as well as additional assessment data. Occasionally, modifications to our educational program are necessary.   This year we have refined our intervention and remediation program and will continue to do so next year as resources allow. We also plan to update our mathematics curriculum in the coming months. We have begun the process of looking at a variety of different series and evaluating them according to our needs and the mandates of the state.

Is the School an Academic Success?/Data Gathering System That is utilized to Improve Instruction and Student Learning
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.

Grade	Assessment	August	September	October	November	December	January	February	March	April	May	Aligned to:
3-8	ISTEP+								▓		▓	Indiana Academic Standards
3-8	Acuity – CMA Pre-Test (E/LA and Math)	▓			▓		▓		▓		▓	Indiana Academic Standards/TLJA Curriculum Framework
3-8	Acuity –			▓			▓		▓		▓	Indiana

Grade	Assessment												Standards
	CMA Post-Test (E/LA and Math)												Academic Standards/TLJA Curriculum Framework
3-8	Acuity – Diagnostic (SCI and Soc. Stud.)												Indiana Academic Standards/TLJA Curriculum Framework
3-8	NWEA - MAP												Indiana Academic Standards
K-2	DIBELS – Next Benchmark												State Performance Standards
K-2	Wireless Generation Math Benchmark												State Performance Standards

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?

Student Level: Teachers keep Personalized Education Plans for each student. As assessments are completed, teachers record scores in the appropriate spaces. Teachers and support staff can also add anecdotal notes regarding the student's progress. On a weekly basis, teachers and support staff get together with cluster grades (K, 1-2, 3-5, 6-8) to review scores and evaluate student growth. Parents receive updated copies of their child's Personalized Education Plan at conferences.

Class/Grade/School Level: After each of the identified assessments, classroom level data is looked at by cluster grades and then by the staff as a whole. Data is disaggregated and strengths and areas of improvement are identified and looked at as a class. Then that information is combined and looked at as a grade, then as a school. Trends are identified and strategies are developed to address deficiencies. Information regarding school level assessment data is relayed to parents through newsletters and bulletins.

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

Students are assessed using NWEA, Acuity DIBELS Next, and Wireless Generation Math in the fall. Those not meeting benchmark levels on NWEA , DIBELS Next, and WG Math are noted and ranked. Acuity scores and classroom assessments are then compared with the rankings. Students who appear on a list are highlighted for classroom interventions and remediation. Students appearing on more than one list are marked for classroom interventions as well as daily time spent with a qualified interventionist. Interventionists focus on the areas of highest need and work closely with the classroom teacher to incorporate current classroom foci with remediation topics. Interventionists have copies of the students'

Personalized Education Plans and make notes on the progress of the students as appropriate. Classroom teachers and interventionists meet on a regular basis to discuss students and their progress. As additional assessments are taken, students receiving interventions are reviewed and adjusted as necessary.

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?

While we encourage students of all races and ethnicities to enroll, Timothy L. Johnson Academy was created in direct response to the needs of families in Southeastern Fort Wayne. Our recruiting and enrollment strategies are designed to attract the families in the area surrounding the school. As a result, the diversity of our student population is indicative of the population of Southeast Fort Wayne.

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

Upon registration of a child before school or mid-year, parents complete a Family Residency Form. If information indicating homelessness is provided, the school will comply with the requirements set forth by the McKinney-Vento Act. Our McKinney-Vento Liaison will serve as the contact between the family and school and ensure the family receives information regarding their rights, services, and options available to them.

c. Describe how your school identifies students with disabilities?

Students are initially assessed and qualify for interventions as noted in 4c. A student who makes limited or no progress with interventions is flagged during the meeting between the classroom teacher and interventionist. The student information is then brought to the cluster teachers during the weekly meetings. Ideas for additional interventions, strategies, and assessments are brainstormed. The classroom teacher and interventionist implement chosen suggestions for a minimum of four weeks and continue monitoring the student. When all possible interventions are exhausted and the student continues to make limited progress, a special education referral may be necessary. After the special education referral, the parents and classroom teacher complete informational paperwork on the student. The school psychologist is contacted to schedule a date for testing. After the initial testing is complete and the doctor has completed the report, a meeting is set up with the teacher, parents, special education teachers, and doctor to review findings and determine whether special education assistance would benefit the student.

d. Summarize how your education program guarantees that students with disabilities are provided a free appropriate public education in the least restrictive environment. Include the following:
   - Have access to the general education curriculum
   - Integrate with their non-disabled peers
   - Receive related services in settings that include non0disabled peers to the maximum extent appropriate
   - Participate in standardized testing with accommodations and modifications, as required by their IEP
   - Are included in educational and/or culture-building activities.

Timothy L. Johnson Academy's educational program guarantees that students with disabilities are provided a free appropriate public education in the least restrictive environment. All students receiving special education services are mainstreamed in regular education classes, with general education curriculum. On a weekly basis, teachers with students designated as having special needs send their lesson plans to the resource teacher. The resource teacher reviews what needs to be modified or clarified for the individual students. Special education students then receive assistance in the classroom from their teacher, the resource teacher, and/or an interventionist. The student may also be pulled out of the classroom for intensive one-on-one or small group work.

All Timothy L. Johnson Academy students receiving special education services take ISTEP+, IMAST or a combination of the two assessments.   Students receiving accommodations and modifications have a Strategy and Accommodations Chart in their file, which indicates the required accommodations and modifications required by each student's IEP on assessments, including ISTEP+, NWEA, and Acuity. Accommodations and modifications are documented as necessary on the ISTEP+ and IMAST assessments.

e. Describe how the school identifies students from non-English speaking backgrounds: (2) assesses English language proficiency of all students identified as coming from a non-English speaking background; (3) instructs students identified as English Language Learners (ELL); (4) annually assesses the English language proficiency of all identified ELLs.

Upon registration of a child before school or mid-year, parents complete a Home Language Form. If information indicating the language spoken at home is something other than English, the Johnson Academy will comply with the requirements of the state.   Students will be assessed on their English language proficiency using the LAS-Links assessment and then provided educational services to those student identified as English Language Learners. ELL students are evaluated annually with the LAS-Links assessment. Currently, Timothy L Johnson Academy has not enrolled any students identified as English Language Learners.

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

Timothy L. Johnson Academy Discipline Policy

Building Rules
1. Respect each other and one another's property.
2. Listen and follow directions.
3. No name calling or foul language.
4. Walk when moving through the building.
5. Keep your hands and feet to yourself.
6. Wear your uniform every day.
7. Bring all required supplies to school.

Timothy L. Johnson Academy Creed
I accept the challenge to be the best that I can be.
I have great expectations for myself.
Yesterday's mistakes are behind me.
Today's successes are now before me.
I am respectful, safe, and prepared.
I am here to learn, therefore,
I will do everything to keep my teacher teaching,
and everyone, myself included, learning.
As a Timothy L. Johnson Academy student,
I accept the challenge!

Student Discipline
All students must abide by the rules and regulations of Timothy L. Johnson Academy Creed. Teachers will handle difficult situation with students by involving parents and administration in the development of effective discipline methods. Students may receive in-school or out-of-school suspension or have activities/privileges taken away at the discretion of the school leader. Violations of the creed and building rules will facilitate the following:
- First Offense – verbal warning
- Second Offense – phone call home
- Third Offense – parent conference with school leader
- Fourth Offense – suspension (in-school or out-of-school)
- Students may be sent to Time-Out if appropriate.

Positive Behavior Plan
Students earn up to 5 points per day for behavior, work, and attitude. Each week, teachers will reward students in their classroom for earning a certain number of points. Each month, students who earn 80% of their points for the month will receive a reward such as activities or

prizes. Students earning 90% of their points for the quarter and not having more than five missing or late assignments receive a Citizenship Award at the end of the quarter.

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

As professional educators we have the responsibility of providing a safe nurturing environment for our students. It is also the responsibility of the teacher on record to develop and implement routines and procedures to facilitate effective learning. Each individual classroom is a collective community within itself. Encouraging students to work together as a team helps build a safe, respectful and trusting environment where learning is natural and unimpeded.

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.

Timothy L. Johnson Academy's Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment.   The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the SIP. The plan includes a variety of formats for 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.

The professional development plans included in the SIP include training teachers and staff on Study Island, a computer based program designed to meet kids at their level and move them forward, discussing expectations of the parent education component of the parent involvement programs, a parent-teacher conference workshop, using rubrics and comparing sample with 6+1 Trait Writing, C.L.A.S.S. literacy training, peer coaching, setting, reviewing and revising staff goals, and reviewing staff expectations.

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

Instruction through 6+1 Trait Writing has increased students desire to write. Classrooms use the 6+1 Trait Writing Program and the Literacy by Design reading program incorporates the traits into daily writing lessons. TLJA students are excited when they see writing prompts and no longer dread writing.   Where classes used to have several scores of zeros and ones on the writing portion of ISTEP+ because students would refuse to write, it is now unusual to see zeros and ones.

Teachers at TLJA also incorporate the C.L.A.S.S. model into their classroom's daily routine.   C.L.A.S.S. stands for Connected Learning Assures Student Success. The theory behind the C.L.A.S.S. model is students who can connect learning to the world around them will understand and retain information. The use of integrated instruction, theming practices, and life skills will increase the success of each student. Literacy is embedded into all aspects of the daily routine. Daily messages are posted outside classroom doors, students are greeted with a welcome message and a task every morning, procedures are reviewed and posted, students meet in a Community Circle on a daily basis, monthly lifelines (character skills) are studied. All of these actions lead to building a brain-based learning environment that helps students connect what they are being taught to their world. It is a common occurrence at TLJA to pass by a group of students discussing respect or self-control or to hear one student remind another to follow procedures so the next activity can begin.

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

"Strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about positive change in adult practices.   Each SIP strategy is supported by a Strategy Chair who is responsible for writing (with support from colleagues)a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, provide on-going mentoring to their colleagues in the implementation of the strategy, analyzing the effectiveness of the strategy and making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

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).

The academy school leader is responsible for providing the on site educational and operational leadership necessary to accomplish the specified educational goals and to assure the overall success of the academy program. Primary functions include, but are not limited to the following:

1. Articulate to the staff, student body, parents and community, the vision, mission and strategies that help achieve the defined educational goals and objectives of Wayne Technology Academy.
2. Develop an effective, unified team of professionals focused on accomplishing the clearly identified mission of the Academy and consistently demonstrating their commitment to young people's success.
3. Continually monitor/supervise the progress of the Academy's staff and coordinate professional development opportunities on a regular basis.

Qualifications:
- Master's degree desirable
- A minimum of eight (8) years teaching and/or administrative experience
- Demonstrated effectiveness as a leader

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

School Leader: Job Description *School Leader*

The School Leader is a key individual to the smooth operation of the school site. The Leader is responsible for all areas of operation including but not limited to personnel, budget, plant, curriculum and administration. The Leader is expected to set the tone of the school community during the implementation of the charter.

Administrative Duties
1. Maintain a school environment that promotes student learning
2. Individualize/optimize educational opportunities for every student
3. Provide instructional leadership to teachers and other staff
4. Communicate the mission and focus of the school to all stakeholders
5. Assure parental involvement through a variety of outreach programs
6. Work as a team player
7. Ability to make decisions and be responsible for the outcomes
8. Maintain and complete accurate records
9. Ensure that all aspects of the school operation comply with Board Policy
10. Ensure that all aspects of the school operation comply with State and Federal Law
11. Ensure that all local, state and federal standards for health and safety are observed
12. Prioritize assignments
13. Develop school calendar

Leadership Skills
1. Create a climate of respect for authority
2. Implement a discipline plan that is in alignment with the charter
3. Coordinate and implement parent/teacher conferences
4. Practice sound time management techniques
5. Ability to delegate responsibilities to appropriate personnel
6. Ability to supervise a variety of staff

7. Ability to manage multiple concurrent projects
8. Strong personal communication skills
9. Ability to motivate others into action

Fiscal and Plant Management
1. Develop, coordinate and monitor the school's budget in conjunction with the site coordinator in a fiscally responsible fashion

2. Attain certain yearly financial/revenue expectations with reaching school capacity, based on physical location and reasonable goals

3. Oversee school facility to provide safe, efficient and attractive buildings with a strong emphasis on preventative maintenance and custodial care.

Supervision
1. Continually monitor the performance of school staff
2. Completes evaluation of staff per Personnel Policies of TLJA
3. Reports deficient behaviors to TLJA board in a timely fashion
4. Establish and maintain a mentoring program for new staff
5. Maintain and comply with current policy manual, procedures manual, TLJA employee handbooks, and the school handbook

Instructional Leadership
1. Provides opportunities for professional development of all staff on a regular basis
2. Establish and maintain curriculum committees to ensure alignment with state standards
3. Provides leadership in the School Improvement Process
4. Provide for curriculum articulation among grades
5. Assign staff so as to achieve maximum effectiveness in the attainment of educational goals
6. Encourage staff to develop programs, services and projects which reflect instructional diversity, alternative and flexibility, while assuring an articulate, consistent education program for all students
7. Creates and maintains a positive teaching/learning environment
8. Ensures that each student receives appropriate attention to maximize learning experiences
9. Monitors student assessments: makes recommendations to improve student learning

Communication
1. Establish and maintain a strong working relationship with stakeholder groups
2. Maintain effective communication with various departments at TLJA
3. Attend Regional and State meetings as directed
4. Attend and participate in a professional manner at regular and special meetings of the board
5. Report suspensions and recommendations for expulsion to the board
6. Work effectively with municipal government officials and public agencies concerned with the welfare of pupils
7. Hold regular meetings of the staff in order to inform and elicit input
8. Develop and produce professional quality communications free of spelling or grammatical errors
9. Practice behaviors that produce positive results from a Public Relations viewpoint

Preferred Credentials
1. Previous administrative or supervisory experience
2. Previous administrative experience in a K-12 setting
3. Current administrator certification-State of Indiana
4. History of motivational leadership

Instructional Coach

The responsibilities are:

1. To develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher;
2. To guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry;
3. To share methods, materials, and other resources through modeling and other best practices;
4. To research instructional resources that best benefit the individual classroom teacher;
5. To employ coaching processes that foster increased autonomy in direction and responsibility;
6. To provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals;
7. To impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement;
8. To facilitate reflective thinking and self-advocacy by being a neutral and active listener;
9. To advocate on behalf of the students to ensure quality of education for all
10. To promote on behalf of the classroom teacher, with the school administration, suitable professional development;
11. To determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.

Administrative Assistant

Under direction of the school leader, performs a variety of student mentoring and support functions required for the operation of the school; performs other related duties as required.

DUTIES AND RESPONSIBILITIES
1. Serve as a resource to teachers and staff in assisting students to:
   a. successfully complete daily classroom assignments;
   b. achieve at high levels on classroom and standardized tests;
   c. consistently make good decisions in student and adult interactions;
   d. consistently be on time and maintain good attendance.
   e. learn to problem solve independently.
2. Assist staff to establish and maintain a classroom and school environment that exemplifies high expectations, quality and student success.
3. Establish and maintain appropriate student and staff relationships.
4. Assist in directing social, emotional issues to the appropriate agency or individual for assistance.
5. Participate in appropriate professional development activities.
6. Communication/Customer Service
   a. acts as liaison between the school and the general public by conveying information concerning rules, regulations, policies, and laws;
   b. greets and directs visitors;

    c.   addresses standard inquiries by letter, phone, e-mail, fax or personal contact;

    d.   maintains internal communication;

    e.   interacts with and assists students when necessary;

    f.   assists students and parents/guardians by explaining and enforcing school requirements;

    g.   communicates as necessary with supervisor;

    h.   maintains confidentiality of records;

    i.   administers minor first aid.

7. Site / Program Support

    a.   ensures that appropriate procedures and guidelines are maintained at the school;

    b.   assists in arranging and scheduling substitute and temporary employees for the school;

    c.   greets substitutes and assists with directions and questions;

    d.   insures appropriate security and safety methods are employed within the school.

MINIMUM QUALIFICATIONS

1. Training and Experience

Any combination of training and/or experience which demonstrates ability to perform the duties as described; a typical qualifying background would include work experience in an office environment involving public contact; experience working at a school site is desirable.

2. Knowledge of standard classroom and school operational procedures and experience with their successful implementation.

3. Skill and Ability to:

Utilize time management techniques to organize and prioritize work; read, interpret, and apply rules, laws, and procedures; follow instructions; work independently; maintain confidentiality of student and program information; work cooperatively and effectively with students, parents/guardians, administrators, and the general public.

    c.   If there have been any additional roles or consolidations of roles since the original charter, please include and justify. None

    d.   Describe the teacher evaluation system in place. *(Appendix: 8. Teacher Evaluation)*

All teachers are evaluated annually; first year teachers are evaluated two times. All teachers receive regular feedback from classroom "walk through tool" and video reviews. The teacher evaluation document and walk through tool included in Appendix.

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?

    a.   Provide the evidence that school-wide accountability measures are taking place; including board oversight, administration and staff roles.

The TLJA Board of Directors receives regular reports at board meetings regarding academic progress, administration and staffing issues, and budget update. All board members are regularly in the school and at school function interacting with students, parents and staff. Board members are open to parents and staff to share their experiences, successes and suggestions for improvement. The Board annually reviews progress made on school goals and makes the necessary adjustments to future school goals.

b. Provide an assessment of board strengths and weaknesses and leadership challenges. How do you propose to overcome them?

The Board membership has been stable with three members serving for ten years. The current board consists of six very strong members who share a wealth of experience in the corporate sector and a strong commitment to urban education. The future leadership challenge for the Board will be recruiting new board members with the same level of commitment and expertise.

c. Describe how the board and administration have completely addressed organization challenges and have responded effectively to all stakeholders' complaints. (*As evidence include any survey results, board minutes documenting the complaint and the Board's actions*)

Organization challenges have been discussed openly among board members, proposed solutions are reviewed, and a consensus reached on the best course of action. The Board will regularly review the results of the action and make adjustments as necessary.

Stakeholder complaints are addressed immediately and a satisfactory resolution is attempted in a short time span. Board members, TLJA administrators and staff encourage an open door with parents and community members. Parents are welcome to visit the school and classrooms at any time. Because there is a concerted effort to address parent and stakeholder complaints in an expedient manner, virtually every parent issue has been resolved without the need to take the issue to the Board.

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?

a. Describe how the school leader keeps the Board apprised of the academic performance and progress, financial stability and organizational structure of the school?

Board members receive updates on academic performance and progress, financial stability and the organization structure of the school at each board meeting. Board members also receive regular email communication from the school leader. Board members frequently have discussions with the school leader by phone or in person.

b. Describe the administrative evaluation in place. *(Appendix: 3 Administrative Evaluation)*

Administrative evaluation occur annually.

c. How does the Board conduct on-going assessment and evaluation of its own effectiveness?

The Board reviews academic performance, financial stability and the organizational structure at board meetings and at the annual organizational meeting.

d. How does the Board pursue further governance training and development; (2) how does the Board train new members?

The Board composition includes community leaders, CEO's and former CEO's with a wealth of governance experience. Board members share governance training and development at board meetings and at the annual organizational meeting. New board members spend time with board officers learning the organizational roles, current challenges and future plans.

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.

Explain the key rules and reference the policies that will provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, the officers and committees. *(Appendix: 4. Bylaws of Timothy L. Johnson Academy)*

The key rule that provides for the governance and operation of the school is the description of the general powers of the board: The business, property and affairs of the corporation shall be managed by its Board of Directors. The policies that provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, the officers and committees are contained in the Bylaws of Timothy L. Johnson Academy.

Provide a copy of the conflict of interest policy. *(Appendix: 5. Conflict of Interest Policy)*

a. Describe the decision-making process of how the Board reviews and updates the school's policies.

The Board reviews and updates the school policies at the annual organizational meeting and at other times during the school year when necessary.

b. Describe how the Board and the school have provided open door law compliance.

The Board and the school consistently provides public postings, send notices regarding meetings to local media, and provides public documents when requested.

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?

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

The Timothy L. Johnson Academy believes parents are a child's first teacher. Therefore, it is important for children to see their parents and teachers communicate and collaborate in their education. TLJA has always had an open door policy and parents are encouraged to visit the school, help out, or sit in on their child's class at any time. Parent-Teacher Conferences are held a minimum of three times a year and teachers strive for 100% attendance, most reaching that goal. Many parents schedule additional conferences throughout the year, maintaining the open communication between school and home. Family activities are held monthly and in addition to the family time, there is always a parental education component. Many community businesses support students by providing needed supplies, reward certificates, and fundraising assistance.

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

Part of the Johnson Academy's mission is to provide a public education alternative for students and parents that better suit their needs. Our students arrive with a diverse set of problems and needs that cannot be addressed by a one size fits all approach. Including parents and community members in our school planning gives us additional insight into the needs of our students, families, and school. Our parents and members of the community are invited to be a part of our Community Council, part of our school improvement planning committees. Members help create our vision, identify areas of concern, brainstorm and develop strategies, and then implement our School Improvement Plan. In addition, several parents and community members regularly volunteer in the classroom and school. A number of staff at TLJA started out as parents and liked it so much they are now employed at the school.

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

Partnerships with local educational institutions, such as Indiana Tech, have helped provide opportunities for students to see college students "in action." For our students who might not have the chance to know someone going to college, the experience is invaluable to introducing them to a whole new world available to them.

Partnerships with community organizations such as the YMCA, Allen County Library, and the Optimist and Rotary Clubs provide Johnson Academy students with opportunities and experiences they might not have outside of the school setting. Students in the upper grades swim at the Y

during gym class and all students obtain library cards and check out books from the library on a regular basis. The Optimist and Rotary Clubs have annually provided personal dictionary for students.

In addition to what the community organizations have provided for us, TLJA students are taught to give back to the community. Students have raised thousands of dollars for the Leukemia and Lymphoma Society, donated hundreds of cans and boxes of food to not only donate to local food banks, but also to TLJA's own families, and worked many hours helping those in need from raking leaves to picking up trash. TLJA students learn that giving back, even if it is just a little, is important not only to society but to them as well.

Is the School Fiscally Sound? /School has Operated Effectively Utilizing a Long-Range Plan
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 five (5) years.

There has not been a significant variance between the financial performance and budgeted financial performance since Timothy L. Johnson Academy opened in 2002.

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

	Year One 2012-2013			Year Two 2013-2014			Year Three 2014-2015		
Grade	No. Pupils Min	No. Pupils Max	No. Classes	No. Pupils Min	No. Pupils Max	No. Classes	No. Pupils Min	No. Pupils Max	No. Classes
K-full time	50	60	3	50	66	3	66	66	3
K-half time	0	0	0	0	0	0	0	0	0
1st Grade	50	55	3	50	63	3	60	64	3
2nd Grade	46	55	2	46	50	2	45	64	2
3rd Grade	46	55	2	48	50	2	48	50	2
4th Grade	43	55	2	43	50	2	43	50	2
5th Grade	25	30	2	42	50	2	42	50	2
6th Grade	25	25	1	28	28	2	28	28	2
7th Grade	25	25	1	28	28	1	28	28	1
8th Grade	15	15	1	15	15	1	15	25	1
Total Enrollment #	325	375	17	350	400	18	375	425	18

Grade	Year Four 2015-2016			Year Five 2016-2017		
	No. Pupils Min	No. Pupils Max	No. Classes	No. Pupils Min	No. Pupils Max	No. Classes
K-full time	50	66	3	66	66	3
K-half time	0	0	0	0	0	0
1st Grade	52	64	3	64	64	3
2nd Grade	58	64	3	64	63	3
3rd Grade	48	50	2	50	63	3
4th Grade	48	50	2	50	63	2
5th Grade	44	50	2	50	50	2
6th Grade	44	50	2	28	50	2
7th Grade	28	28	1	28	28	1
8th Grade	28	28	1	25	28	1
Total Enrollment #	400	450	19	425	475	20

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

We do not anticipate any significant changes n revenue sources and/or in expenditure items over the next five years.

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.

Purchasing procedures and payroll procedures are administered by The Leona Group (TLG) Finance Department and Human Resources Department under the direction of the Timothy L. Johnson Academy Board of Directors. All invoices and payroll timesheets are signed by the school leader, approved by the board, reviewed by TLG for budget and compliance, and then processed by TLG.

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

The TLJA policy is for all travel requests, professional development activities and student field trips to be submitted in advance to the school leader for approval. The requests include travel, registration, meal

& lodging costs, honorarium, insurance coverage. Employees and consultants are paid on approved amounts with mileage being paid following IRS guidelines.

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

An extensive financial package is presented to TLJA board members at monthly board meetings for review and approval. The financial package includes the following: Treasurer's Report, Cash Forecast Statement, Budget to Actual Projections, Summary Actuals-Functional Basis, Combined Balance Sheet, Checkbook Register Report, Historical Aged Trial Balance, and Trial Balance Summary.

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

There were no negative audit findings in the audits conducted by the State Board of Accounts.

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

The board requests that the appropriate department at The Leona Group review the regulatory requirements and proposed contracts prior to hiring an independent contractor. When appropriate, the board will request an additional review by the attorney representing the board.

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

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

An extensive financial package is presented to TLJA board members at monthly board meetings for review and approval. The financial package includes the following: Treasurer's Report, Cash Forecast Statement, Budget to Actual Projections, Summary Actuals-Functional Basis, Combined Balance Sheet, Checkbook Register Report, Historical Aged Trial Balance, and Trial Balance Summary.

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

The TLJA board is involved in the preparation of the annual proposed budget; the board reviews and approves the annual proposed budget; the board reviews and approves each revised budget as necessary during the fiscal year. *(Appendix: 6. Board Minutes: Financial Decision Making)*

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.

A copy of the TLJA financial report presented, reviewed and approved at the December 12, 2011 board meeting is included in the Appendix. The documents demonstrate that General Fund receipts were received at budgeted amounts; disbursements were incurred at budgeted amounts with the exception of Summer School which was slightly ($1,014) over the budgeted amount; there are no aged payables over 60 days; cash flow is adequate to meet the obligations of TLJA; budget projections are in line with actual revenue received and expenditures to date. *(Appendix: 7. December 12, 2011 Financial Report)*

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

TLJA purchased a 2008 Thomas bus in August, 2011 for $58,000 and financed the purchase for 60 months.

b. How do you manage your cash flow?

The board of directors reviews the Cash Forecast Statement at each board meeting. If there is a cash flow problem, the board treasurer works with the school leader and TLG finance personnel to make the necessary adjustments.

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.

The board of directors will issue request for proposals from independent providers to provide human resource services and financial services. The board of directors and the TLJA administrators will be responsible for providing other necessary services.

18. Statement of Reflection

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

Staff at Timothy L. Johnson Academy regularly hears from parents and families expressing their gratitude for having a school like ours in the community. Whether as students or parents. many of our

parents haven't had positive school experiences in the past. TLJA works to make parents feel comfortable coming in to school, visiting classes, and talking with staff. We become close to our families and prove that we are all on the same page when it comes to their child's education and welfare. Students now have the chance to attend a safe school in their neighborhood instead of being bused across town. If there is a transportation or attendance issue, TLJA staff members work with the family to identify the problem and develop a solution.   We are supportive of single parent households and low income families and have the flexibility that helps our parents participate in their child's education and encourage learning without being demanding of their time.

Many students finding success at TLJA have met with resistance and disapproval at traditional public schools. Their emotional or behavioral issues hinder their academic advancement causing tension and frustration between the school, parents, and student. At TLJA, it is believed that all students deserve a quality education, no matter the issues they bring with them. Students needing guidance and discipline are provided with alternative consequences, allowing students to take responsibility for their actions, stay in school, and use the situation as a learning tool, rather than punishment. A significant number of staff members at TLJA are male, providing much needed positive role models to mentor and guide our young men in the right direction.

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

As we continue our growth in population and academics , the TLJA staff stretch students to create and achieve greater goals for their learning.   Each student has their own Personalized Education Plan which helps teachers, parents, and students track the child's progress in the classroom.   Increased collaboration between staff members regarding students and classroom practices improves classroom interventions and differentiated instruction.   Monthly professional development days, facilitated by highly qualified individuals, encourage the use of best practices as well as provide alternative teaching strategies to reach all students. With Pacing Guides, lesson plans, Personalized Education Plans (student data), and data walls (classroom/grade level data), teachers have more checks and balances to insure learning is progressing in the classroom.   In addition, teachers put in extensive time beyond their regular hours working to prepare students for standardized tests, providing extra help, and ensuring what is being taught is relevant, interesting, and aligned with the state standards

   b) Responsive Educational Program and Environment
   c) Responsible School Leadership, Governance, and Management
   d) Financial Sustainability and Internal Controls
   e) Strong Culture and Supportive Relationships

The Timothy L. Johnson Academy encourages supportive relationships with its families, often providing non-academic support. TLJA provides parents with local community resources that assist in everything from food and clothing banks to parenting classes to counseling. Holiday food collections provide non-perishable food to several families each year. Several families are adopted at Christmas, allowing children who wouldn't normally experience the joys of opening presents the

excitement on Christmas morning.   No child is denied the opportunity to participate in an activity or field trip because of inability to pay.   Experiences create a well-rounded child and TLJA insures all children get all the experiences they can get.

With a large African-American student population, providing experiences relating to the African/African-American culture is significant in creating a culturally relevant learning environment for the students.   Activities include African Drumming, African culture, and an emphasis on African Americans in history. Each February, students and parents participate in a Black History Program highlighting art, music, and dance.

Most of our parents want to be involved with their child and his or her education, but work schedules and transportation issues get in the way. TLJA staff are flexible in meeting parents for conferences, even making home visits. Frequent communication is encouraged. All grade levels use homework planners on a daily basis to record behavior and/or academic behavior. Parents sign the planner and also include communication from home. Each grade level/class sends home a weekly newsletter updating and informing parents on classroom activities. The school also send home a weekly bulletin highlighting school wide activities and notices.   There is also a school website that is frequently updated with school information for current and prospective parents.

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

The greatest organizational challenge that we have had to overcome during this charter period is organizing the current staff and recruiting necessary new staff members to provide rigorous instruction and appropriate interventions for each student at TLJA. We have made significant improvements in these areas and are continuously working to improve our services for students and families.

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?

A full time administrative assistant/interventionist has been put in place at the middle school this year. The responsibilities of our instructional coach has been focused on organizing intervention staff to provide high level intervention assistance and progress monitoring to students based on the results of the data analysis. We have prioritized the addition of quality intervention staff as we develop the budget for next year. We anticipate making some staffing adjustments next year: ; we will add a full-time position for Curriculum, Instruction and Academic Achievement.

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.

Improving academic achievement is the area of greatest need to address. Continuing and improving on the strong emphasis on quality interventions and frequent progress monitoring will be a priority. The addition of the position for Curriculum, Instruction and Academic Achievement will bring full time support to assist teachers in providing the highest level of academic rigor in each classroom.

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

Finding the right person to fill the Curriculum, Instruction and Academic Achievement position will be extremely important. The person will need to have outstanding human relations skills as well as knowledge and successful experience supporting teachers to achieve high levels of academic success working with urban students. Involving staff in outlining the essential services that are needed to support classroom instruction, assisting with the interview process, and then providing regular feedback regarding the success and improvement areas for high student achievement.

Appendix to Application Narrative

1. Time and Content Grid: Fifth Grade Math

<table>
<tr><th colspan="5">Fifth Grade Math Time and Content Grid</th></tr>
<tr><th rowspan="2">Standard</th><th rowspan="2">Number</th><th rowspan="2">Standard Indicator</th><th colspan="4">Quarters Taught and Assessed</th></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="7">1: Number Sense</td><td>5.1.1</td><td>Convert between numbers in words and numbers in figures, for numbers up to millions and decimals to thousandths.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.1.2</td><td>Round whole numbers and decimals to any place value.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.1.3</td><td>Arrange in numerical order and compare whole numbers or decimals to two decimal places by using the symbols for less than, equals, and greater than.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.1.4</td><td>Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value.</td><td>1</td><td>2</td><td>**3**</td><td>4</td></tr>
<tr><td>5.1.5</td><td>Explain different interpretations of fractions; as parts of a whole, parts of a set, and division of whole numbers by whole numbers.</td><td>1</td><td>**2**</td><td>3</td><td>4</td></tr>
<tr><td>5.1.6</td><td>Describe and identify prime and composite numbers.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.1.7</td><td>Identify on a number line the relative position of simple positive fractions, positive mixed numbers, and positive decimals.</td><td>1</td><td>**2**</td><td>3</td><td>4</td></tr>
<tr><td rowspan="7">2: Computation</td><td>5.2.1</td><td>Solve problems involving multiplication and division of any whole numbers.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.2.2</td><td>Add and subtract fractions (including mixed numbers) with different denominators.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.2.3</td><td>Use models to show an understanding of multiplication and division of fractions.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.2.4</td><td>Multiply and divide fractions to solve problems.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.2.5</td><td>Add and subtract decimals and verify the reasonableness of the results.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.2.6</td><td>Use estimation to decide whether answers are reasonable in addition, subtraction, multiplication, and division problems.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td>5.2.7</td><td>Use mental arithmetic to add or subtract simple decimals.</td><td>**1**</td><td>2</td><td>3</td><td>4</td></tr>
<tr><td rowspan="7">3: Algebra and Functions</td><td>5.3.1</td><td>Use a variable to represent an unknown number.</td><td>1</td><td>2</td><td>**3**</td><td>4</td></tr>
<tr><td>5.3.2</td><td>Write simple algebraic expressions in one or two variables and evaluate them by substitution.</td><td>1</td><td>2</td><td>**3**</td><td>4</td></tr>
<tr><td>5.3.3</td><td>Use the distributive property in numerical equations and expressions.</td><td>1</td><td>2</td><td>**3**</td><td>4</td></tr>
<tr><td>5.3.4</td><td>Identify and graph ordered pairs of positive numbers.</td><td>1</td><td>2</td><td>3</td><td>**4**</td></tr>
<tr><td>5.3.5</td><td>Find ordered pairs that fit in a linear equation, graph the ordered pairs, and draw the line they determine.</td><td>1</td><td>2</td><td>3</td><td>**4**</td></tr>
<tr><td>5.3.6</td><td>Understand that the length of a horizontal line segment on a coordinate plane equals the difference between the x coordinate and that the length of a vertical line segment on a coordinate plane equals the difference between the y coordinates.</td><td>1</td><td>2</td><td>3</td><td>**4**</td></tr>
<tr><td>5.3.7</td><td>Use information taken from a graph or equation to answer questions about a problem situation.</td><td>1</td><td>2</td><td>3</td><td>**4**</td></tr>
<tr><td rowspan="5">4: Geometry</td><td>5.4.1</td><td>Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, triangles, and circles by using appropriate tools.</td><td>1</td><td>**2**</td><td>3</td><td>4</td></tr>
<tr><td>5.4.2</td><td>Identify, describe, draw, and classify triangles as equilateral, isosceles, scalene, right, acute, obtuse, and equiangular.</td><td>1</td><td>**2**</td><td>3</td><td>4</td></tr>
<tr><td>5.4.3</td><td>Identify congruent triangles and justify your decisions by referring to sides and angles.</td><td>1</td><td>**2**</td><td>3</td><td>4</td></tr>
<tr><td>5.4.4</td><td>Identify, describe, draw, and classify polygons, such as pentagons and hexagons.</td><td>1</td><td>**2**</td><td>3</td><td>4</td></tr>
<tr><td>5.4.5</td><td>Identify and draw the radius and diameter of a circle and understand the relationship between the radius and diameter.</td><td>1</td><td>2</td><td>**3**</td><td>4</td></tr>
</table>

			1	2	3	4
	5.4.6	Identify shapes that have reflectional and rotational symmetry.	1	2	**3**	4
	5.4.7	Understand that 90, 180, 270, and 360 degrees are associated with quarter, half, three-quarters, and full turns, respectively.	1	2	**3**	4
	5.4.8	Construct prisms and pyramids using appropriate materials.	1	2	3	**4**
	5.4.9	Given a picture of a three dimensional object, build the object with blocks.	1	2	3	**4**
5: Measurement	5.5.1	Understand and apply the formulas for the area of a triangle, parallelogram, and trapezoid.	1	**2**	3	4
	5.5.2	Solve problems involving perimeters and areas of rectangles, triangles, parallelograms, and trapezoids, using appropriate units.	1	**2**	3	4
	5.5.3	Use formulas for the areas of rectangles and triangles to find the area of complex shapes by dividing them into basic shapes.	1	**2**	3	4
	5.5.4	Find the surface area and volume of rectangular solids using appropriate units.	1	**2**	3	4
	5.5.5	Understand and use the smaller and larger units for measuring weight and their relationship to pounds and kilograms.	1	2	**3**	4
	5.5.6	Compare temperatures in Celcius and Fahrenheit, knowing the freezing point of water is 0 degrees C and 32 degrees F and the the boiling point os 100 degrees C and 212 degrees F.	1	2	3	**4**
	5.5.7	Add and subtract with money in decimal notation.	**1**	2	3	4
6: Data Analysis and Probability	5.6.1	Explain which types of displays are appropriate for various sets of data.	1	2	3	**4**
	5.6.2	Find the mean, median, mode, and range, of a set of data and describe what each does and does not tell about the data set.	1	2	3	**4**
	5.6.3	Understand that probability can take any value between 0 and 1, events that are not going to occur have probability 0, events certain to occur have probability 1, and more likely events have a higher probability than less likely events.	1	2	3	**4**
	5.6.4	Express outcomes of experimental probability situations verbally and numerically.	1	2	3	**4**
7: Problem Solving	5.7.1	Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information and observing patterns.	**1**	**2**	**3**	**4**
	5.7.2	Decide when and how to break a problem into simpler parts.	**1**	**2**	**3**	**4**
	5.7.3	Apply strategies and results from simpler problems to solve more complex problems.	**1**	**2**	**3**	**4**
	5.7.4	Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work.	**1**	**2**	**3**	**4**
	5.7.5	Recognize the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	**1**	**2**	**3**	**4**
	5.7.6	Know and apply appropriate methods for estimating results of rational-number computations.	**1**	**2**	**3**	**4**
	5.7.7	Make precise calculations and check the validity of the results in the context of the problem.	**1**	**2**	**3**	**4**
	5.7.8	Decide whether a solution is reasonable in the context of the original solution.	**1**	**2**	**3**	**4**
	5.7.9	Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.	**1**	**2**	**3**	**4**

2. Pacing Guide: Fifth Grade Language Arts

Planning Sheet and Pacing Guide

Language Arts	Grade: 5	Quarter: 1

Big Ideas: 1) Good writers communicate effectively. 2) Characters and their actions help readers form opinions about the world. 3) Readers use prior knowledge to make meaningful connections to the text. 4) Readers gain knowledge about how choices affect o

Essential Questions: 1) How does interacting with text help us form opinions and impressions about the people and events around us? 2) How do the conclusions we make from text help us make decisions in life? 3) How do we engage our audience using clear wr

Vocabulary: accuracy, analyze, audience, author's purpose, characteristics, clarify, clues, colon, combine, complex, compare, compose, compound sentence, conflict, context clues, contrast, deconstruct, defend, describe, descriptive, determine, distinguish

Std.	Indicators/Learning Targets	Assessments	Core Program Alignment Products/Performances/Activities	Instructional Strategies and Differentiation	Vocabulary	Qtr.	Concentrated instruction during weeks:
5.1.1	Read aloud grade-level-appropriate narrative text and expository text fluently and accurately and with appropriate timing, changes in voice, and expression.	Benchmark	Rigby Text, Silent Reading Text, Small Group Text	Whole class reading, small group reading, interventions.	Fluency	1	1 2 3 4 5 6 7 8 9 10
5.1.2a	Describe the meaning of a word or phrase using details from the text.	Acuity, Classroom Assessment	Create a list of Greek and Roman words. Have students choose a word and research the meaning. Read a myth. Discuss how the meanings apply to the myth.	Create a picture dictionary. Draw an illustration and write a definition of a word from Greek and Roman myths.	Describe	1	1 2 3 4 5 6 7 8 9 10
5.1.2b	Deconstruct words into logical word parts when possible.	Acuity, Classroom Assessment	Review prefixes and suffixes. If the word is unknown, looks for parts that are known.	In small reading groups, break down unknown words into parts that students recognize.	Deconstruct	1	1 2 3 4 5 6 7 8 9 10
5.1.2c	Interpret the meaning of the root or base word if one can be identified.	Acuity, Classroom Assessment	Review prefixes and suffixes. Determine if the word contains either. Define the root word.	In small reading groups, break down unknown words into parts that students recognize.	Interpret	1	1 2 3 4 5 6 7 8 9 10
5.1.2d	Identify and define any prefixes and suffixes in the unknown word,	Acuity, Classroom Assessment	Review prefixes and suffixes. Define prefixes and suffixes. Create a chart and a list of words that contain those prefixes and suffixes.	In small reading groups, break down unknown words into parts that students recognize.	Define, Identify	1	1 2 3 4 5 6 7 8 9 10
5.1.2e	Recognize and identify that words or parts of words may originate from a foreign language.	Acuity, Classroom Assessment	Read various stories (ie Chato's Kitchen) and discuss foreign words and how some of our words came from foreign words.	In small reading groups, locate words that may orginate from a foreign language when reading text.	Identify	1	1 2 3 4 5 6 7 8 9 10
5.1.4a	Identify and define less common Greek and Latin roots.	Acuity, Classroom Assessment	Introduce Greek and Latin roots using the list from the Indiana Standard website. Have students use roots to create new words.	Give students words and have them define using the list of Greek and Latin roots.	Define, Identify	1	1 2 3 4 5 6 7 8 9 10
5.1.4b	Deduce the meaning of more complex words using the knowledge of Greek and Latin roots.	Acuity, Classroom Assessment	Introduce Greek and Latin roots using the list from the Indiana Standard website. Have students use roots to create new words.	Give students words and have them define using the list of Greek and Latin roots.	Complex, Deduce	1	1 2 3 4 5 5 7 8 9 10
5.1.5a	Distinguish the difference between figurative and literal language.	Acuity, Classroom Assessment	Introduce figurative language. Read "Going, Going, Gone?" and locate the similes. Discuss meaning.	Locate figurative language in small group reading books (ie Leslie Ludel's Apple Streudel or The Martian Tales).	Distinguish	1	1 2 3 4 5 6 7 8 9 10
5.1.5b	Identify similies and metaphors in text.	Acuity, Classroom Assessment	Review the differences between similies and metaphors. Make an A-Z book on similies and metaphors.	Locate figurative language in small group reading books (ie Leslie Ludel's Apple Streudel or The Martian Tales).	Identify, Metaphors, Similes	1	1 2 3 4 5 6 7 8 9 10
5.1.5c	Interpret the author's use of the figurative language and how it creates imagery for the reader.	Acuity, Classroom Assessment	Locate examples of figurative language. Discuss images created. Fill out Create Visuals organizer.	Locate figurative language in small group reading books (ie Leslie Ludel's Apple Streudel or The Martian Tales).	Imagery, Interpret	1	1 2 3 4 5 6 7 8 9 10
5.2.2a	Distinguish the difference between sequential and chronological order.	Acuity, Classroom Assessment	Complete activity "The Outline" from the Indiana Standards website.	Review sequence in small group reading books (ie, Reaching For The Sky).	Chronological Order, Distinguish, Sequential Order	1	1 2 3 4 5 6 7 8 9 10
5.2.2b	Apply knowledge of sequential and chronological order to answer questions about text.	Acuity, Classroom Assessment	Review sequential and chronological order. Read "Land Rush!" and discuss order of story.	Review sequence in small group reading books (ie, Reaching For The Sky).	Apply, Chronological Order, Sequential Order	1	1 2 3 4 5 6 7 8 9 10
5.2.2c	Identify the relationship between events in chronological and sequential text.	Acuity, Classroom Assessment	Review sequential and chronological order. Read "Land Rush!" and discuss order of story.	Review sequence in small group reading books (ie, Reaching For The Sky).	Chronological Order, Identify, Sequential Order	1	1 2 3 4 5 6 7 8 9 10
5.2.3a	Locate specific words or passages from the text that support the main idea.	Acuity, Classroom Assessment	Read "Sounds Good To Me" and discuss the questions to help determine the important details in the text.	While reading small reading group stories, fill out Determine Importance organizer.	Conflict, Explain, Identify, Protagonist	1	1 2 3 4 5 6 7 8 9 10
5.2.4a	Use specific details from the text along with prior knowledge to make conclusions that allow you to draw reasonable inferences.	Acuity, Classroom Assessment	Review inferences. Read text and fill out Making Inferences organizer to help draw inferences.	Complete Making Inferences organizer in small reading groups.	Infer, Prior Knowledge	1	1 2 3 4 5 6 7 8 9 10
5.2.5a	Identify when an author is making an inference vs. when an author is stating a fact or opinion.	Acuity, Classroom Assessment	Read text. Locate facts and opinions. Discuss differences between those and inferences.	Complete Making Inferences organizer in small reading groups.	Identify, Infer	1	1 2 3 4 5 6 7 8 9 10
5.2.5b	Identify evidence an author uses to support the inference.	Acuity, Classroom Assessment	Read various text. Make inference. Use text to support inference.	Complete Making Inferences organizer in small reading groups.	Identify, Infer	1	1 2 3 4 5 6 8 8 9 10
5.2.5c	Explain how to identify the differences between the facts/evidence, inferences, and opinions an author has used in the text.	Acuity, Classroom Assessment	Read text. Locate facts and opinions. Discuss differences between those and inferences.	Complete Making Inferences organizer in small reading groups.	Explain, Infer	1	1 2 3 4 5 6 7 8 9 10
5.3.1a	Compare and contrast the different chracteristics of poetry, drama, fiction, and non-fiction text.	Acuity, Classroom Assessment	Review different genres. Read text. Discuss genre of text and how it differs from others. Create genre chart.	Discuss features of non-fiction (charts, graphs, time lines, etc.) while pulling for small reading groups.	Compare, Contrast, Characteristics, Genre	1	1 2 3 4 5 6 7 8 9 10
5.3.1b	Determine the author's purpose for writing a text.	Acuity, Classroom Assessment	Discuss main reasons for an author to write a text. Discuss purposes while reading various texts.	Discuss purposes and have students justify why they think the author wrote the text.	Author's Pupose	1	1 2 3 4 5 6 7 8 9 10
5.3.1c	Defend the appropriateness of the author's choice of literary form to inform, entertain, and persuade the reader.	Acuity, Classroom Assessment	Discuss main reasons for an author to write a text. Discuss purposes while reading various texts.	Discuss purposes and have students justify why they think the author wrote the text.	Defend	1	1 2 3 4 5 6 7 8 9 10
5.3.2	Identify the protagonist and explain the conflict.	Acuity, Classroom Assessment	Discuss parts of a story. Identify the conflict. Use various stories.	Review in small reading groups.	Conflict, Explain, Identify, Protagonist	1	1 2 3 4 5 6 7 8 9 10
5.3.2	Summarize the events that led to a solution in the story.	Acuity, Classroom Assessment	Discuss main parts of a summary. Make a chart of the events in a story. Use various stories.	Use organizer to help break down parts of the story. Disucss in small reading groups.	Summarize	1	1 2 3 4 5 6 7 8 9 10
5.3.3a	Describe in detail the characters and how that contrast affects the plot or theme.	Acuity, Classroom Assessment	Identify main characters. Create chart describing characters. Identify how those details affect plot. Use various stories.	Review in small reading groups.	Contrast, Describe, Plot, Theme	1	1 2 3 4 5 6 7 8 9 10
5.3.3b	Interpret the contrast between characters and how that contrast affects the plot or theme.	Acuity, Classroom Assessment	Identify main characters. Create chart describing characters. Identify how those details affect plot. Use various stories.	Review in small reading groups.	Contrast, Interpret, Plot, Theme	1	1 2 3 4 5 6 7 8 9 10
5.3.4a	Choose a theme or central idea of a text and explain the evidence that supports that choice.	Acuity, Classroom Assessment	Discuss the theme of Rigby section and how it will run throughout the stories.	Review in small reading groups.	Explain, Support, Theme	1	1 2 3 4 5 6 7 8 9 10
5.3.4b	Identify if a theme is clearly stated and its location in the text.	Acuity, Classroom Assessment	Discuss theme and how it may not be stated. After reading story, discuss if it is stated or implied .	Review in small reading groups.	Identify, Theme	1	1 2 3 4 5 6 7 8 9 10
5.3.4c	Recognize that there might be a theme that is not clearly stated in the text.	Acuity, Classroom Assessment	Discuss theme and how it may not be stated. After reading story, discuss if it is stated or implied.	Review in small reading groups.	Theme	1	1 2 3 4 5 6 7 8 9 10

3. Administrative Evaluation

Timothy L. Johnson Academy Administrative Evaluation

Leader Name:

_____

2009-2010 School Leader Evaluation	Scale				Final

Teaching and Learning					
Curriculum Management	0 - 15				
Relevance and Engagement	0 - 10				
Inclusive	0 - 10				
Data	0 - 20				
Continuous Improvement	0 - 10				
Climate and Culture	0 - 10				
	0 - 75				

Quantitative Metrics					
AYP/AMO	0 - 20				
State Rating/Ranking	0 - 10				
Enrollment/Retention	0 - 5				
Attendance	0 - 5				
	0 - 40				

Management					
Financial	0 - 15				
Grants	0 -10				
Compliance	0 - 5				

Office Procedures	0 - 5						
Stakeholders	0 -10						
Staff	0 - 10						
Environment	0 - 5						
Community Relations	0 - 5						
	0 - 65						

Leadership							
Initiative	0 - 10						
Communication	0 - 10						
Development	0 - 10						
Decision Making	0 - 10						
Team Player	0 - 10						
	0 - 50						

Individual Goals							
Goal 1	n/r						
Goal 2	n/r						
Goal 3	n/r						
Goal 4	n/r						
	n/r						

Total Points Possible	230					230
Total Points Earned	0					0
Percentage earned	0%					0%

If necessary or desired, attach narrative discussion of feedback/ratings given, areas in need of improvement, and/or accomplishment of individual goals.

4. Bylaws of Timothy L. Johnson Academy

BYLAWS OF Timothy L. Johnson Academy

ARTICLE I

Name

This organization shall be called Timothy L. Johnson Academy ("TLJA").

ARTICLE II

Form of Corporation

TLJA (the "School") is organized as a non-profit, non-stock, directorship corporation. Timothy L. Johnson Academy is a public charter school, established in accordance with Chapter 3 of Article 20-5.5 of the Indiana Code. The sponsor of the School is Ball State University (the "University").

ARTICLE III

Offices

Section 1.   Principal Office. The principal office of the corporation shall be located in the city of , County of , State of Indiana.

Section 2.   Registered Office. The registered office of the corporation may be the same as the principal office of the corporation, but in any event must be located in the state of Indiana, and be the business office of the registered agent, as required by the Indiana Nonprofit Corporation Act.

ARTICLE IV

Board of Directors; Meetings; Fiscal Year

Section 1.   General Powers. The business, property and affairs of the corporation shall be managed by its Board of Directors. The Board of Directors may exercise any and all of the powers granted to it under any portions of the Indiana Code. The board may delegate such powers to the officers of the board and/or the educational management company of the School as it deems necessary.

Section 2.   Method of Selection. The initial Board of Directors shall be the individuals named in the resolution approved by the University. Subsequently, the Board of Directors of the corporation shall nominate a list of potential members of the Board of Directors equaling at least the number of vacancies on the Board. The Board of Directors of the corporation shall elect members from the list of nominees at its next regular meeting taking place at least twenty (20) days following notification to the University of the nominees. When the nominations are forwarded to the University, they shall be accompanied by the nominees' resumes and criminal history background checks. The nominees shall be available for interview by the University Board or its designees. Nominations shall be deemed acceptable to the University unless otherwise notified prior to the regular meeting at which election(s) shall occur. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.

Section 3.	Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a terms of two years, and the remainder shall be appointed for a term of one year. At the first meeting, the Board of Directors shall designate which members of the invited Board of Directors shall serve one (1), two (2), and three (3) year terms.

Section 4.	Number of Directors. The number of members of the initial Board of Directors for the corporation shall be five (5). The number of members shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University.

Section 5.	Qualifications. The Board members of the corporation must include a parent or guardian of a child attending the school. The Board shall not include (i) members appointed or controlled by another charter school; (ii) employees of TLJA; (iii) officials of the University; or (iv) employees of the educational management company. All Board members and prospective nominees shall submit results of national criminal history background checks. The Board may, at its sole discretion, pay for such background checks. No person's name shall be submitted for nomination to fill a vacancy on the Board until the Board receives the results of the national criminal history background check.

Section 6.	Oath. All members of the Board of Directors of the Corporation must file an acceptance of office with the University.

Section 7.	Tenure. Each Director shall hold office until the Director's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8.	Removal. Any Director may be removed without cause by a two-thirds (2/3) vote of the Board of Directors of the corporation or by majority vote of the University Board of Trustees or for missing three consecutive scheduled regular meetings.

Section 9.	Resignation. Any Director may resign at any time by providing written notice to the corporation. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor may be appointed as provided in Section 2 of this Article.

Section 10.	Regular Meetings. The Board of Directors shall approve a calendar of regular meetings each year in October. The calendar shall designate the date, time and place of regular meetings. The Board of Directors shall meet at least bimonthly. The Board of Directors may provide, by resolution, the time and place, within the state of Indiana, for the holding of additional regular meetings. The corporation shall provide notice of all regular meetings as required by the Indiana Open Door Law (IC 5-14-1.5).

Section 11.	Executive Sessions. Executive Sessions may be held only for the specific instances enumerated in the Open Door Law (IC 5-14-1.5-6.1-b).

Section 12.	Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any three or more directors. The person or persons authorized to call special meetings of the Board of Directors may fix the place within the state of Indiana for holding any special meetings of the Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the corporation in the state of Indiana. The corporation shall provide notice of all special meetings as required by the Open Door Law.

Section 13.	Notice; Waiver. In addition to the notice provisions of the Open Door Law, notice of any special meeting shall be given at least forty-eight (48) hours prior to the special meeting by written notice, stating the time, date and place of the meeting, delivered personally or mailed or sent by telegram, fax or e-mail to each Director at the Director's personal residence or place of business. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director

attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 14.   Quorum. A majority of the Directors of the Board constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at a meeting, a majority of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Door Law.

Section 15.   Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 16.   Board Vacancies. Any vacancy may be filled as provided in Section 2 of this Article.

Section 17.   Compensation. By resolution of the Board of Directors, the Directors may be paid the expenses, if any, of attendance at each meeting of the Board of Directors. Expenses shall include travel expenses for attending Board meetings, costs associated with providing materials for Board meetings, and other approved expenses. Directors shall not be provided remuneration for their services as Directors.

Section 18.   Presumption of Assent. A Director of the corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the corporation immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

Section 19.   Committees. The Board of Directors, by resolution, may designate one or more committees, each committee to consist of one or more Directors elected by the Board of Directors, which to the extent provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, shall have and may exercise, when the Board of Directors is not in session, the powers of the Board of Directors in the management of the business and affairs of the corporation, except action in respect to the fixing of compensation for or the filling of vacancies in the Board of Directors or committees created pursuant to this Section, or amendments to the Articles of Incorporation or Bylaws. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Door Law, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 20.   Fiscal Year, Budget and Unified Accounting System. The fiscal year of the corporation shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the University, shall have exclusive control of the budget. The Board shall prepare and publish an annual budget in accordance with the University policy and the Unified Accounting System prescribed by the State Board of Education and the State Board of Accounts.

ARTICLE V

Officers

Section 1.   Number. The officers of the corporation shall be a President, Vice-President, Secretary, Treasurer, and such Assistant officers as may be selected by the Board of Directors.

Section 2.   Election and Term of Office. The Board of Directors shall elect the initial officers of the corporation at a duly noticed meeting prior to the beginning of the school year. Thereafter, the Board of Directors shall elect the officers annually at the annual meeting of the Board of Directors. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall serve a two year term unless the officer resigns or is removed in the manner provided in Section 3.

Section 3.   Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by a simple majority of the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby.

Section 4.   Vacancies. A vacancy in any office shall be filled by appointment by the Board of Directors for the unexpired portion of the term.

Section 5.   President. The President of the corporation shall preside at all meetings of the Board of Directors. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board of Directors attending the meeting shall preside. The President shall be an *ex officio* member of all standing committees and may be designated chairperson of those committees by the Board of Directors. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the Board from time to time.

Section 6.   Vice-President. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Board of Directors.

Section 7.   School Administrator. The School Administrator shall be the Chief Executive Officer of the corporation and shall be hired by the Board of Directors unless the Board contracts for the management of the school, in which case the School Administrator shall be hired by the management company. The School Administrator shall be an *ex officio* member of the Board and may, by resolution of the Board, chair any and all meetings in lieu of the President. The School Administrator shall not be empowered to vote.

Section 8.   Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Door Law, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the post office address of each member; and (e) perform all duties incident to the office of Secretary and other duties assigned by the School Administrator or the Board.

Section 9.   Treasurer. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the corporation are properly carried out; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Directors.

Section 10.   Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the officers or by the Board of Directors. The Board of Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

Section 11.   Salaries. Officers of the corporation, who are directors of the corporation, may not be compensated for their services. They may, however, receive traveling and other expenses.

Section 12.   Filling More Than One Office. Any two offices of the corporation except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VI

Contracts, Loans, Checks and Deposits; Special Corporate Acts

Section 1.   Contracts. The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract, including management contracts, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the corporation. Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board of Directors authorizes the execution of a contract or of any other instrument in the name of and on behalf of the corporation, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 2.   Loans. No loans shall be contracted on behalf of the corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loan or advance to or overdraft of withdrawal by an officer or member of the Board of Directors otherwise than in the ordinary and usual course of the business of the corporation, and on the ordinary and usual course of the business or security, shall be made or permitted.

Section 3.   Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents, of the corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 4.   Deposits. 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 may select, provided that such financial institution is eligible to be a depository of surplus public funds according to the laws of the State of Indiana.

Section 5.   Voting of Securities Owned by this Corporation. Subject always to the specific directions of the Board of Directors, any shares or other securities issued by any other corporation and owned or controlled by this corporation may be voted at any meeting of security holders of such other corporation by the President of this corporation or by proxy appointed by the President, or in the absence of the President and the President's proxy, by the Secretary or Treasurer of this corporation or by proxy appointed by the Secretary or Treasurer. Such proxy or consent in respect to any shares or other securities issued by any other corporation and owned by this corporation shall be executed in the name of this corporation by the President, the Secretary or the Treasurer of this corporation without necessity of any authorization by the Board of Directors, affixation of corporate seal or countersignature or attestation by another officer. Any person or persons designated in the manner above stated as the proxy or proxies of this corporation shall have full right, power and authority to vote the shares or other securities issued by such other corporation and owned by this corporation the same as such shares or other securities might be voted by this corporation.

Section 6.   Contracts Between Corporation and Related Persons. Any contract or other transaction between this corporation and one or more of its Directors, or between this corporation and any firm of which one or more of this corporation's Directors are members or employees, or in which one or more of this corporation's Directors are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of the corporation acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director or Directors in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

ARTICLE VII

Indemnification

Each person who is or was a member of the Board of Directors, or a trustee, director, officer or member of a committee of the corporation and each person who serves or has served at the request of the corporation as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the corporation to the fullest extent permitted by the corporation laws of the State of Indiana as they may be in effect from time to time. The corporation may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the corporation would have power to indemnify such person against such liability under the preceding sentence. The corporation may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the corporation to the fullest extent provided under the laws of the State of Indiana as they may be in effect from time to time.

ARTICLE VIII

Seal

The Board of Directors may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the corporation, the State of Indiana and the words "Corporate Seal" and "Timothy L. Johnson Academy."

ARTICLE IX

Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Board of Directors at any regular or special meeting of the Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings, and (b) the written approval of the changes or amendments by the University. In the event that a proposed change is not accepted by the University, the University shall consider and vote upon a change proposed by the corporation following an opportunity for a written and oral presentation to the University by the corporation. The corporation may amend these Bylaws upon authorization from the University. Amendments to these Bylaws take effect only after they have been approved by both the corporation Board and by the University, its President or the University Board ofTrustees.

These Bylaws were amended and adopted as and for the Bylaws of an Indiana corporation, by unanimous written consent of the Board of Directors on the _____ day of _____, 2002.

_____
Secretary

5. Conflict of Interest Policy

0144.3   **Conflict of Interest**

Board members shall perform their official duties in a manner free from conflict of interest. To this end:

A.   no Board member shall use his/her position as a Board member to benefit either himself/herself or any other individual or agency apart from the total interest of the School;

B.   when a member of the Board determines that the possibility of a personal interest conflict exists, s/he should, prior to the matter being considered, disclose his/her interest (such disclosure shall become a matter of record in the minutes of the Board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon.

6. Board Minutes: Financial Decision Making

TIMOTHY L JOHNSON ACADEMY
FISCAL YEAR 2011-2012
GENERAL FUND BUDGET
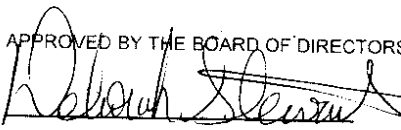
REVENUE

	Beginning Fund Balance (June 1)	$	43,625
	Less Appropriated Fund Balance		
	Fund Balance available to Appropriate	$	43,625
(1XXX)	Local Sources	$	-
(2XXX)	Intermediate Sources	$	-
(3XXX)	State Sources	$	2,174,384
(4XXX)	Federal Sources	$	219,617
(6XXX)	Loans	$	-
(7XXX)	Over Payments and Reimbursements	$	-
	Total Revenue	$	2,394,001
	TOTAL AVAILABLE TO APPROPRIATE	$	**2,437,626**

EXPENDITURES

(1XXXX)	Instruction	$	832,567
(12XXX/13XXX)	Special Programs	$	132,328
(14XXX)	Summer School Programs	$	3,285
(16XXX)	Remediation	$	4,124
(21XXX)	Support Services-Pupils	$	18,200
(212XX)	Marketing	$	8,000
(22XXX)	Support Services-Instructional Staff	$	84,296
(23XXX)	Support Services-General Administration	$	330,599
(24XXX)	Support Services-School Administration	$	261,178
(26XXX)	Maintenance of Plant	$	156,535
(27XXX)	Pupil Transportation	$	195,048
(45XXX)	Facilities Acquisition/Rent	$	321,792
(53XXX)	School Buses/Principal and Interest	$	5,962
	Total Appropriated	$	2,353,913
	EXCESS EXPENDITURES OVER REVENUES	$	**40,088**
	ENDING FUND BALANCE:	$	83,712

APPROVED BY THE BOARD OF DIRECTORS AT A __REGULAR__ MEETING ON __May 23, 2011__.

[signature]

Board Secretary

Timothy L. Johnson Academy
7908 South Anthony Blvd
Fort Wayne, IN 46816

REGULAR Board Meeting
May 23, 2011 @ 4:00 p.m.

PROPOSED MINUTES

I.   Call to Order & Roll Call - The meeting was called to order at 4:05 pm, by Mike Nickleson
     Present: Vernon Graham , Kelly Updike, Mike Nickleson, Ian Rolland, Deborah Stewart and
                Dave Ridderheim

II. Approval of Agenda
     Motion provided by Deborah Stewart to approve the agenda as presented, support provided by David
     Ridderheim. Motion passed unanimously.

III. Consent Calendar
     A. Review & Approval of April 25, 2011 Regular Meeting Minutes - Motion provided for approval was
         made by David Ridderheim, support provided by Kelly Updike. Motion passed unanimously.

IV. Financial Report
     A. Review & Approval of April 2011 Financials
         Vernon Graham motioned to approve the April 2011 Financial Reports with support from David
         Ridderheim. Motion passed unanimously.

V.   Correspondence – None.

VI. Hearing of the Public* (limited to agenda items) - None

VII. Old Business
     A. The board will meet for a retreat planning session from 2 pm to 5 pm on June 27th.

VIII. New Business
     A. Proposed Budget for 2011-2012
         Motion provided by David Ridderheim to approve the agenda as presented, support provided by Vernon
         Graham. Motion passed unanimously.
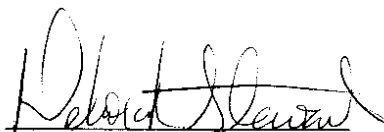
     B. Executive Session: Facility Lease
         Motion provided by Vernon Graham to move to executive session at 4:20 p.m., support provided by
         Kelly Updike. Motion passed unanimously.
         Executive Session was called to order at 4:20 p.m.
         Motion provided by Ian Rolland to adjourn executive session and return to the public meeting at 4:40
         p.m., support provided by David Ridderheim. Motion passed unanimously.

IX. Management Report
     The Leona Group / School Leader

X.   Hearing of the Public* (related to non-agenda items)
     None

XI. Discussion (non-agenda items) - None

XII. Reconfirmation of Next Regular Meeting Date: **June 27, 2011 @ 4 p.m.**

XIII. Adjournment

A motion was made at 4:55 pm by Deborah Stewart to adjourn the meeting, with support provided by Kelly Updike. Motion passed unanimously.

Submitted by:

Kelly Erb

Deborah Stewart
Board Secretary

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Treasurer's Report

DATE: November 6, 2011

   To: Ian Rolland, Treasurer, Timothy L. Johnson Academy

  From: Jan Howell, Budget Manager

   Re: Budget Status for Month Ending October 31, 2011

   CC: Fred Stoffel and Steve Boller

Upon reviewing your financials, please contact me if you have any questions at 517.333.3168

General Fund:

   Receipts:

- State Revenue was received at the budgeted amounts in the General Fund. The Federal Revenue was 2011 grant revenue received this year.

   Disbursements:

- Expenditures were incurred at the budgeted amounts in the General Fund with the exception of 14XXX Summer School which appears to be a large percentage, however the dollar amount is not large.

- Aged Payables:

   o   There are no aged payables over 60 days.

School Service Fund:

   Receipts:

- Revenue was received at less the budgeted amounts in the School Service Fund. The Federal Revenue that was received was for 2011 food service reimbursements received this year.

   Disbursements:

- Expenditures were incurred at the budgeted amounts in the School Service Fund.

Cash Flow:

- Cash flow is adequate to meet the obligations of the Academy at this time.

Other Items to Note:

- The Cash Forecast Statement is actual through October 31, 2011.

Timothy L Johnson Academy
BUDGET PROJECTIONS
For the Four Months Ending October 31, 2011
(UNAUDITED)

		Actual	Budget	Actual % YTD
Revenue				
1XXX	Local	$801	$0	0.0%
3XXX	State	636,410	2,174,384	29.3%
4XXX	Federal	27,030	219,617	12.3%
	Total Revenue & Other Transactions	664,241	2,394,001	27.7%
Expenditures				
11XXX	Regular Programs	255,918	832,567	30.7%
12XXX	Special Programs	0	2,000	0.0%
13XXX	Special Interest Programs	33,493	130,328	25.7%
14XXX	Summer School Programs	4,299	3,285	130.9%
16XXX	Remediation	0	4,124	0.0%
21XXX	Support Services-Student	88	26,290	0.3%
22XXX	Support Services-Instruction	17,884	84,296	21.2%
23XXX	Support Services-General Administration	99,245	330,599	30.0%
24XXX	Support Services-School Administration	98,357	261,178	37.7%
25XXX	Central Services	195	0	0.0%
26XXX	Operation and Maintenance of Plant	59,485	156,535	38.0%
27XXX	Student Transportation	44,246	195,048	22.7%
45XXX	Rentals	88,089	321,792	27.4%
53XXX	Lease Rental	3,758	5,962	63.0%
	Total Expenditures and Other Transactions	705,017	2,353,914	30.0%
Excess Revenue or (Expenditures)		(40,776)	40,087	
Budgeted Fund Balance July 1, 2011			43,625	
Actual Fund Balance July 1, 2011		116,919		
Fund Balance June 30, 2012			200,631	

SCHOOL SERVICE FUND

		Actual	Budget	Actual % YTD
Revenue				
1XXX	Local	567	1,200	47.3%
3XXX	State	0	100	0.0%
4XXX	Federal	3,073	175,000	1.8%
	Total Revenue & Other Transactions	3,640	176,300	2.1%
Expenditures				
31XXX	Food Service	48,478	157,541	30.8%
	Total Expenditures and Other Transactions	48,478	157,541	30.8%
Excess Revenue or (Expenditures)		(44,838)	18,759	

Student Count: 246

TIMOTHY L. JOHNSON ACADEMY
Cash Forecast Statement
Combined General and Special Revenue Funds

Actual as of October 31, 2011

Fiscal Year 2011-2012	July	August	September	October	November	December
Beginning Balance	$ 116,416.84	$ 130,504.97	$ 141,757.22	$ 99,775.45	$ 41,460.82	$ 41,675.06
Estimated Receipts:						
Collection of State Aid	$ 159,062.62	$ 159,105.78	$ 159,105.79	$ 159,105.77	$ 159,061.24	$ 229,887.24
Collection of Grants	$ 14,355.06	$ 6,945.00		$ 10,543.96	$ 18,100.00	$ 18,100.00
Proceeds from Loans and Interest						
Transfer to Cover Expenses				$ 0.25		
Other Revenue and Receipts	$ 3,013.12	$ 1,737.56	$ 3,017.60	$ 440.00	$ 21,880.00	$ 21,880.00
TOTAL AVAILABLE FUNDS:	$ 292,839.74	$ 300,493.31	$ 303,879.81	$ 269,865.21	$ 240,502.06	$ 304,542.30
Less Estimated Disbursements:						
Salaries and Benefits	$ 85,113.04	$ 94,082.28	$ 125,137.15	$ 120,951.24	$ 116,650.00	$ 116,650.00
Services, Supplies, and Materials	$ 62,331.02	$ 50,063.07	$ 59,872.45	$ 89,080.41	$ 60,000.00	$ 60,000.00
Land and Building	$ 14,590.71	$ 14,590.14	$ 18,090.74	$ 18,372.74	$ 22,177.00	$ 22,177.00
TOTAL DISBURSEMENTS	$ 162,034.77	$ 158,736.09	$ 204,100.36	$ 228,404.39	$ 198,827.00	$ 198,827.00
ESTIMATED ENDING BALANCE:	$ 130,804.97	$ 141,757.22	$ 99,775.45	$ 41,460.82	$ 41,675.06	$ 105,715.30

Fiscal Year 2011-2012	January	February	March	April	May	June
Beginning Balance	$ 105,715.30	$ 112,747.30	$ 119,179.30	$ 126,811.30	$ 133,643.30	$ 150,875.30
Estimated Receipts:						
Collection of State Aid	$ 175,879.00	$ 175,879.00	$ 175,879.00	$ 175,879.00	$ 175,879.00	$ 175,879.00
Collection of Grants	$ 18,100.00	$ 18,100.00	$ 18,100.00	$ 18,100.00	$ 18,100.00	$ 74,000.00
Proceeds from Loans and Interest						
Other Revenue and Receipts	$ 21,880.00	$ 21,880.00	$ 21,880.00	$ 21,880.00	$ 21,880.00	$ 21,880.00
TOTAL AVAILABLE FUNDS:	$ 321,574.30	$ 328,606.30	$ 335,038.30	$ 342,670.30	$ 349,762.30	$ 422,634.30
Less Estimated Disbursements:						
Salaries and Benefits	$ 116,650.00	$ 116,650.00	$ 116,650.00	$ 116,650.00	$ 116,650.00	$ 116,650.00
Services, Supplies, and Materials	$ 70,000.00	$ 70,000.00	$ 70,000.00	$ 70,000.00	$ 60,000.00	$ 50,000.00
Land and Building	$ 22,177.00	$ 22,177.00	$ 22,177.00	$ 22,177.00	$ 22,177.00	$ 20,733.00
TOTAL DISBURSEMENTS	$ 208,827.00	$ 208,827.00	$ 208,827.00	$ 208,827.00	$ 198,827.00	$ 187,383.00
ESTIMATED ENDING BALANCE:	$ 112,747.30	$ 119,779.30	$ 126,811.30	$ 133,843.30	$ 150,875.30	$ 235,251.30

8. Teacher Evaluation

Timothy L. Johnson Academy

Teaching Staff Performance Review

Employee_____   School _____
Grade/Subject or Position_____   Review Year_____
Total yrs. teaching in present school_____
Total yrs. teaching experience_____

Rating Scale
5 – Outstanding = Outstanding ability to take initiative, show creativity
4 – Above Average = Frequently exceeds expectations
3 – Satisfactory = Consistently accomplished assigned work
2 – Marginal = Performance is inconsistent. Important work not fulfilled at required levels. Needs improvement in performance
1 – Unacceptable = Quality of work, job knowledge, productivity, and/or dependability needs drastic improvement in order to succeed at Timothy L. Johnson Academy

	Last yr. rating	This year
1. **Instructional Relevancy**	_____	_____

The lessons, objectives and relevance of skills being taught are regularly translated into real world expectations. Seeks to meet school and state standards as well as improve learning processes and efficiencies.

Comments:_____

| 2. **Individualized Instruction** | _____ | _____ |

Instruction meets multi-ability levels. Modifications, adaptations and other accommodations are made into lessons and assignments to reflect student learning styles and abilities.

Comments:_____

| 3. **Monitored Learning** | _____ | _____ |

Student progress is closely monitored through appropriate assessments. Students and parents receive feedback on class, homework and overall progress. Activities are in place to re-teach and review concepts.

Comments:_____

| 4. **Student Recognition** | _____ | _____ |

Student achievement is rewarded in a variety of ways. Student needs, interests and accomplishments are recognized.

Comments:_____

| 5. **Teaching Strategies** | _____ | _____ |

Cooperative learning, small/large instructional groups, hands-on learning, student-directed learning and other techniques are used. Classroom environment is clean, safe, friendly and inviting.

Comments:_____

6. **Behavior Management** _____ _____

Students are aware of the standards for classroom behavior and management. Techniques allow for most behavior intervention to take place in the classroom. Creates enthusiasm and motivates students.

Comments:_____

7. **Cooperative Working Relationships & Teamwork** _____ _____

Planning and working cooperatively with leadership, faculty and staff occurs on a regular basis. Shares job knowledge openly and honestly; fosters a cooperative work environment. Deals effectively with others at all levels, both inside and outside the organization.

Comments:_____

8. **Professional Behavior/Leadership** _____ _____

Completion of expected and assigned duties in a constructive and professional manner. Acts with integrity by demonstrating honesty, openness, consistency and unwavering ethical standards. Takes initiative and seeks to go beyond what is expected. Is accountable for and takes ownership of actions. Presents professionalism with actions and appearance.

Comments:_____

Retention of students Rating: _____

Attendance of students Rating: _____

Test scores – comparison with previous year Rating: _____

Classroom observations are a required part of the evaluation process. The school leader will share his/her observations, receive input from the teacher and, with the teacher's involvement, correlate observation with the teacher's individual development plan.

Signature below indicates a conference has been held and the person has been evaluated. Employee's signature indicates s/he has received the evaluation, but does not necessarily imply agreement. Employee may add comments:

_____

_____

Evaluator Signature _____ **Date** _____

Employee Signature _____ **Date** _____

Assessment Data Charts

Spring 2011 ISTEP+ Results

A.

	Students tested		Students who did not take ISTEP Took IMAST only	
	(n)	**%**	**(n)**	**%**
3	27	93	2	7
4	32	97	1	3
5	29	94	2	6

B.

	English/LA Pass +		English/LA Pass		English/LA DNP		Percent Undetermined*	Math Pass +		Math Pass		Math DNP		Percent Undetermined*
	(n)	**%**	**(n)**	**%**	**(n)**	**%**		**(n)**	**%**	**(n)**	**%**	**(n)**	**%**	
3	0	0	10	37	15	56	7	3	11	6	22	16	59	7
4	0	0	11	34	20	63	3	1	3	11	34	19	59	3
5	2	7	9	31	17	59	3	1	3	13	45	14	48	3

*Includes students taking both ISTEP+ and IMAST.

C.

	Students tested		Students who did not take ISTEP Took IMAST only	
	(n)	**%**	**(n)**	**%**
6	14	93	1	7
7	8	67	4	33
8				

D.

Grade Level	English/LA Pass +		English/LA Pass		English/LA DNP		Percent Undetermined*	Math Pass +		Math Pass		Math DNP		Percent Undetermined*
	(n)	**%**	**(n)**	**%**	**(n)**	**%**		**(n)**	**%**	**(n)**	**%**	**(n)**	**%**	
6	1	7	4	29	8	57	7	0	0	5	36	9	64	0
7	1	13	5	63	2	25	0	1	13	1	13	6	75	0
8														

*Includes students taking both ISTEP+ and IMAST.

End of Course Assessment Results

	ALBEGRA 1	ENGLISH 10	BIOLOGY I
Total number tested	N/A	N/A	N/A
Number Pass +			
Percent Pass +			
Number Pass			
Percent Pass			
Total number passing			
Total percent passing			

Statistical Overview of Current Charter Period

Requested Data	Year 1 2007/08	Year 2 2008/09	Year 3 2009/10	Year 4 2010/11	Year 5* 2011/12
Enrollment:	**190**	**207**	**231**	**277**	**307**
Enrollment by grade					
K	43	44	56	62	73
1	48	44	47	48	45
2	40	41	28	41	44
3	19	32	41	34	37
4	28	21	27	36	32
5	12	25	17	32	27
6			15	12	22
7				12	16
8					11
# of Applications in Lottery	0	0	0	0	0
(Previous Spring of each year)					
Gender: Males Enrolled	92	108	112	143	159
Gender: Females Enrolled	98	99	119	134	148
Discipline:					
Number of in-school suspensions	0	0	0	0	0
(for the possession of alcohol, drugs or weapons)					
Number of out-of-school suspensions	0	0	0	0	0
(for the possession of alcohol, drugs or weapons					
# of students suspended for any reason	8	14	18	19	
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	122/83%	124/76%	140/80%	180/81%	193/82%
# and % of Teachers returning	7/50%	8/100%	8/88%	11/86%	12/86%
Student/Teacher Ratio	19/1	21/1	19/1	20/1	21/1
Staffing:					
# Uncertified teachers	0	0	0	0	0
# Paraprofessionals	5	3	7	10	9

Total # of teachers who are certified employees	10	11	13	15	15				
Changes in staffing numbers	plus 1	plus 1	plus 2	plus 2	same				

Attendance:

Average daily attendance rate	180	197	221	260					

Demographics: Include the **number** and **percentage** of Student Population for both the
Charter School and the neighborhood school.

School	White	Black	Hispanic	Asian	Native American	Multiracial	Free Lunch	Reduced Lunch	Special Education
Charter School	4/1%	279/92%	4/1%	0	0	16/5%	288/94%	13/4%	47/15%
Local School	15,496/50%	7,748/25%	4,029/13%	1,239/4%	310/1%	2,169/7%	21,074/68%		6,000/19%
State of Indiana	838,902/75%	131,693/12%	80,038/7%	18,139/2%	2,970/.3%	49,167/4%	389,270/35%	93,169/8%	161,647/14%