



Office of Charter Schools

New Community School

2013-2014 CHARTER RENEWAL APPLICATION

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INTRODUCTION

According to Indiana law, a charter school is established to provide innovative and autonomous programs that: 1) serve the different learning styles and needs of public school students; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system (IC 20-24-2-1). As an authorizer of charter schools, Ball State University is responsible for ensuring that its charter schools demonstrate that they are achieving academic, financial, and organizational outcomes.

Merit-based renewal decisions will be based on an analysis of a comprehensive body of objective evidence defined by the Performance Frameworks and gauged under standards developed in conjunction with the National Association of Charter School Authorizers (“NACSA”) under NACSA’s Principles & Standards for Quality Authorizing. Renewals will be granted to each charter school that can demonstrate that it has achieved performance standards as stipulated in the Performance Frameworks (developed by OCS), and has been faithful to the terms of the contract and applicable laws.¹

The renewal process serves three purposes. First, it informs OCS’ decision on whether to renew a school’s contract by providing evidence of school performance in relation to the academic, financial, and organizational performance standards set out in the school’s charter and in the Performance Frameworks. Second, the process through the renewal application provides the school a meaningful opportunity to present additional evidence regarding its performance.² Third, it provides the school with an opportunity to outline – based on its past performance – a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring ongoing viability of the school.

¹ Principles & Standards for Quality Charter School Authorizing, National Association of Charter School Authorizers, 2010 Edition.

² Principles & Standards for Quality Charter School Authorizing, National Association of Charter School Authorizers, 2010 Edition.

RENEWAL TIMELINE

Release of Renewal Application May 15, 2013

Renewal Orientation: Meetings with School Leaders and Board Members May-June 2013

Letter of Intent to Renew Due October 1, 2013

Renewal Application Due November 15, 2013

Onsite School Visits October- January of 2014

Renewal Decisions..... On or before March 1, 2014

RENEWAL DECISION OVERVIEW

The OCS intends to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions consistent with NACSA's Principles & Standards for Quality Authorizing. In the OCS's process to make changes to its accountability framework and to align its processes with NACSA's Principles & Standards for Quality Authorizing, the Performance Frameworks and the OCS's Policy for School Assessment and Intervention will both be used to determine a school's eligibility for a charter renewal. The OCS will base its renewal decisions on the existing record of school performance including, but not limited to, the school's written response to the Renewal Narrative of the Charter Renewal Application and any additional performance data provided by the school.

The first stage of the process involves the OCS sharing with each school that is up for renewal the schools' data as evaluated through the Performance Frameworks. Additional data is gathered through site visits, desk audits, and the CSAPPHIRE database.

The second stage requires the school to prepare and submit the Charter Renewal Application. The Renewal Application provides schools an opportunity to present the school's existing record of performance and to outline plans for the school's next charter term. Within the Charter Renewal Application, schools will have an opportunity to comment on the data and provide factual corrections and/or supplement the record with information and data to explain academic results and demonstrate other academic measures that may provide evidence of the school's academic success and/or improvement (e.g., individual student growth data, legacy/cohort group data, summer remediation and/or additional IREAD scores, etc.). The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.

The third stage is an evaluation of the data collected in the first stage and the second stage by the staff and contractors of OCS; and the determination by the Executive Director of OCS as to whether to recommend a renewal or extension of the school's existing charter and the term for which the Executive Director recommends an extension. Ball State's President makes the final determination as to whether to extend or renew the school's charter and the duration of the renewal or extension.

2013-2014 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

The OCS will provide a Charter Renewal Application template to each school up for renewal. A school's Charter Renewal Application will have some data charts pre-filled by the OCS with the school's data; however, the school should fill in any empty boxes, as applicable. Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than November 15, 2013.**

FORMAT FOR SUBMISSIONS:

- ☐ The Renewal Narrative should not exceed 25 pages, excluding attachments.
- ☐ Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.
- ☐ Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (e.g., revised student handbook provisions, updated professional development plan, etc.).

CSAPPHIRE SUBMISSIONS AND UPDATES:

The following documents will be reviewed and verified by the OCS remotely through CSAPPHIRE during the renewal process. In order to make the process more efficient, please review and/or upload the school's *most current* version of each of the following documents. If any of these documents was submitted previously, please just be certain that the version in CSAPPHIRE is the most current version.

School Documents

Please review and verify the following policies and plans in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Organizational Chart (updated administrative organizational chart with names)
- Staffing Matrix
- General Descriptions of Responsibilities of Teachers and Staff
- School Calendar (current school year)
- Curriculum and Instructional Methods
- Methods of Promoting Parent and Community Involvement Practices
- Supplemental Programs (Information on Current Student Clubs, Organizations, and Other Extracurricular Activities Offered (including athletic teams))
- Methods of Pupil Assessments

Current School Policies and Plans

Please review and verify the following policies and plans in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Staff Handbook
- Student Handbook
- Promotion/Retention Policy
- Elementary School Reading Plan
- Policy and Procedures for Special Education
- Policy and Procedures for ELL Students
- Performance Evaluation Plan for Administrators and Teachers
- Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
- Teacher and Staff Compensation and Benefits Plans
- Professional Development Methods
- School Admission Policy
- Transportation Policy (if applicable)
- School Safety and Emergency Preparedness Plan
- Student Health Screening Policy
- Student Records Policy
- Medication Policy
- Discipline Policy
- Criminal Background Check Policy
- Graduation Requirements, including diploma types offered (if applicable)
- Conflict of Interest Policy

Corporate Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Articles of Incorporation (and any Amendments thereto)
- Any Fictitious Name Registrations filed with the Indiana Secretary of State
- Board By-Laws
- Board Member List (including Current Contact Information)
- Calendar of Board Meetings
- EMO Agreement (together with all Amendments thereto, if applicable)

Financials and Budgets

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- School's Budgets for 2012-2013 and 2013-2014
- School's Audit (if not conducted by Fitzgerald Isaac) for the school year ended 6/30/2013

Board – Agenda and Minutes

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Board Minutes approving School's Budgets for 2012-2013 and 2013-2014

Insurance

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Certificate of Liability Insurance
- Evidence of Property Insurance

Facility Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

- Lease Agreement(s) or Deed(s) for All Occupied Facilities
- Certificate of Occupancy issued by the Indiana Department of Health

RENEWAL NARRATIVE

I. Executive Summary

A. Enrollment and Demographic Overview

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

2013-14 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	220	
# of Students on Waiting List	0	
Gender		
# Male	124	56%
# Female	96	44%
Ethnicity/Race		
# White	174	79%
# Black	6	3%
# Hispanic	16	7%
# Asian	1	0.5%
# Native American	1	0.5%
# Other	22	10%
Special Populations		
# Students with IEPs	43	19.5%
# English Language Learners	4	2%
# Homeless Students	0	0%
# Eligible for Free and Reduced Lunch	106	48%

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

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
TOTAL STUDENT ENROLLMENT	38	46	60	63	73	90	140	173	207	240	220

3) Provide the number and percentage of students eligible for special education by eligibility category for the length of the charter contract.

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY																						
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder													1	.7	2	1.2	3	1.4	3	1	3	1
Blind of Low Vision													0	0	0	0	1	.5	2	.8	2	.9
Cognitive Disability													0	0	1	.5	1	.5	1	.4	1	.5
Deaf of Hard of Hearing													2	1.4	2	1.2	0	0	1	.4	1	.5
Deaf-Blind													0	0	0	0	3	1.4	0	0	0	0

SPECIAL EDUCATION STUDENT POPULATION BY CATEGORY																						
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Development Delay (early childhood)													0	0	0	0	0	0	0	0	0	0
Emotional Disability													0	0	3	1.7	4	1.9	4	1.6	5	2
Language or Speech Impairment													5	3.5	8	4.6	13	6.2	13	5.4	15	7.1
Multiple Disabilities													0	0	2	1.2	2	.9	1	.4	1	.5
Orthopedic Impairment													0	0	0	0	0	0	0	0	0	0
Specific Learning Disability													14	10	21	12.1	16	7.7	13	5.4	12	5
Other Health Impairment													1	.7	1	.5	4	1.9	7	2.9	7	3

4) Provide the number and percentage of ELL students for length of charter contract.

ELL STUDENT POPULATION CHART																					
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0		0		0		0		0		0		0		0		0		4		12	

5) Provide the number and percentage of Homeless students for length of charter contract.

HOMELESS STUDENT POPULATION																					
Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10		Year 11	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
0		0	0	0		0		0		0		0		0		0		0		0	

B. Academic Performance Overview

The chart below provides an overview of the school's academic performance for length of charter contract. This snapshot of academic data provides information to assist schools in the process of completing Sections II and III of the Renewal Application.

Please **verify and, if necessary, denote changes** to the below academic data.

	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2002-03	n/a		n/a	n/a	n/a						
SY 2003-04	Yes		n/a	n/a	n/a	22.2%	52.6%	52.6%			
SY 2004-05	Yes*		n/a	n/a	n/a	54.5%	50.0%	63.6%	80.00%*	85.00%*	
SY 2005-06	Yes	Exemplary	n/a	n/a	n/a	25.9%	61.5%	25.9%	60.00%	60.00%	60.00%
SY 2006-07	Yes	Exemplary	n/a	n/a	n/a	52.2%	48.6%	40.5%	n/a	n/a	n/a
SY 2007-08	Yes	Exemplary	n/a	n/a	n/a	72.5%	76.1%	30.0%	87.50%	79.17%	70.83%
SY 2008-09	No	n/a	n/a	n/a	n/a	70.7%	35.8%	65.0%	64.00%	77.00%	59.00%
SY 2009-10	No	Commendable	B	n/a	n/a	74.1%	65.4%	58.0%	59.52%	70.24%	54.76%
SY 2010-11	No	n/a	C	Meets Requirements	Does not meet standard	59.3%	58.0%	64.4%	68.42%	75.53%	62.77%
SY 2011-12	n/a	n/a	F	<i>Not applicable due to IDOE policy change</i>	Does not meet standard	40.7%	47.7%	40.5%	64.49%	71.03%	57.01%
SY 2012-13	n/a	n/a	C			46.0%	56.9%	52.8%	73.6%	77.5%	66%

C. Written Overview

In a world that increasingly needs schools to be both relevant and adaptive, New Community School (NCS) stands for the development of knowledgeable, inquisitive, analytical, responsible, and creative citizens. NCS is committed to delivering a unique, rigorous academic education to students in the Lafayette community in an environment that is emotionally and physically safe. This is accomplished through guided inquiry, academic and social relationships, and fostering a love of learning. Accomplishments are measured by both traditional and innovative assessments that are beneficial to teachers and meaningful for students.

NCS strives to maintain a cultured community that is committed to the mission, vision, and philosophy of the school. Over the course of the charter, NCS has continually evaluated the overall educational opportunities that it provides to all stakeholders and has made systemic changes to sustain the cultured community at the school and within the community at large. Systemic changes have been made with purpose and commitment to the educational model of the school.

The philosophical underpinnings of the NCS vision have remained constantly rooted in John Dewey's progressive educational philosophy. We believe true learning is self-motivated, self-directed and experiential and our classrooms create an environment that fosters such learning. Our staff provides students with an evidence-based curriculum that encourages independent problem solving, academic and social development, and a lifetime love of learning. An integrated, thematic curriculum allows student to process skills and knowledge in multiple ways. Social growth, responsibility, and acceptance in the school's community are a constant focus, which leads to more successful students. At NCS, we have a cornerstone principle that family involvement is essential to our school's success. We rely on parents' support, skills, and time to foster an enriching educational experience for our students.

NCS has engaged in strategic planning throughout its history. (For more information on NCS's history and the 2007-11 strategic plan, please see Attachment A: School History.) In the spring of 2011 the Board of Directors initiated a multi-step process to create an updated strategic plan for NCS. Within the process, NCS stakeholders participated in focus groups designed to gather information regarding the mission and vision, educational programs, partnerships, educator and administrators' leadership, finances, facilities, and governance. The Board of Directors held a retreat to compile and analyze the information collected from the stakeholders, then formed the strategic plan, which outlines the goals and timeframes for NCS's future.

The mission and vision of New Community School are the structural foundation for the education provided to the community of students. After evaluation and discussion with NCS stakeholders, the mission and vision were revised and adopted in August 2011. The revision accurately captures the philosophy of the school as it is inclusive of both academic and social elements. The 2007 mission "To build a community of learners (students, parents, and staff) engaged in a life long journey of thoughtful discovery (through academics, fine arts, motion, social interactions, and creative pursuits)" was revised to the current:

"NCS transforms children's lives through academic accomplishments, and the development of powerful discovery practices and social responsibility."

The intention of New Community School is to provide a progressive educational option for families in the Greater Lafayette area and surrounding areas. This is accomplished through the vision of the school, which identifies the commitment to outcomes for all stakeholders including students, faculty, parents and families, administration and Board and the Lafayette community and public education at large. Specifically, the vision states:

To be the standard-setting public charter education choice for children and their families through an innovative and rigorous socially-engaged educational model

For students

To be the ideal learning environment in which academic achievement, self-direction, self-actualization, and social responsibility serve as distinguishing traits

For faculty

To be the definitive community of educators in which effective and innovative learner-centered strategies serve to powerfully motivate children to be actualized, independent, engaged citizens

For parents and families

To be the public charter school community where families' proactive support of children, their educators, and the school at large, results in a synergistic expansion of the learning community

For the NCS administration and Board

To be effective, committed leaders that guide NCS to accomplish its academic, administrative and financial objectives in a sustainable manner

For the greater Lafayette community and for public education at large

To be an exemplar as a public charter school in which demonstrably high standards of academic achievement and student accomplishment promote the value of public school choice

In keeping with the progressive philosophy of the school initiated in the original charter, teachers use a flexible, thematic curriculum, which engages students in meaningful exploration of ideas. For example reading, writing, and language skills are used in context so that students are motivated intrinsically to read in order to learn and write in order to share knowledge. A wide variety of high-quality texts are used for instruction, allowing students to find material that is motivating and appropriate to their learning needs. Learning is active whenever possible so that students explore concepts and construct their own understanding. Many classrooms use a workshop model for both language and math instruction so that students are self-directed and responsible for their own learning. The school's flexible approach means that teachers may adjust teaching strategies to meet the needs of the class as a whole and for individual students in a given year.

While educator generated curriculum has always been a critical part of New Community School, in an effort to adhere to our commitment to educating youth effectively it was necessary to transition from independent curricula to a coordinated curricular map. We are currently engaged in a curriculum mapping process, which will produce a comprehensive curriculum that respects the nature of student interest and encompasses the standards and expectations of the state. The initial steps have been to outline curriculum planning principles for the school and to create a content area curriculum sequence which is being reviewed for overlaps and gaps between grade levels. Each grade level team is completing a template that shows thematic questions or ideas and how they will address Common Core Standards through exploration of important and meaningful ideas. For each focus question the curriculum map will provide standards addressed, a menu of learning activities with differentiation and student choice options, resources to use including relevant high-quality literature, and assessment tools that will become part of NCS's ongoing assessment program. This curriculum map will give teachers a flexible framework to start from so that their emphasis is not on curriculum creation, but effective implementation that meets the needs of all students as this was identified in the previous recharter process as an area of weakness. The curriculum mapping process will continually be refined and additional components will be integrated as it is built.

Constant analysis, data collection, and professional educator feedback has led to new approaches and resources being used in the classrooms. Math performance over the previous several years has been an area of concern at NCS. Therefore, NCS has chosen to adopt the *Investigations! Common Core Edition* math curriculum at grades K-5. This curriculum fits well with the philosophy of the school because of its emphasis on constructing conceptual understanding, active learning, and maintaining a love of learning through motivating activities and games. The curriculum is now being implemented in all K-5 classrooms and growth is being documented. The related *Connected Mathematics* curriculum for grade 6-8 was also adopted but has been less consistently implemented.

Additionally, because of the philosophical emphasis on providing an educational structure that meets all students' needs and valuing community, NCS has chosen an integrated program for supporting students with special needs. Our full time Special Education staff work as reading and math specialists within classrooms to co-teach and support learning for identified Special Education students within the

classroom community. This also allows non-Special Education students to benefit from the varied strategies a Special Education teacher brings into the classroom and allows for modeling of these strategies for classroom teachers. Because our classrooms use many levels of texts to explore a thematic idea, students can have differentiation in reading level and/or text complexity while still contributing to the class investigation.

Although standardized assessments are not reflective of the school philosophy, they validate student learning on a timetable prescribed by the state and are not viewed by our learning community as an accurate measure of individual progress. NCS understands they are accountable to both the Indiana Department of Education and Ball State Office of Charter Schools and these ratings have been assigned to the school based on overall performance. Therefore, data analysis has guided some systemic changes in the educational programs offered but have not impacted the overall focus of daily instruction. Specifically, the school has accepted Title I funds to provide additional English Language Arts instruction for at-risk students. NCS has remained a target-assisted school and provides services to students based on a ranking system. Additionally, the school has expanded targeted enriching experiences for Math and Language Arts within the school day by integrating academic enrichments. The enrichments are offered over an extended time and students are placed based on goal areas identified by the NWEA assessment and teacher feedback. During the academic enrichments, students receive content focused instruction that is an extension of the classroom from the school's team of educators.

NCS has continued its commitment to the Responsive Classroom approach to social curriculum, a nationally recognized, research based model for discipline and school community building. We continue to provide professional development in this model to all faculty and implement consistent strategies for supporting students' social and emotional growth throughout the building. The greatest indicator of the success of this approach is the ownership students feel about their roles and responsibilities in a community of learners.

"New Community School inserts democracy into the curriculum, through both content and teaching methods. The responsive classroom has been a major benefit to them. I am confident that my children are learning outstanding communication and reasoning skills along with strong morals and personal efficacy. New Community School has supported my children as they have grown to become inquisitive, creative, and responsible. My children feel valued."
-Legacy Parent

During the last five years NCS has expanded and adapted extracurricular and enrichment programming. The expansion of programming has been geared to develop educational opportunities that increase the depth of content a student is exposed to outside of class. For example, NCS offers Math and Science Olympiad teams, chess club, an instrumental music club, technology club, and a creative writing class. In addition to offering learning opportunities for students, NCS has worked to engage parents in student learning. This has included a reformatted orientation night at the start of school, classroom meetings, and six Parent Universities throughout the school year. Providing interactive events for parents to actively engage in areas where parent partnership is essential to student learning has been successful in both attendance and feedback.

New Community School frequently assesses the ability to remain unique and provide educational opportunities that other schools in the Greater Lafayette Area have reduced or eliminated. The school takes pride in the steadfast commitment to teaching the whole child, and has purposefully maintained exposure to Art, Physical Education, Music, and Spanish. During the 2011-2012 academic year, Spanish was eliminated but was reinstated for the 2012-2013 school year. The choice to eliminate Spanish was due to fiscal awareness, as well as the inability to effectively teach a foreign language on three campuses and in a small capsulated timeframe. After evaluation of facilities for the 2012-2013 school year, consideration of financial impact and feedback from the community, Spanish was integrated back in the arts curriculum at the school. While educational accountability in core subject areas has increased, the time commitment and fiscal planning needed to maintain licensed educators within the arts program has remained a priority.

The most notable and substantial change in educational programs at New Community School is the change in facilities. While to most people it is a building, to the students, families, educators, and staff of NCS, and to the Greater Lafayette Community, it is much more. The new facility represents years of hard work and dedication to providing educational choice and the opportunity to revive the Market Square area of Lafayette. Prior to occupying the new single campus facility, students and staff were spread between two and at times three campus facilities. The inability to educate students in a single facility placed a strain on the collaboration, support systems, and overall morale of the community. Long-term, the facilities also had an impact on the learning environment that was provided, impacting overall student performance. Additionally, short term leasing prevented the school from accessing capital improvement grants, which in turn impacted student performance. NCS stakeholders were aware of the ongoing concerns about facilities and worked diligently to secure the new facility.

The impact of NCS's new facility has reached far beyond the aesthetic improvements. Transitioning from a static and inflexible design that limited community meetings, cooperative teaching, and multiage peer interactions to large, open spaces that can accommodate larger groups has encouraged new educational relationships among the learning community. Vital teacher resources, including the school library, were previously spread out or in storage and are now available and contributing to the students' education. With limited space, all areas were dedicated to classroom instruction in the old facilities. Therefore art, music, Spanish, and physical education were in shared or traveling spaces. The new building has dedicated spaces for each of these courses, no longer requiring educators to move equipment and supplies around each day. The community as a whole has a revived morale and dedication to our mission. The physical appearance has provided a new welcoming feel and has ignited pride in a building designed for education. Overall, the new facility has provided a fresh start with a re-energized focus for educational choice for families and whole child learning for students.

"We are all together again and are able to be the community we once were, and longed to be when we were in separate buildings. We are lifting up a struggling neighborhood, we are feeding hungry kids, we are creating lots of joy and learning in an area that was barren and abandoned."
- Legacy Parent

Maintaining and commencing new community and local partnerships continues to be at the forefront of New Community School's commitment to students and community at large. Engaging student and community members and businesses in enriching opportunities has always been a focus. While some relationships remain consistent, others dissolved over time. Part of the challenge for NCS in this area is linked to the change in the reconfiguration of positions and elimination of the Community Relations position and the ability to provide transportation to off site opportunities.

Despite the challenges mentioned, over the past five years, after school programming has been adapted to meet the needs of the changing population and most currently our new location. Consistently, NCS has offered after care services to families, as well as a musical based club, chess club, creative writing club and more. Many of the programs offered are based on partnerships with organizations and professionals in the community. Without these partnerships the variety, leadership, and low cost to no cost opportunities would not be as successful. For example, we have recently partnered with Purdue to offer technology club and creative writing club, with St. James School to offer competitive sports, and more. Opportunities such as Bricks 4 Kidz and BOKS (a before school exercise program) have recently begun through newly developed partnerships.

Outside of programming opportunities for students, New Community School has enriched partnerships with the community and families. This happens both on and off campus and benefits both our partners as well as our school. NCS has collaborated with the College of Education at Purdue to pilot the co-teaching model, place student teachers, and host practicum students. The math and science methods students have provided math and science nights for families for the past 4 semesters. The school has also partnered with local organizations by holding food, clothing, and pet supply drives to support community needs. School leadership has also served as presenters, school choice advocates, and as hosts to educational and community related events. Playing an active role in the community will always be valued by NCS, and inviting the community to play an active role in educating students also proves to be

extremely valuable. Partnerships have resulted in numerous grant opportunities, monetary donations, and in-kind donations to NCS. For example, Subaru Isuzu America has donated furniture supplies, the Navy Club has held flag ceremonies and donated funds, the McAllister Foundation has made significant grant contributions, and other business professionals have taught enrichment classes. The new location allows the school to build long-term partnerships with the North End Business and Neighborhood Associations. (See Attachment C for a listing of community partnerships.)

Partnerships have also been developed over time to address the changing needs of our population. Academic partnerships, including tutoring opportunities and science and math Olympiad teams have been created to challenge students. Economic partnerships like the Food Finders backpack program (a local food pantry that sends backpacks full of food to needy students over the weekends) and a free breakfast and milk program are now available. Scholarships are available to students who want to participate in programs with fees who are unable to pay. Parent volunteers continue to support NCS in amazing ways, for example, a committee of parent volunteers researched, fundraised, designed, and built a playground catered to addressing social, physical, and emotional needs. Together these things help NCS meet the needs of our growing population.

Adaptations were made as the school strategically planned and adapted to population growth, facilities, and fiscal needs. The Assistant Principal position that transitioned into the current Principal's position was created and altered to address the need for support in day-to-day administrative work, program coordination, and adjustment to two locations. In addition, a part-time Curriculum Coordinator was put in place for the 2011-12 school year to address the concerns outlined in the prior re-charter documents. Specifically, efforts have been made to create a foundation for an articulated curriculum that is representative of the academic values of NCS and academic standards. The continuations of these duties have been dispersed among the administration but ultimately have become the responsibility of the teaching staff to complete and implement.

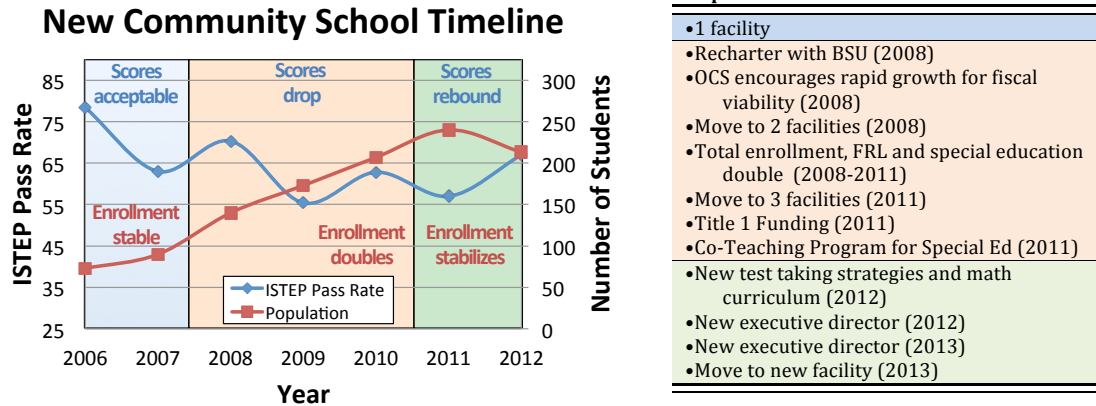
In 2010 a clerk/front receptionist position was added to the organizational chart to assist with billing for registration, clubs, and before and aftercare services. Other receptionist duties were also assigned to this position to assist with daily office needs. This position also allowed the administrative assistant position to be adapted to meet the needs of increased state reporting and records management for the larger population of students.

After fiscal projections were analyzed, it was determined in the summer of 2011 to eliminate the Registrar and Community Liaison position. While this position provided many positive opportunities and relationships, it could not be maintained. The duties were distributed among the Clerk, Administrative Assistant, Principal, and Executive Director to mitigate impact on the overall educational experience.

In addition to changes in the overall organizational chart, New Community School's leadership changed. In December 2011 the prior Executive Director retired. After a nation wide search and an extensive interview process including stakeholder groups, an Executive Director was selected and began leading the school in January 2012.

In May 2013, the Board of Directors was in the process of determining contract renewal for the Executive Director using the results of the 360 Evaluation when the Executive Director submitted his resignation. Due to the recent search conducted in 2012 and need for an immediate replacement, consideration was given to final candidates in that search. From that candidate pool, a new Executive Director was voted upon and offered a contract to begin as the school leader in June 2013. Leitha Stone was an internal candidate with strong background in the philosophy and needs of the school.

The timing of leadership changes coupled with rapid population growth and stress on the school community created by multiple sites has a clear relationship with the trends we have experienced in academic performance. Below, the timeline clearly demonstrates the timing of both challenging and positive changes at the school and their relationship to academic performance and population growth.



(Figure 1)

The leadership of the Board of Directors has continuously evolved over the life of our charter. Over time, the NCS Board has made systemic changes to the Bylaws and general operations that are reflective of compliance with Ball State Office of Charter Schools and the Indiana Department of Education. Additionally, the NCS Board conducted a self-evaluation process in the fall of 2013, using an adapted tool developed for the Indiana Community Action Association. Through self-assessment and annual strategic planning, the Board has continued to refine its vision and leadership of the school.

New Community School has been through a period of turbulence and transition as we sought to establish strong leadership and be united in our new facility. While this has resulted in inconsistent academic performance, we are confident that NCS is now experiencing a renaissance. We face the future with a beautiful new facility with room for growth, a committed and talented faculty and leadership team, and families who value the progressive education we offer. Initiatives such as math curriculum adoption, Title I funding, and the co-teaching model for special education are now fully impacting student growth. We are poised to more fully realize our vision of a school where all students are valued and challenged academically and creatively in a loving and supportive educational community.

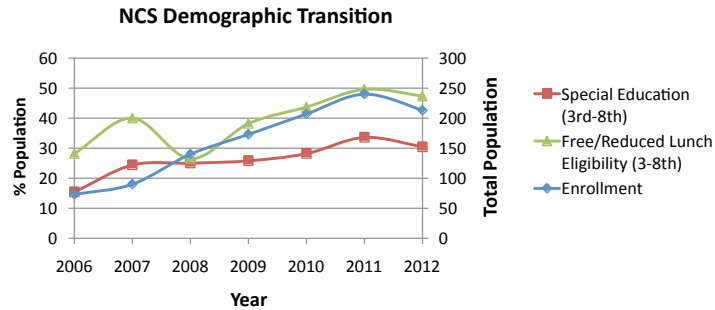
II. Looking Back

A. Academic Performance

1. Provide any educational performance-related evidence, supplemental data, or contextual information:

With the onset of the Indiana Department of Education's A-F Accountability Scale, educational performance has become highly publicized and has become more important than ever as it directly impacts financial and academic autonomy. NCS has experienced extreme transition over the past five years and these ratings do not fully capture the realignment of our school or the progress that has been achieved.

As documented in our Enrollment and Demographic Overview (Section I-A), enrollment for NCS has grown by 136% in five years. Not only has the general enrollment population more than doubled in size, our subgroups have also doubled in size, particularly those that affect ISTEP+ scores. In addition to the overall enrollment growth, as a school of choice, the population characteristics have changed over time. These demographic trends have had a direct impact on NCS's academic performance and ratings on the Academic Performance Framework.

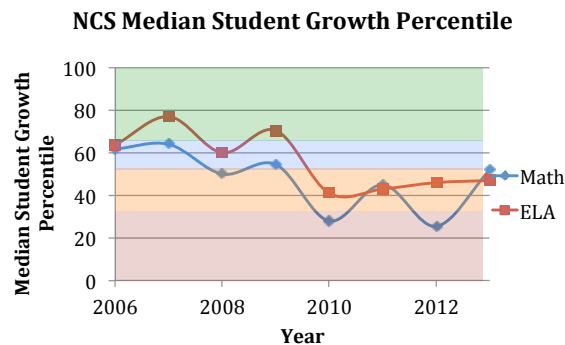


(Figure 2)

New Community School has adapted and implemented strategies to address the weaknesses stemming from transitioning demographics. Aside from the assessments linked to the indicators within the framework, NCS has placed value on alternative assessments that show student growth. Specifically, student growth is tracked over time using measures such as a consistent rubric for biannual Independent Research Projects (see CSAPPHIRE for IRP rubric), progress monitoring of English Language Arts using easyCBM, pre and post math unit assessments, and Responsive Classroom ratings on report cards. Additionally, in compliance with the Indiana Department of Education, NCS has administered IREAD-3 and achieved a high success rate. In 2012, NCS had a 100% pass rate and 91.6% for 2013 after remediation and Good Cause Exemptions were granted.

An in-depth analysis of overall performance and the factors that impact it remains at the forefront of efforts to improve NCS. The results translate into key areas of focus, which impact the strategies used to engage learners within our progressive philosophy. Specifically, it is essential to understand how legacy and transition students perform, how special education and free and reduced status populations perform, and how scores have changed with student enrollment growth. A detailed breakdown of performance as it relates to the framework indicators, the notable strengths and weaknesses, and strategies for improvement and maintenance will better illustrate the overall performance and potential for continued movement towards meeting and exceeding framework standards as they relate to the key areas of focus.

In reference to indicator 2.1.a (Are students making expected growth based on the school's median SGP in Math and ELA?)



(Figure 3)

NCS's performance in Math and English Language Arts is reflective of our transitioning enrollment. At the beginning of our last recharter period, NCS was meeting the framework standards and during our high growth years, NCS did not meet standards. Now as enrollment stabilizes, NCS is experiencing an upward trend in performance.

Notable impacts- Students' scores are reflective of the transition in facilities, ranging from a single campus, up to three campuses and returning back to a single campus, requiring students to travel to other locations to complete the assessment and teacher resources being dispersed among the locations. Scores declined greatly during the period of high demographic change, but increased again when the

population stabilized. Curricular impacts include the integration of *Investigations* math curriculum in 2012 and revisions to the reading program in 2013 that are universal within the learning environment.

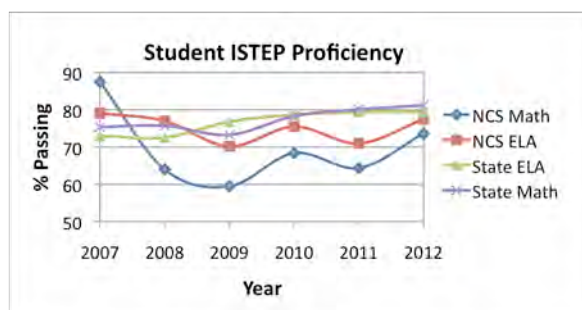
Strategies and Maintenance- In addition to administering NWEA during the Fall and Spring, NCS began administering NWEA during the Winter for a third data point and growth indicator. Math scores were used to create focused, academic enrichments to target areas of concern in 2012, resulting in high growth in math during 2013. This strategy was implemented in English Language Arts in 2013 in an effort to generate the same growth for 2014. Title I services were integrated into the overall educational plan, using NWEA results as an indicator for services, therefore impacting the performance of identified at-risk students in English Language Arts.

In reference to indicator 2.1.b - Not applicable as designated in the school specific data within renewal application provided by Office of Charter Schools

In reference to indicator 2.1.c (Are a sufficient number of students meeting the growth standard in Math and ELA based on results of the probit regression model?)

In the two years for which ratings were provided, NCS met or exceeded the performance indicator in both Math and English Language Arts. Current data for 2013 was requested in reference to NCS's confidence band as it relates to the Ball State Charter School mean but was not available.

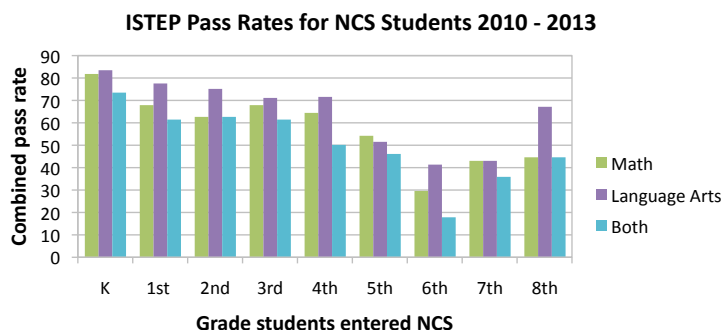
In reference to indicator 2.2.a (Are students achieving proficiency on state assessments in Math and ELA?)



(Figure 4)

NCS's proficiency level remains just below the meets standard rating in English Language Arts and has increased from Falls Far Below Standard to Does not meet standard in Math with a notable 9% increase in Math scores in Spring 2013 ISTEP+.

Notable impacts- While our overall scores in an any given year do not meet standard, when the population is broken down by the grade the student entered NCS, those students entering NCS in grades K-4 achieve standard in both Math and English Language Arts.



(Figure 5)

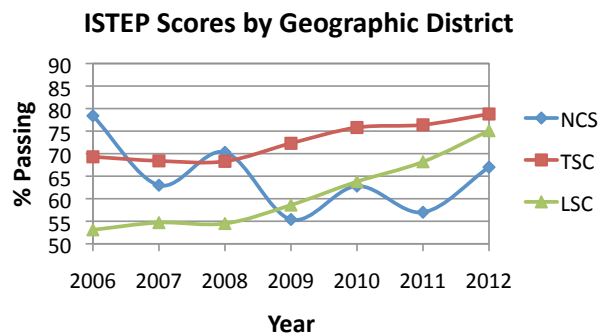
The discrepancy between the pass rates of students who attended our school from the primary grades and those who come in intermediate grades affirms that our philosophy is effective with long-term exposure as it is focused on creating students who are engaged in their own learning and are valued

members of a learning community. While this focus results in strong life long learners, it does not produce immediate impacts on test scores such as those that can be achieved by intensive test preparation or skill based instructional environments. The low performance of the large number of students who have joined our school at intermediate grades over the recent high growth years also makes it clear why the overall pass rates are misrepresentative of the school's success.

While NCS did not meet the standards set forth in the framework, ELA scores were in line with the state averages documented by the Indiana Department of Education.

Strategies and Maintenance- NCS has used NWEA performance as an ISTEP+ performance predictor. From the predictions, at-risk students are able to be identified and targeted intervention is utilized. Educators analyzed the previous years' ISTEP+ data to determine areas of strength and weakness. They then used standards indicators to differentiate in lessons, implementation of *Investigations*, and development of the reading plan. Students continued to have targeted enrichment learning experiences in both Math and English Language Arts. See Attachment G: Evidence of Data Driven Intervention for more information on this subject.

In reference to 2.2.b (Are students performing well on state assessments in math and ELA in comparison to other schools in the district)

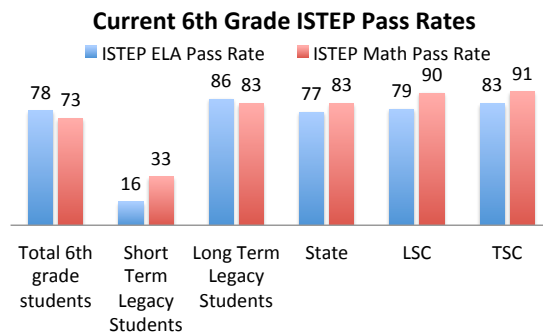


(Figure 6)

The above chart indicates an overall fluctuation in ISTEP+ pass rates over the duration of the last charter compared to schools in Tippecanoe School Corporation and Lafayette School Corporation. It is important to note that pass rates in 2008 and 2012 are within 3% of each other. While the pass rates during 2009-2011 decreased overall, it correlates directly with our rapid increase in enrollment. Pass rates since 2011 are on a rapid increase as enrollment stabilizes and NCS responds to the needs of our new demographics.

Statistically it is important to put in context the comparison to other school corporations in our geographic area. When NCS students are compared to individual schools within a corporation by grade it becomes apparent that NCS pass rates are not far from nearby schools. For example, in 3rd grade Vinton Elementary (LSC) had 52 students with a pass rate of 80% on the 2012 ISTEP+. NCS 3rd graders (24 students) passed the 2012 ISTEP+ at a rate of 75.%. The average pass rate for 3rd graders in the State of Indiana is 75.4%. It is evident that NCS is closer in performance to other schools in the district than the performance indicator illustrates.

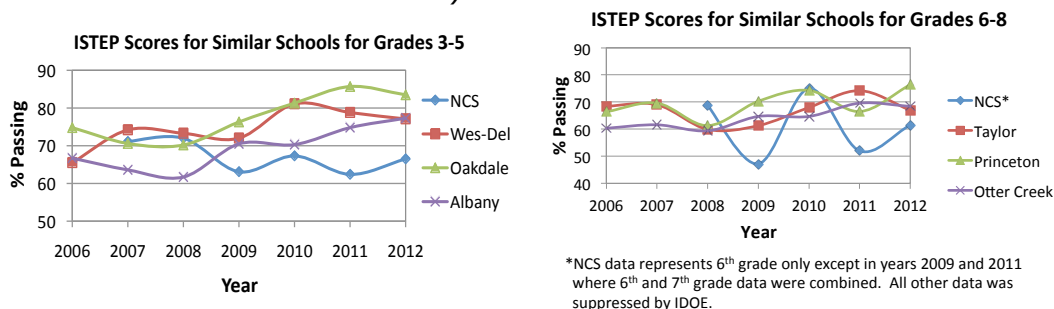
Notable Impacts: Typically, students who are transferring to NCS from the neighboring schools in the intermediate grades are significantly below grade level and have low performance on ISTEP+. The chart below shows a breakdown of the 6th grade enrollment by students who transfer into our school and those who have been enrolled at NCS since kindergarten through third grade. Those students who have been enrolled at NCS for a long time perform at or above state average pass rates. The dip in performance in comparison to other schools within the district also directly correlates with the population increase at NCS, while the other schools in our community maintained a stable enrollment.



(Figure 7)

Strategies and Maintenance: NCS has developed strategies that will impact test performance while maintaining a progressive philosophy that is not adopted by other local schools. Compiling records, giving screening assessments, and introducing students who transfer from comparison schools in the district to NCS's educational philosophy is essential in building future success and meeting the standard by having a higher average performance in Math and English Language Arts.

In reference to 2.2.c (Are students performing well on state assessments in math and ELA in comparison to similar schools in the state?)



(Figures 8 & 9)

For Grades 3-5, pass rates for NCS and comparison schools are relatively in line with each other until 2009. After 2009, pass rates for NCS dip in relationship to comparison schools primarily because overall ISTEP+ pass rates were negatively affected by our rapid enrollment growth. It is important to note that 2012 pass rates are relatively close to our pass rates in 2008 and are on an upward trend. The comparison schools are much larger (between 150-250 students enrolled in Grades 3-5) and their populations remained relatively stable over time in comparison to NCS which had 24 students in Grades 3-5 in 2008 and 83 in 2012.

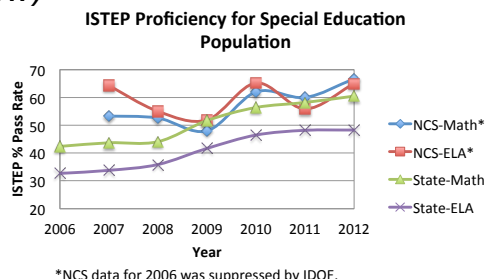
For Grades 6-8, the relationship between NCS and its comparison schools is problematic. The comparison schools are quite large (between 300 and 950 students) and have a significantly lower percentage of special education enrollment (averaging around 20%). NCS has had at most 29 students in grades 6-8 and a 16.5 point rise in special education enrollment since 2006. Because of our low enrollment numbers, a majority of our ISTEP+ data has been suppressed. For three out of five years only 6th grade pass rates were counted, and for the remaining two years only 6th and 7th grade were counted. 8th grade pass rates have never been counted in our overall pass rates. Therefore, on the above chart NCS appears to have erratic pass rates with comparison schools when in reality the schools are not very similar at all in size and subgroup populations.

Notable Impact: NCS attracts students by family choice, leading to a different demographic makeup than results from geographic districting. For example, particularly for Grades 6-8, we attract a large number of students with special needs because of our teaching philosophy and our inclusion approach to special education.

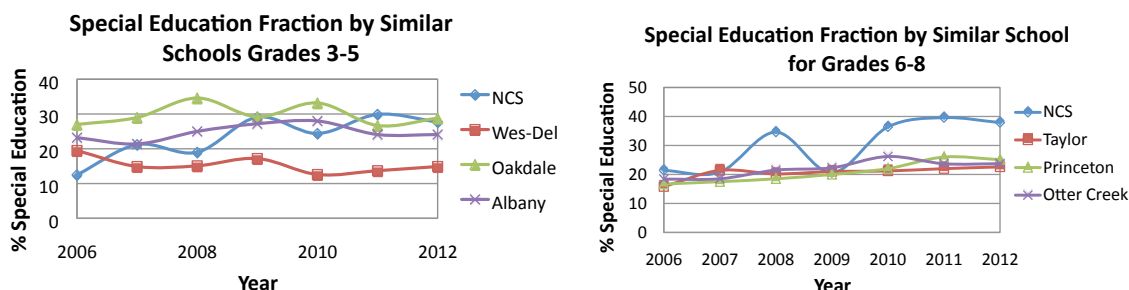
Strategies and Maintenance: Future enrollment plans will provide more stability by implementing a manageable enrollment plan that allows for grade level consistency and controlled growth. A Family

Retention Committee has been developed and is determining how to retain families in the intermediate grades, preventing the high level of transition in and out of NCS. See Attachment F: Enrollment Plan for details.

In reference to 2.2.d (Are students in demographic sub-groups achieving proficiency on state assessments in math and ELA?)



(Figure 10)



(Figures 11 & 12)

Statistical analysis has indicated that two factors most affect our ISTEP+ scores, namely our rate of population growth and our special education population. While our rise in special education population has negatively affected our overall ISTEP+ pass rates, it is clear that the NCS special education population is passing ISTEP+ at a much higher rate than the state average for this subgroup.

The rapid rise in enrollment has also negatively affected our ISTEP+ scores and statistical analysis has indicated students who enter NCS in early primary grades (K-3) will have a significantly higher pass rate than those who enter NCS in the upper grades (6-8). This effect can be seen in Figures 5 and 7.

Notable Impacts: Statistical analysis has also shown that some factors which are known to generally affect poor performing students in the United States such as single parent families and minority status do not appear to be factors in student performance at NCS. The rate of free and reduced lunch eligibility has grown significantly since 2006 at NCS but it is increasing at a similar rate to similar schools and state averages. Therefore, its effect on overall student performance is no more important than that of similar schools.

In reference to 2.3 (Is the school meeting acceptable standards according to the A-F accountability label?)

Before the demographic and enrollment transition at NCS, the school was able to meet accountability standards. Once the accountability formula was adapted to the current A-F rating scale, NCS received an F rating which then improved to a C rating in the most current year. NCS was able to determine effective strategies to track individual student growth within the school year, ultimately resulting in high student growth on the ISTEP+ assessment the following year.

Notable Impact: During the assessment year of which the F rating is reflective, NCS was largely in transition. The students began the school year in two buildings and transitioned to three buildings due to availability of leasing space and enrollment. The student learning environment was less than optimal but the administration, educators, students and families constantly adapted and evaluated how to improve the

overall environment. During this academic year, the leadership changed in December due to the retirement of the Executive Director. Therefore, the new school leader was challenged to address the dispersed school population and determine strategies that reflected the increased pressure to perform on the ISTEP+ as it would later result in the first A-F rating for the school. The commitment of the Board of directors, administration, teachers and families to these new strategies combined with our move into one much larger facility is evident in the high growth rate achieved on ISTEP+, resulting in a two letter grade improvement to a C rating.

Strategies and Maintenance: Prior to receiving ratings using the A-F accountability system, NCS had minimal focus on test achievement, as it was not reflective of the school's philosophy. After the rating system was implemented and negatively impacted NCS, efforts were made to increase testing awareness while honoring the school's philosophy. This resulted in professional development for educators in the areas of assessment and data analysis, and created a foundation for a unified curriculum map to determine how to engage learners while using data driven lessons. In addition, time has been set aside for teaching students test taking strategies, rather than forcing skill based practice linked to memorization. The timeline in Figure 1 illustrates the responses to weaknesses and implementation of changes that are now having a positive impact on student performance.

The improvement of the A-F rating for NCS has been impacted by the use of a co-teaching model for special education. It was deemed essential to expose all students to content at grade level and provide appropriate support and services within the classroom. This adopted model has proved to be successful as the results of special education student's growth and achievement has consistently been above state average (Figure 10).

In reference to 2.4 indicators (Post-Secondary Readiness) - Not applicable

In reference to 2.5.a (Is the school meeting mission-specific academic goals?)

The mission specific goals of the last charter included a financial goal to achieve and sustain long term stability. In order to meet this mission specific goal, enrollment needed to increase rapidly to ensure fiscal viability and show enrollment can support investment in our infrastructure. During this time of enrollment transition between 2008 and 2011, NCS did not meet its mission specific academic goals, including those related to developing and showing growth with alternative assessment measures. Resources and emphasis have been placed primarily on standardized tests rather than alternative assessments because expectations for academic accountability have focused entirely on standardized assessments. Since 2011, NCS has targeted strategies to improve our academic performance and has nearly reached our academic performance levels of 2008.

Other contextual information:

As cited within much of the above discussion of the academic framework, NCS has experienced a transformational shift in demographics and enrollment that has impacted the academic performance of the school as it relates to ISTEP+ testing. While many of the day-to-day progress, monitoring, and assessments are showing student achievement and growth, it is not as clearly seen in the framework ratings that are connected to high stakes testing.

Enrollment stabilization and opening a new, larger facility have had a large impact on scores, which are increasing greatly, even in one academic year. While enrollment growth is still a goal for NCS, moving forward it will be growth from the early primary grades rather than growth at all grade levels. This strategy is founded on historical data, which demonstrates students who start at NCS and remain at the school as legacy students perform within the Meets Standard category (Attachment F: Enrollment Plan).

Additionally, free and reduced lunch eligibility and special education enrollment have begun to level off, therefore adopted strategies such as Title I and co-teaching should have a greater documentable impact.

It is evident that NCS has seen an increase in subgroup populations as a whole but the increase has been greater in grades that participate in framework referenced testing (see Figures 5, 7, 11 and 12).

2. Using the school's accountability and assessment data, illustrate the improvement in academic performance of students over the term of the charter school's existence.

a. 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?

Data analysis, including individual student assessments, ISTEP+, and NWEA, identified the areas of weakness for NCS as performance and achievement in upper grades, retention of student population, and technology as a resource for educators and students. See Attachment F: Enrollment Plan for a more detailed description.

These identified areas of weakness align with the fluctuation in school performance over the term of the charter school's existence. Evidence shows that upper grade students at NCS do not perform well on state administered tests. Further analysis has indicated that students who transfer to the school in the intermediate grades arrive as poorly performing students and continue to perform poorly (see Figure 5). NCS is striving to implement intensive professional development and allocate resources dedicated to improving the educational experience for students in the intermediate and upper grades and to further improve upon the standard achieved in framework ratings.

To further address weaknesses in the upper grades, it is deemed essential to develop a deep understanding of transitional students quickly as they have a large impact on overall performance. Individual student data demonstrates that students arriving at NCS are below grade level and performing below 80% proficiency. Therefore it is imperative to determine immediate intervention strategies for these individual students for future success and growth for NCS.

Family retention rates were also identified as an area of weakness during data analysis. While NCS has grown over the course of the charter, the transition rate within the student population has also been high (NCS has historically retained 70% of its students from year to year). The intermediate grades have been most affected by this retention rate as space limitations have driven the decision to remove 8th grade at the end of 2011. Parents who would have kept their children until 8th grade began to remove their children from NCS in earlier grades to make the transition to their districted schools smoother. As long-term legacy students left NCS, it created space for other students to transfer in at the intermediate level. A large portion of these students arrived at NCS poorly performing and have not improved over their short time at NCS. Since our academic accountability is focused on standardized assessments, which disproportionately represent the upper grades, our overall pass rates began to suffer (see Figure 5). This area of weakness has been a deeply discussed topic and is now a focus of a committee dedicated to increasing family retention through data analysis and purposeful planning.

The final weakness identified during data analysis was the integration of technology school wide to impact school performance levels. While most schools are able to integrate technology into daily learning in classrooms, computer labs, and science labs, NCS has had limited resources in this area due to space limitations and facilities leased on a short term basis. Utilizing technology as a teaching tool, resource and managing high stakes testing online is high priority as NCS now has the space available to make it so. Inaccessibility to technology in the classroom is an element that impacts student scores. While it is hard to directly connect this to academic data, there is an implied relationship between the two. Other district schools and comparison schools prioritize technology as a driving force for educating and exposing students to content in preparation for high stakes testing.

These areas of weakness are a large part of the educational vision looking forward. NCS will continue to balance the priorities of improving standardized performance and maintaining academic autonomy and progressive instructional methods.

b. What areas of strength are apparent?

As a school of choice and independent of a special education cooperative, NCS has a larger special education population than the state average and other local schools. The school's philosophy and

emphasis on social curriculum in addition to academics, lends itself to the utilization of a co-teaching model. This model has allowed special educators to push into the classrooms to service identified students rather than pulling students out away from peer groups and as a result allowing exposure to grade level content. While the subgroup does not meet 80% proficiency, it has outperformed the state average since 2006, even with a higher than average percentage population (see Figures 10, 11 and 12).

While losing students at the upper grades is a weakness, those who stay prove to be a strength for NCS. Legacy students consistently perform with higher proficiency levels than students who transition to the school at upper grade levels. Data has shown that when breaking down scores by proficiency in Math and English Language Arts independently and combined, legacy students have increased growth and achievement levels. This is also reflected in the scores demonstrated on the IREAD-3 exam. Most of the students who take the IREAD-3 exam are students who started at NCS in Kindergarten or First Grade and demonstrate the following overall passing rates:

- 2011-2012 - 81.8% passing on the first administration and 100% passing after being retested or being granted a Good Cause Exemption
- 2012-2013 - 88.9% passing on the first administration and 91.6% passing after being retested or being granted a Good Cause Exemption

Another strength is NCS's commitment to social curriculum. For many years NCS has used the Responsive Classroom model, a nationally recognized and research validated approach. The implementation of Responsive Classroom has created an environment that is welcoming to all students no matter their academic achievement level. It is founded on respect and is evident in each classroom and the learning environment as a whole. It has impacted student learning and achievement over time. For additional information on research supporting Responsive Classroom's impact on academic achievement see www.responsiveclassroom.org/research.

Feedback from current families and stories from our student population also support this strength that is not measurable in scores directly but has an impact long-term. For example, students who have transferred to NCS have a new outlook on education and willingness to attend school, exposing them to more instruction due to increased attendance and attentiveness in class. See Attachment D: Family Quotes for examples of the impact NCS has made on students and families.

A 6th grader who transferred to NCS this year came to the school on truancy mediation, had been suspended multiple times for behavior, and is on juvenile probation. Since he arrived at NCS, his behavior has been socially appropriate and he is eager to come to school. On one occasion during the winter months, his mother refused to drive him to school. He was determined to arrive at school so he walked from his housing subdivision to another local subdivision to ride the city bus to school. After a long walk and bus ride, he arrived at school two hours late, but most importantly he arrived safely at the school ready to learn that day.

"I cannot say enough how happy I am to have found New Community School. School has been a constant struggle for my son, not for lack of intelligence, but because traditional schools just aren't designed to reach kids like him. He is an active learner, and sitting the majority of the day reading from a book or listening bored him to the point that he could not focus. During his last year at traditional school, both teachers and counselors pushed me to medicate him. In the 3 short months my son has been at New Community, I've had both teachers and counselors ask me what the problem was with him, because they just didn't see the issues that were described. The difference the change of environment made for him is nothing short of amazing." New Parent at NCS

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

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?

NCS as a whole has been affected by the identified weaknesses. Although, upper grades have been specifically defined as a weakness, the students in all grades are impacted due to the realignment and focus that is placed on addressing areas of concern. Even though retention is higher in the primary grades, the ability to maintain consistent retention across all grade levels is the primary focus, therefore impacting the student body as a whole. Increasing student accessibility to technology will affect students at all grade levels and across content areas.

A more detailed description of the impact of the weaknesses on subgroups can be found in section A of Looking Back. As identified the subgroup most impacted is the special education population particularly in the intermediate grades.

Have all students' performance been analyzed? What progress monitoring tools do you have in place that provided this information?

The focus of performance analysis has been on the enrollment population as a whole and further broken down by individual student performance within key areas of impact and subgrouping. Universal tools to monitor progress are limited as NCS values teacher autonomy, allowing educators to determine which tools to implement within the classroom.

Within primary grades teachers integrate easyCBM and A-Z leveling into classroom progress monitoring. Prior to the elimination of the IRDA assessment, it was used universally among primary grades, and elements of this assessment are still integrated as educators felt it was a beneficial monitoring tool. The use of IREAD K-2 has been used on a trial basis but has not been adopted in every classroom as it is not an assessment that documents learning over the course of the year, rather just serves as a data point once each academic year.

Within intermediate grades, educators continue to assess students using easyCBM and Lexile leveling for all students. Students in these grades are also administered NWEA (Math, English Language Arts, Reading) and ISTEP+ from which the data are used as a monitoring tool.

B. Financial Performance

1. Provide an assurance that the school is current in meeting its liabilities including, but not limited to, payroll taxes, debt service payments, and employee benefits.

New Community School continues to meet its liabilities successfully each academic year. This includes staying current with payroll taxes, debt service payments, and employee benefits. New Community School dynamically adjusts spending and budgeting each year to make certain that it completes each fiscal year with a positive cash balance.

2. Provide any financial performance-related evidence, supplemental data, or contextual information that may not be captured in the Office of Charter School Records. Submissions may include but are not limited to document of actions taken and results achieved in response to audit findings; updated financial records; and other updates regarding previous school findings.

The following constitutes financial performance-related evidence and contextual information that compliment financial information captured by the Office of Charter Schools.

- New Community School has continually completed SBOA audits and independent reviews over the last 10 years without any critical findings. Any notes or comments were confined to minor clerical/documentation issues.
- Recently New Community School reduced the number of buildings, decreasing or eliminating the duplication of staffing and resources needed to support multiple locations.

- Until this academic year the school operated under short-term leases with built in cost increases that would leave the school in a disadvantaged position as leases needed to be extended or renewed. Neither lease offered any option of ownership of facility or the expansion of physical space. The new facility is under a lease-purchase agreement that allows the school to pay a relatively flat lease amount over the course of 18 years, with the option to purchase the facility and 8.8 acres for \$1 at the end of the lease, or for the remaining lease amount at year 16.
- The Qualified School Construction Bond (QSCB) that was issued by the Indiana Department of Education was used to facilitate this project. It provides for U.S. Treasury payments to the Bondholder over the course of 18 years. New Community School was able to structure an agreement for 0% cost of funds to the school for the acquisition and renovation of the property. **New Community School was the first charter school in the state to make this accomplishment.** It allowed for the principle only repayment through the lease.
- Through the course of this QSCB and project transactional period spanning the last 3 years, New Community School created a \$357,000 pre-paid lease reserve that covers 17 months of lease payments beginning July 1, 2013.
- Through the recent property and lease transaction, New Community School acquired the rights to a cell tower lease income. This tower is owned by an outside entity, but is on the land acquired in this transaction. The school will receive an additional \$90,000 of immediate revenue upon the execution of lease with the company.
- Also through the bond transaction, New Community School was able to provide for an additional \$217,000 project reserve. This reserve allows for the school to have funds for additional building needs, purchase of school resources, or operational costs.
- Prior buildings and leases had no ability to increase physical space. The ability to grow is an important tool for any charter school or business. New Community School was at capacity in its former locations for classroom, supplemental instruction, support, and storage space. In some instances the actual size of the classroom prohibited the addition of students to that class. Obviously to effect state revenue (our largest income stream) we must have the ability to add classrooms or students to increase revenues. Each classroom in the new facility has at least 900 square feet which allows for additional students far above our current ratios.
- On the 8.8 acres of property associated with the physical buildings. We have the ability to build additional space and use at our discretion. Lease/purchase cost will not change despite additional building space or property value.
- Within the additional space in the new facility, New Community School has designated spaces for art, music, special education, languages, lunch, future kitchen/hot lunch program, and play. The community perception of the school has drastically improved and the attractiveness to potential families, local agencies, and granting organizations allows for increased growth and outside funds being directed to the school. There is a greater sense of permanency and legitimacy. The product that we offer to the public has a greater sense of value.

In summary, the school has quality and adequate space to strengthen and build on its core values while allowing for growth and the potential of increased revenues. This move provides long-term stability of operational expenses, while allowing for the creation of lease, project, and operational reserves. Being structured as a lease-purchase where 100% of the payments go to principle, the school has the ability for ownership at the end. And finally, it has immediate additional profit centers from tenant lease receipts.

C. Organizational Performance

1. Organizational supplemental evidence

Evidence submitted through CSAPPHIRE demonstrates compliance with all indicators in the Organizational Performance Framework. The long-term goal of a permanent home has been achieved and represents a significant demonstration of the outstanding collaborative organizational efforts of the Board, school leadership, families, students, and the local community.

Additional evidence of organizational excellence includes a summary of our strategic planning process, Board self-assessment results, a discussion of original charter goals and our current leadership evaluation process.

New Facility:

For over 10 years the school community has worked toward a permanent home while enduring multiple locations, restrictive spaces, and the many challenges that come with inadequate space and resources for the kind of holistic educational experience we strive to provide. Finally, on August 2nd of 2013 NCS welcomed the community to our new home. The new space allows significantly improved resources such as dedicated space for the arts and Spanish language classrooms, a library, computer lab, teacher resource areas, a cafeteria that can accommodate the whole community, dedicated nursing space, special education offices and a speech therapy room. A greenhouse with teaching gardens will be ready for planting this spring. Support from the broader community including the Lafayette city administration has been very strong and continues to grow (see letters of support from our community uploaded on CSAPPHIRE). The building and surrounding greenspace improvements have brought a new energy and vibrancy to an area of our community that is now undergoing significant revitalization. The school strategic plan includes bringing additional improvements to the 8-acre property over the next few years by removing vacant buildings and creating public playing fields and greenspace. We have recently accepted a donation from the McAllister Foundation towards the demolition of vacant buildings.

The playground and greenspace for the new building received donations from all school community members and significant contributions from 30 individual benefactors, 9 local businesses, and grants from agencies such as the Whole Kids Foundation, the Wabash River Enhancement Corporation, Tipmont REMC and the McAllister Foundation. Students raised \$2400 through the Pennies for the Playground initiative, \$13,000 came from community donations, and \$78,000 came from grants. (See Attachment C: Community Partnerships)

“The new building has brought us back together enabling the community to become stronger and closer. The playground is amazing. Students love coming to school in a bright, clean, warm learning environment.” NCS Teacher

Original Charter Goals:

While the language of the school’s mission and vision statement has been revised over time, they represent a re-affirmation of consistent principles and educational philosophy. For a more detailed discussion of how we have continued to strive for the goals set out in the original charter document, please see Attachment B: Original Charter Connections.

Strategic Planning Summary:

A comprehensive strategic planning process involving input from focus groups made up of alumni families, current parents, staff, and community members took place in 2011. This information was compiled and informed the 5-year strategic plan revision, which then guided reporting and action by committees and administrators. In 2013 the Board revisited the plan, adding some goals that meet current population needs and updated the implementation plan.

One significant concern addressed in the revision of the Strategic Plan is the trend of our population to have a high transition rate, especially at the upper grades. To address this, a task-based Family Retention Committee was created to collect data on the causes and patterns of turnover so that the

Board and administration can effectively address the problem. This committee presented copious data related to retention, based on historical trends and parent survey input, resulting in a recommendation to restore 8th grade. Enrollment trends indicate a need for middle school choices within the broader community and that offering 8th grade will have a positive impact on retention above 4th grade. The Board accepted that recommendation with additional expectations for efforts at curriculum development, communication, and retention strategies to make the program successful (Attachment F). Already a free milk and breakfast program has been implemented and a lunch program is in development to address concerns of families for whom providing lunch is a challenge. (See Current Strategic Plan on CSAPPHIRE.)

Summary of Board self-assessed strengths and areas for progress:

The NCS Board of Directors conducted a self-evaluation process in the fall of 2013, using an adapted tool developed for the Indiana Community Action Association. All Board members completed the assessment tool; results were compiled, shared with the Board and are being used to further direct the work of the Governance Committee.

Board members identified “Vision and Mission” and “Strategic Planning and Policy Decisions” are areas of strength. As expressed by one Board member: “The Board has come a long way in refining its mission and goals. An annual update and adherence to the strategic/implementation plan will keep the Board on track.” “Executive Leadership” and “Board and Staff Roles” were also identified as strengths indicating confidence in the current Executive Director and the strong working relationship that has already been established between her and the Board. Board members also reported satisfaction with their own commitment, committee structures and meetings as a whole. Committees have transitioned in recent years from being focused on day-to-day tasks that needed to be done to maintain school programs to being focused on long-term challenges and goals for the school. This has allowed Board work to be effectively designated to small groups that have self-identified to best utilize members' interests and skills. The NCS Board of Directors represents a broad range of skill areas and time with the school. Currently, a significant number of Board members are parents, meaning they are well informed about the workings and culture of the school and see first hand the impact of the work of the Board. Strong commitment to the school on the part of Board members results in excellent attendance at Board meetings. Every Board member leads or serves on at least one committee and contributes significant time to Board work outside of meetings. The Board has recently improved its use of technology to facilitate communication and records retention.

Areas for improvement identified by the self-assessment process included new Board member orientation, Board member understanding of financial statements and processes, and recruitment of members to meet the need for financial skills. These are all areas being addressed in the work of the Governance Committee and are particularly relevant now with several new members joining the Board this past year. New Board members reported less confidence in their understanding of financial statements and procedures. Financial knowledge and understanding of Board members will be addressed by training new members and by actively recruiting Board members with financial background knowledge.

Also identified as continued areas of focus are building stronger connections in the broader community, effectively communicating our mission, and finding additional funding sources. These were all addressed recently in the strategic planning process and have been assigned to specific committees or individuals who will report progress to the Board. Significant progress has been made in the area of communication with the school community and the broader community. The recent opening of the new facility created new connections with local businesses and community organizations as well as significant support from the City of Lafayette. These will need to be cultivated and communication maintained. The Board also has considered creation of a Lobbying Committee to focus on maintaining strong communication and support with local legislators. To broaden our revenue sources, the Board recently created a Development Committee which is currently focused on promoting an endowment campaign supported with matching funds from the Community Foundation of Greater Lafayette and on raising funds to support future academic and infrastructure development of the school.

Evaluation and Oversight of Executive Director:

The Organizational Performance indicator 3 b., related to holding school management accountable, has been an area of challenge for the school in recent years. The Board has worked to balance oversight of management with respecting the autonomy of school leadership. In the previous leadership term, less direct oversight resulted in inconsistency in reporting in CSAPPHIRE. The Board and current administration have taken action to correct the situation and complete any inaccuracies in documentation.

Progress on strategic initiatives, such as curriculum development, also stalled for a period of time over the last 2 years. We have confidence in the current leadership to advance those initiatives during this school year and progress has already been made. The Board has instituted more consistent expectations of reporting relative to strategic initiatives to monitor this progress.

At the end of the 2011-12 school year, the Board adopted a 360-degree feedback approach for the Executive Director to augment the previous process of evaluation, which set goals and utilized a rubric. The 360-degree approach will continue to be used with current administration and administered in March of this year. The Executive Director evaluation is tied to strategic goals that are assigned through the Implementation Plan and monitored continuously through reports to the Board.

The current Executive Director has taken the initiative to work towards the Charter School Leadership Certificate offered by Ball State to strengthen her charter school leadership background. In addition, she is participating in Leadership Lafayette to build relationships within the larger community.

III. Looking Forward: Plans for the Next Charter Term

Looking ahead five years into NCS's future, we strive to be the exemplar of a progressive model charter school for our community and beyond. NCS plans no change to our educational philosophy or mission; we plan to continue:

To be the standard-setting public charter education choice for children and their families through an innovative and rigorous socially-engaged educational model

For students

To be the ideal learning environment in which academic achievement, self-direction, self-actualization, and social responsibility serve as distinguishing traits

For faculty

To be the definitive community of educators in which effective and innovative learner-centered strategies serve to powerfully motivate children to be actualized, independent, engaged citizens

For parents and families

To be the public charter school community where families' proactive support of children, their educators, and the school at large, results in a synergistic expansion of the learning community

For the NCS administration and Board

To be effective, committed leaders that guide NCS to accomplish its academic, administrative and financial objectives in a sustainable manner

For the greater Lafayette community and for public education at large

To be an exemplar as a public charter school in which demonstrably high standards of academic achievement and student accomplishment promote the value of public school choice.

A. Academic Data and Educational Strategies

Area of Focus:

Upper Grade Academic Performance

1) Based on the analysis of the academic data, what are the school's next steps for improving or maintaining the academic indicators?

Analysis of our academic performance has clearly indicated a weakness in the upper grades in all academic areas. (See Looking Back re: Indicator 2.2a.) Analysis of demographic patterns related to academic performance shows that legacy students in the upper grades perform above state averages. However, our rapid population growth and high turnover in the upper grades has meant that the

performance of legacy students has been overshadowed by deficits in students who arrive new to our school in the upper grades with significant academic, and often behavioral, challenges.

2) *What are the strategies the school will employ to achieve the “Meets Standards” designation?*

This area of weakness will be addressed from two directions: stabilizing demographic trends and creating a strong middle school academic experience. First, to address the demographic challenge, the Board created a Family Retention Committee, which has researched the problem through historical data and parent surveys and will be focused on improving retention of our students above 4th grade. The committee recommended that restoring 8th grade would have a positive impact on retaining families through our highest-grade offering. The committee has also recommended several strategies for improving perception of the unique upper grade experience at NCS, and several additional extra curricular opportunities (including an athletic partnership with a local private school) have been added to help retain students for whom that is a motivating factor. The Board of Directors accepted these recommendations at the January 2014 meeting.

Secondly, by committing to maintain grades 6,7, and 8 in the future, we are able to focus on creating a strong middle school experience that meets the needs of families and students in our community. The model for this new curriculum will be based on a partially departmentalized middle school model. A team of teachers with specialized curriculum backgrounds will work with all students in grades 6,7 & 8. The team will jointly develop a curriculum, in collaboration with specialists, that will meet state standards and allow the differentiation necessary to meet the broad range of academic skills represented in our current student population. In addition to maintaining progressive educational approaches, the middle school curriculum will focus on identifying and addressing individual skill deficits by using flexible grouping and individualized instruction and on preparing students for the transition to a traditional high school setting, both academically and socially.

Literacy instruction will continue the principles of the schoolwide reading plan, modeled on a Balanced Literacy approach, as adapted to address upper grade standards. One possible strategy will be to implement Inquiry Circles as described in *Collaboration and Communication, Inquiry Circles in Action* by Harvey and Daniels. Currently, our Title I services are largely focused on the struggling readers in our upper grade classrooms. This emphasis will continue until no longer necessary and will be closely integrated with differentiated reading instruction for the whole middle school cohort.

The middle school team will adopt a math curriculum during the summer of 2014 to either replace or supplement our current use of *Connected Mathematics*. We must have materials that are designed for a broader range of differentiation since our current population demonstrates skill levels significantly below grade level and reading levels that do not allow universal success with a reading-intense inquiry based program such as *Connected Mathematics*.

Other components of our unique middle school approach will include moving toward student choice in arts and enrichment opportunities, a clear leadership role within the school community and continuation of community service projects. Our goal is to develop over time a scheduling approach that allows students to self-direct their experiences with specialists to follow their own creativity and talents.

The Responsive Classroom model geared to upper grade students will develop students' sense of belonging and responsibility to the school community as a foundation for academic success. This will require even more mindful cultivation at the upper grades where many of our students are new to the school. It is our intention to create an identity for our middle school students to see themselves as academic and social leaders in our school community and therefore increase their own confidence and academic performance. Benchmark experiences connected to the curriculum and community service projects will give opportunities for students to apply their skills in meaningful contexts and also give younger students something to look forward to at the upper grades, thereby improving retention.

Preparing students for transition to a traditional high school program will be integrated into the curriculum with increased, though not sole, use of traditional methods and materials. Efforts to connect with local high schools to ensure that our academic programs meet requirements for all academic tracks will begin

in summer 2014. Individualized programs for high performing students will be created using online and other resources in order to ensure their preparedness for upper level courses in high school.

3) How will the school know if the improvement efforts is working in the short term and in the long term?
We anticipate that performance on standardized assessments will continue to fall below state averages, but will see steady improvement until we are able to retain a significant percentage of legacy students and have a stable student population. Our goal is for students who began attending NCS before 4th grade to make up 75% of our middle grade population by 2018-19.

Teachers will continue to closely monitor individual growth through NWEA and teacher selected monitoring tools such as easyCBM or A to Z. NWEA testing three times a year will be maintained at middle grades to facilitate careful monitoring. Growth measures will be key to driving instructional modifications since many of our current population are below grade level and may not be effectively assessed through ISTEP+.

Area of Focus: Students New to the School

1) Based on the analysis of the academic data, what are the school's next steps for improving or maintaining the academic indicators?

The Board of Directors has identified a long-term goal to improve student retention over the next five years. However, we will continue to have a percentage of students new to our school each year and data analysis shows that those students frequently have deficits in academic performance.

2) What are the strategies the school will employ to achieve the "Meets Standards" designation?

A focus area in the next two years will be to create procedures to quickly identify needs of incoming students. An entry plan including a checklist for teachers to review student records immediately upon arrival, review of eligibility for Title I, and routine intake tools such as interview questions to provide quick background on a students' previous school experiences will be developed and implemented beginning in 2014-15.

Skill interventions based on intake data and initial NWEA testing will be delivered through the differentiation in classroom instruction. Title I services and special education services will begin within two weeks of enrollment.

3) How will the school know if the improvement efforts is working in the short term and in the long term?

Use of entry plans will be monitored through the teacher evaluation and feedback process. This will provide short-term assessment of whether the process improves timely teacher identification of student academic needs.

Long term, the growth measures in NWEA will provide the most meaningful assessment data for seeing student improvement. Unfortunately, this will not be available for comparison from prior schools, making it essential to complete NWEA testing soon after arrival at NCS in order to measure growth. Testing three times a year will provide growth measures for students who arrive before January testing.

Area of Focus: Technology Integration

1) Based on the analysis of the academic data, what are the school's next steps for improving or maintaining the academic indicators?

In our first year in our new facility, we are just beginning to develop the potential of our space to improve technology integration into our curriculum. The Board of Directors has identified STEM as an area of expansion in the next five years. Improvements in technology capacity will be integral to achievement of this goal.

2) What are the strategies the school will employ to achieve the "Meets Standards" designation?

Because of our commitment to low class sizes, a committee of volunteers does all technology maintenance. This means a slow pace for improvements, but initiatives to improve communication between staff and volunteers will make our limited resources more effective. The 2013 Strategic Plan lists the addition of a full-time IT professional as one of its goals over the next five years. We are

exploring grant opportunities to provide software and hardware updates, initially targeted to meeting curriculum needs of the upper grades. Classroom tools that allow teachers to utilize technology as a resource to enhance developmentally appropriate instructional strategies will be adopted as funding becomes available.

3) How will the school know if the improvement efforts is working in the short term and in the long term?

The computer lab will be utilized regularly by classrooms for research, communication, and curriculum support. Technology will also be used as an intervention and motivation strategy to target struggling students.

Overall Educational Strategies

In the coming five years, New Community School will continue to see the benefits of initiatives already in place; consistent growth of our student body, improvement in test scores and many faceted accomplishments of our students. This is a result of the hard work and dedication of our faculty and administration. These efforts will continue with curriculum mapping, constant updating, developing new units and lessons, and identification of new resources that will continue to build a strong curricular program. Assessments and data will continue to be analyzed and used to drive instruction and meet student needs. Teachers and administration will continue to work together to identify and address professional development needs as they arise in the process of curriculum development and instruction. Underlying all these academic initiatives is the need to cultivate a positive school culture, where staff is empowered and students are valued. Teacher driven teams have been formed to work in areas identified as important to the educational philosophy of our school. Curriculum, Assessment, Professional Development, and School Culture are areas that have been identified by faculty and administration to concentrate efforts to create an amazing learning environment for our students.

Curriculum Mapping and Development

1) Based on the analysis of the academic data, what are the school's next steps for improving or maintaining the academic indicators?

Curriculum Mapping and Development are paramount in the planning and teaching process. Based on improvements in math performance, it is clear that when staff attention is focused on specific improvements, they are able to achieve positive results. Current data shows the need for overall improvement rather than focusing on one academic area. Therefore, staff attention will be directed to analysis and improvement of the curriculum as a whole and making sure that all standards are addressed completely and at the most appropriate grade level.

2) What are the strategies the school will employ to achieve the "Meets Standards" designation?

The school curriculum team will meet to assess current curriculum maps, compare them to the Common Core and Indiana Standards to identify and correct any oversight in the curriculum. Teachers, working as grade level teams, will continue to update curricula each year, adding new units, lessons and lists of resources. NWEA and ISTEP+ results will be used to identify consistent skill gaps that need to be addressed in curriculum. The curriculum will continue to be refined in focus and increase in rigor. The curriculum maps will be living documents, with no specific completion date. We will, however, strive to have outlines complete for 6th, 7th, and 8th grade maps before fall of 2014 and working drafts by the end of the 2014-15 school year.

An additional focus of curriculum review and development will be to integrate both STEM and arts experiences across grade levels. This can be achieved through improved curricular integration across disciplines. An exciting curriculum resource will be added over the coming year in the teaching garden space. As the greenhouse and outdoor learning space is developed, teachers will integrate the opportunities it provides into their written curriculum. Ultimately, we hope to incorporate some student grown produce into our meal program.

3) How will the school know if the improvement efforts is working in the short term and in the long term?

Refinements to the teacher evaluation and feedback program in the coming year will include added emphasis on compliance with school curriculum maps, grade level standards, and consideration of student academic data in planning. Long-term success in curriculum development will be determined by

analysis of NWEA and ISTEP+ data showing that student performance is variable by individuals and does not show patterns of standards that are consistently low across a grade level or classroom. (See CSAPPHIRE for current curriculum maps.)

Assessment

1) Based on the analysis of the academic data, what are the school's next steps for improving or maintaining the academic indicators?

In our work toward improving standardized test performance, it will be imperative to help teachers connect the alternative assessments they routinely use in the classroom to student performance on NWEA and ISTEP+. It is the foundation of our philosophy that students who value learning and see progress towards academic goals that they value will ultimately perform well on standardized assessments. Current data shows that to be true by showing high success rates of our legacy students. Therefore, assessments such as writing conferences, portfolio evaluation, observed problem solving strategies, and individual reading goals should be leveraged to direct instruction toward areas that will be measured in standardized tests as well. Teachers will be guided by the evidence gathered from many sources to identify areas for growth in their students and then target instruction and additional alternative assessments to measure progress.

2) What are the strategies the school will employ to achieve the "Meets Standards" designation?

Consistency in alternative assessments has been a long term, but elusive, goal for NCS. Progress has recently been made in the development of a school-wide Independent Research Project. IRP's are done twice a year by all students and culminate in a community gathering to share student learning. The school-wide rubric measures not only communication and research skills, but also learning habits such as following a research process and motivation to pursue learning independently. At the end of the 2014-15 school year, after using this rubric 3 times staff will evaluate its efficacy as well as individual student progress. Improvements to the rubric will be made as necessary. Work will continue towards developing other consistent measures of non-academic growth areas which are highly valued by NCS but do not appear in standardized measures of performance. (See CSAPPHIRE for IRP Rubric and description.)

Over the next 3 years, NCS will continue to evaluate literacy assessment in primary grades to adopt a complete menu of tools that gives teachers adequate information for instructional decision making for readers at all levels. An integrated, periodic assessment tool that does not disrupt a balanced literacy or workshop-based routine is preferred.

Further, adapting instruction to student performance data will be critical to seeing growth. This will be a focus of ongoing professional development and staff work sessions.

Professional Development and Teacher Feedback

1) Based on the analysis of the academic data, what are the school's next steps for improving or maintaining the academic indicators?

Integral to all of the initiatives previously discussed is professional development. NCS has consistently provided funding for teachers to choose areas in which they would like to grow in addition to required training in Responsive Classroom and Crisis Prevention Intervention. Going forward, in order to see improvements in academic performance, the administration will become more active in determining what professional development meets individual teacher and school-wide needs. The teacher feedback/evaluation process has been inconsistently implemented and will be a target for improvement in coming years.

2) What are the strategies the school will employ to achieve the "Meets Standards" designation?

Targeted areas for professional development to support initiatives described above:

- The development of a strong, innovative middle school model will be a primary goal of professional development in 2014-15. What specific training is necessary will be determined by skills and background of teachers selected for the program.

- Documentation has begun for a universal professional development plan for new hires. It includes Responsive Classroom, Crisis Prevention Intervention by Crisis Prevention Institute, Co-teaching and NCS philosophy and procedures.
- In 2014 - 16 NCS will participate in Keys to Literacy training provided by Wabash Valley Education Center. This will be for the whole staff and focus on benchmarking and progress monitoring in literacy instruction.
- Using assessment data to drive instruction will be an ongoing area for professional development and collaboration. The Principal has recently completed additional professional development in using NWEA scores to drive instruction and will be working with teachers to improve their understanding of how to interpret reports and translate the data into teaching strategies. Teachers will be supported in using data in a more comprehensive approach to driving instruction.

The RISE based teacher evaluation program adopted in Spring 2012 has proven to be difficult to implement as written and will need revision. Refinements will strive to provide more meaningful feedback and de-emphasize the final RISE score. Observation templates will be revised to include compliance with NCS procedures and curriculum.

3) How will the school know if the improvement efforts is working in the short term and in the long term?

It is the goal of the professional development program overall to be responsive to both programmatic needs as evidenced in performance data and to individual teacher needs as evidenced in the teacher feedback process. The measure of success will be improvements in both those areas.

Maintaining areas of strength

Data relative to legacy student performance validates the success of our classroom implementation of best practices rooted in the progressive philosophy's student-oriented approach. We will maintain this performance by continuing to support our staff in developing our own vision of education, which includes the whole child and respects his/her talents and social and emotional reality.

NCS has shown strong retention rates of talented teachers over time. When teachers leave NCS it is typically due to changes in life circumstances rather than seeking another local teaching position. While it is the current leadership team's first year working together, each member individually has been at NCS for 5 years or more. Several of our classroom teachers have been at NCS approaching or exceeding a decade. The culture of teacher autonomy and empowerment is key to this retention of creative and motivated individuals. It will continue to be a challenge to maintain that culture in the face of ever more restrictive expectations from state government and high stakes testing. It will, however, be key to maintaining the success of our program.

B. Educational Plan

1. Vision

In five years, NCS will be a respected and highly contributing member of both the North End neighborhood and the broader Lafayette community. Our students will be known as students who are not only academically proficient, but mature and socially responsible leaders. The admissions lottery will consistently be full of families who are committed to a progressive educational experience for their child and who are eager to be an active member of our school community.

Our students will be diverse in their backgrounds and abilities and they will remain at NCS through its highest grade. Their performance on standardized performance measures will be consistently within state averages which will allow us to broaden our efforts to develop rigorous alternative assessments that measure the multi-faceted nature of education at NCS. NCS will offer opportunities for students to develop their talents and interests in the arts, sciences, technology, natural studies, and other areas, which have been neglected in other local elementary schools. Creative and motivated teachers will be eager to be hired at NCS because of its progressive philosophy which will allow them to teach in the ways that children learn best, actively and meaningfully.

We anticipate the need for additional funding in order to provide a truly unique and challenging educational program. The Board Development Committee and the school leadership team will seek grant funding and develop community partnerships to fund many of the priorities included in the strategic plan. Professional development, technology, STEM opportunities, commercial kitchen, and individual classroom initiatives are a few examples. Through careful planning, fiscal responsibility, and hard work NCS feels that we will provide our students with unique and deeply enriching educational experiences at NCS.

2. Educational Plan Modifications

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

NCS intends to be a K-8 school for the foreseeable future. While implementation will continue to improve, no other substantial modifications to the NCS education program are planned.

C. Financial Plans

Please refer to Attachment E: 5 Year Strategic Budget for a chart listing anticipated revenues and expenses for the next five years. Any additional documents related to long term financial plans have been submitted on CSAPPHIRE.

D. Organizational Plans

Enrollment Plan Please see Attachment F: Enrollment Plan, for the projections regarding enrollment growth and grade levels for the next charter term.

Governance and Management There are no anticipated changes to the structure or organization of the Board. Our rotation of Board terms will result in members cycling off each year. It is our intention over time to regain a balance of parent and non-parent members and to meet identified experience area needs such as finance as necessary to provide overall leadership and accountability. The committee structure may change as needs arise, just as the Family Retention Committee was created in response to demographic changes and strategic initiatives. There are no anticipated changes to the bylaws or Board procedures except as may be necessitated by changes in legislation or charter compliance. The strategic plan identifies several potential staff positions that may be created should future funding be available. None of these involve changes to school leadership or administration.

Transportation New Community School provides no student transportation. There are no plans to provide this in the future.

Facility Over the next five years additional physical changes to the campus are planned. By the summer of 2014, a greenhouse and teaching gardens will be in place and the remaining vacant buildings on the property will be demolished. This area will become a large green space for sports fields and will be an asset for the neighborhood area, providing play, sports and soccer opportunities for neighborhood children and NCS students. These projects will be entirely funded by donations and grants from the Greater Lafayette Community. Two additional classrooms will be constructed during the summer of 2016, expanding our classroom space from 14 to 16. Plans are also underway to construct a commercial kitchen and conference room during this phase. The commercial kitchen will be essential in our future plans to provide a hot lunch program. Long term plans include remodeling of the old CVS building, now used for our P.E. classes, and expanding this building to include a full gym facility, 3 more classrooms and black box space, bringing our total classroom space to 19 (See Attachment E: 5-Year Strategic Budget).

Educational Service Providers. We did not contract with an education service provider and do not intend to do so in the future.

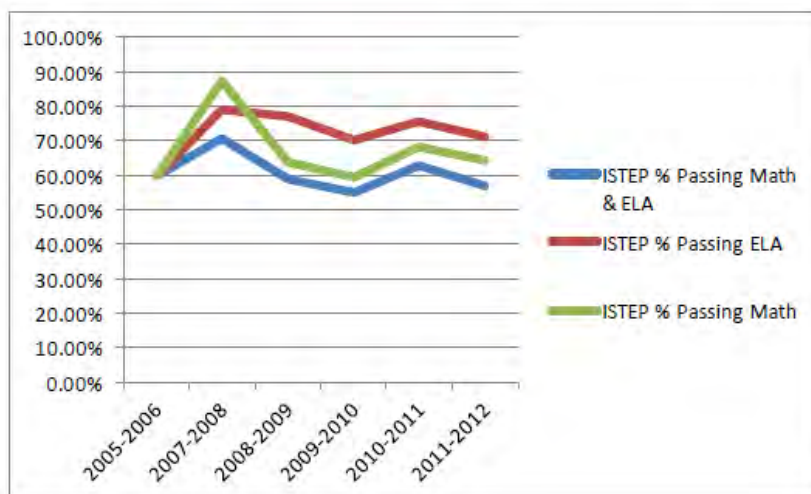
School Data Summary Document

**New Community School
Lafayette, IN
In Operation since 2002 (11 Years)
Independent School
Grade Range: K-8**

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Total Student Enrollment	38	46	60	63	73	90	140	173	207	240	

2011-2012 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	240	
Ethnicity/Race		
# White	174	742.5
# Black	10	4.2
# Hispanic	34	14.2
# Asian	1	0.4
# Native American	0	0
# Other	21	8.8
Special Populations		
# Students with IEPs	59	24.6
# English Language Learners	2	0.8
# Eligible for Free and Reduced Lunch	119	49.6

	AYP	PL 221	A-F	Data Results Under Intervention / Assessment Policy (2009)	Data Results Under Intervention / Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2002-03	n/a		n/a	n/a	n/a						
SY 2003-04	Yes		n/a	n/a	n/a	22.2%	52.6%	52.6%			
SY 2004-05	No		n/a	n/a	n/a	54.5%	50.0%	63.6%			
SY 2005-06	Yes	Exemplary	n/a	n/a	n/a	25.9%	61.5%	25.9%	60.00%	60.00%	60.00%
SY 2006-07	Yes	Exemplary	n/a	n/a	n/a	52.2%	48.6%	40.5%	n/a	n/a	n/a
SY 2007-08	Yes	Exemplary	n/a	n/a	n/a	72.5%	76.1%	30.0%	87.50%	79.17%	70.83%
SY 2008-09	No	n/a	n/a	n/a	n/a	70.7%	35.8%	65.0%	64.00%	77.00%	59.00%
SY 2009-10	No	Commendable	B	n/a	n/a	74.1%	65.4%	58.0%	59.52%	70.24%	54.76%
			C	Meets Requirements	Does not meet standard						
SY 2010-11	No	n/a				59.3%	58.0%	64.4%	68.42%	75.53%	62.77%
			F	Not applicable due to IDOE policy change	Does not meet standard						
SY 2011-12	n/a	n/a				40.7%	47.7%	40.5%	64.49%	71.03%	57.01%
SY 2012-13											

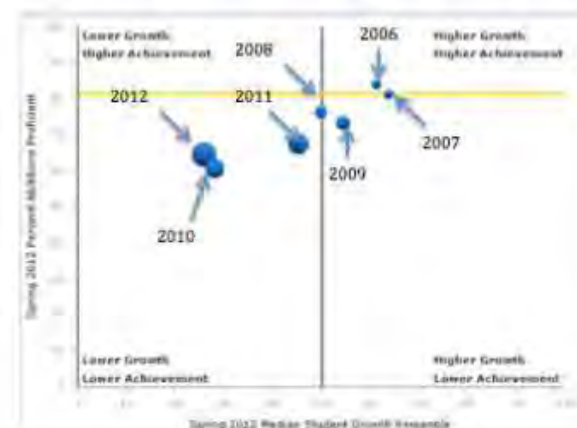


School Year	Ranking out of all schools taking the ISTEP	Ranking out of the county	Ranking out of local district	Ranking out of all BSU charter schools
2005-2006	1161/1839	21/28	4/10	3
2006-2007	n/a	n/a	n/a	3
2007-2008	552/1838	10/28	1/10	2
2009-2008	1202/1867	21/29	4/10	4
2009-2010	1245/1568	26/29	7/10	11
2010-2011	1148/1559	26/30	7/10	10
2011-2012	1319/1588	29/31	9/10	19

Math Growth:

2006: High growth, high achievement
 2007: High growth, high achievement
 2008: Low growth, low achievement
 2009: High growth, low achievement
 2010: Low growth, low achievement
 2011: Low growth, low achievement
 2012: Low growth, low achievement

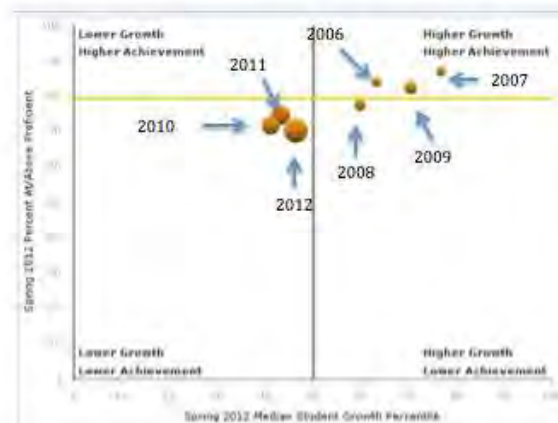
Year	# Tested	Pass %	Median Growth %
Spring 2006	30	83.3	61.5
Spring 2007	36	80.6	64.0
Spring 2008	54	75.9	50.0
Spring 2009	63	73.0	54.5
Spring 2010	84	60.7	28.0
Spring 2011	92	67.4	45.0
Spring 2012	108	64.8	25.5



ELA Growth:

2006: High growth, high achievement
 2007: High growth, high achievement
 2008: High growth, low achievement
 2009: High growth, high achievement
 2010: Low growth, low achievement
 2011: Low growth, low achievement
 2012: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2006	30	83.3	63.5
Spring 2007	37	86.5	77.0
Spring 2008	52	76.9	60.0
Spring 2009	61	82.0	70.5
Spring 2010	84	71.4	41.0
Spring 2011	91	74.7	43.0
Spring 2012	112	70.5	46.0



School Year	Total Students	# Pass IREAD	% Pass IREAD	% ELL	% F/R Lunch	# in Remediation	# Re-tested	# Pass Retest
2011-12	33	27	81.8%	0.0	51.5%			
2012-13	36	30	83.3%	4.7%	46.5%			

Academic Performance Framework Data Run - Overview of Measures K-8	2.1.a. Growth-ELA	2.1.a. Growth-Math	2.1.b. Growth-Lowest performing -ELA	2.1.b. Growth-Lowest performing -Math	2.1.c. Probit-LA	2.1.c. -Probit-Math	2.1.c. -Probit-Reading	2.2.a. Proficiency-ELA	2.2.a. Proficiency-Math	2.2.b. District Comparison-ELA	2.2.b. District Comparison-Math	2.2.c. Similar Schools Comparison-ELA	2.2.c. Similar Schools Comparison-Math	2.2.d. Subgroup Proficiency-ELA	2.2.e. Subgroup Proficiency-Math	2.3.a. PL221	OVERALL RATING
2010-2011 (Rating)	D	D	NA	NA	M	M	M	D	F	M	D	D	D	M	D	D	D
2010-2011 (Score)	44	45	NA	NA	.01	.08	.09	76%	68%	3	-6	-4.9	-13.3	6	-3	C	-

Academic Performance Framework Data Run - Overview of Measures K-8	2.1.a. Growth		2.1.b. Growth Lowest 25%		2.1.c. Probit Model			2.2.a. Proficiency		2.2.b. District Comparison		2.2.c. Similar Schools		2.2.d. Subgroup Prof		2.3.a. PL221	OVERALL RATING
	ELA	Math	ELA	Math	LA	Math	Read	ELA	Math	ELA	Math	ELA	Math	ELA	Math		
2011-2012 (Rating)	D	F	NA	NA	M	E	M	D	F	D	F	D	F	D	D	F	D
2011-2012 (Score)	46	25.5	NA	NA	.55	.66	.67	71%	64%	-8	-19	-12	-20	-	-	F	-

Column	2.1.a & 2.1.b	2.1.c	2.2.a	2.2.b & 2.2.c	2.2.d & 2.2.e	2.3.a
# Representation	Median Student Growth Percentile	Growth	ISTEP % Pass	Difference in Percentage Points	Un-weighted Average of Difference Across Subgroups	A-F Grade

E	Exceeds Standards	M	Meets Standards	D	Does Not Meet Standard	F	Falls Far Below Standard
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Attachment A

School History

New Community School (NCS) began in 1993 with a vision by the founders of the best education they could imagine. Its mission was *to provide students with a humanistic approach to learning, to celebrate the whole child, and to nurture his or her potential to live a productive, creative life in a multicultural and multilingual world.* For ten years the school served a small population of self-selected families who could afford to pay for it.

In 2002-03 NCS first opened its doors as a charter school under Ball State, the mission was revised to read: *to empower students to achieve academic excellence by fostering each child's personal, social, and intellectual development.* The charter continued the intention to provide an educational option for families of the Greater Lafayette area and the surrounding area and use a Progressive Education model.

The original charter listed goals that included traditional academic goals as well as goals related to social development. The original charter stated, "all students will show continual improvement in basic skills, that all 3rd and 6th graders will take ISTEP, that by September 2005 our third grade median NCE total battery scores for math and reading would be at or above the median State of Indiana and 6th graders will score in the top quartile."

NCS opened its doors in 2002 using shared space at the Temple Israel, 620 Cumberland Ave., West Lafayette, with 38 students and a capacity for 54 students. Mindy Rohand was the original Executive Director (2002-03) and there were 4 classroom teachers. The arts have always been a major priority at NCS, even prior to the beginning of the charter in 2002. In addition to classroom teachers there were part-time teachers for Art, Music, Spanish and P.E. In the 2002-03 school year there were no ratings because it was the first year of the school. In the second year of the school 2003-04 NCS made AYP.

Anne Murphy-Kline was named Executive Director in 2003 and remained until December of 2005. At which time Amanda Hill served as the interim Executive Director until June 2006. Jeanine Rauch was hired in June 2006 as ED and left in November 2006. Eileen Steele was hired in December 2006 and remained until retirement in December 2011. Scott Fields began in January of 2012 and resigned in May of 2013. Leitha Stone the current Executive Director, started June 2013.

NCS remained at the Temple location until the end of the 2005-06 school year at which time it had grown to 63 students in 5 classrooms. In 2005-06 school year NCS met AYP and was rated Exemplary under PL221.

In the spring of 2006, amendments were filed to include the 7th grade and to change the student-teacher ratio from 12:1 to 15:1. NCS secured new space in the educational

wing of the First Baptist Church at 710 North St., Lafayette. NCS opened the 2006-07 school year at this location, with 73 students and 5 classrooms. NCS made AYP and earned Exemplary under PL221 during the 2006-07 year.

NCS continued to grow steadily, 90 students in 6 classrooms were enrolled in 2007-08 school year. For the third year in a row NCS made AYP and Exemplary under PL221.

In 2007, the NCS Board and stakeholders met to affect a new strategic plan to revisit the mission and vision of the school, and address the needs of the growing student body and staff. The revised mission of New Community School reads: *to build a community of learners (students, parents, and staff) engaged in a lifelong journey of thoughtful discovery (through academics, fine arts, motion, social interactions, and creative pursuits)*. At this time, the need for a permanent home for NCS was determined and the formal process of meetings began to determine the steps needed to realize this vision. At this time it was realized that to achieve the goal of a permanent school home and to be fiscally viable, NCS needed to grow.

The staff, in 2007 set a K-2 reading goal based on Rigby Reading Assessments; this assessment was a disappointment because it failed to give any measure of progress for the kindergarteners that were not yet reading. This also caused NCS to miss the accountability goals in this area. For that reason NCS returned to using the Indiana Reading Assessments to measure progress toward goals for K-2 grade levels. Based on the goal that was set to have 85 – 89% of students achieving and 80% growth rate in the 4 common indicators on the Indiana Reading Assessments, students would have successfully met the goal in 2007-008.

In the spring of 2008, amendments were again filed to include the 8th grade and increase enrollment to 141. Each year there had been waiting lists for enrollment at selected grade levels, particularly kindergarten. As a response to that interest it was decided to add an additional kindergarten class to help maintain the interest and increase accessibility to NCS. Original charter goals of growing the school to include the 8th grade were met. The school also secured an annex location at 619 N. 9th St., Lafayette.

The 2008-09 school year opened with 140 students, 9 classrooms, in two locations approximately two blocks apart. Kindergarten through 3rd grade classes were held at the 710 North St. (Main building) location, 4th - 8th grade classes were housed in the 619 N. 9th St. (Annex) location. Specialists began schedules that allowed them to travel between buildings and not overlap instruction time in shared spaces. AYP was not met and no ranking was given for PL221.

2008-09 New Community School went through the re-charter process. The initial charter stated that K-2 students would use the Woodcock-Johnson Test of Basic Skills and student in 4-5 would use the Terra Nova test. These tests were dropped by NCS as

assessment tests and adopted NWEA testing, when Ball State implemented NWEA testing. At that time, NCS also adopted the Indiana Reading Assessments for K-2. During the first charter term NCS met its NWEA academic goals each year as evidenced by the yearly reports of meeting accountability markers set by NCS or the Office of Charter Schools. The K-2 assessments met goals when measured by performance on the Indiana Reading Assessments with at least 80% of NCS students passing the benchmarks by year's end in all areas.

During this process some original goals were refined and items such as identifying a permanent home were a large part of the re-charter application. Continued growth was also identified as necessary for the continued viability of the school. This is where we also started to see test scores beginning a downward trend.

The 2009-10 school year brought continued growth, 173 students, and 11 classrooms over two buildings. During this school year the Payless property was identified as a possible site for our new school. Architects were brought in and held separate meetings to talk to all stakeholders, students, parents, teachers, and board members for their input on what was wanted and needed in this school. Education stimulus bonds were applied for and many man-hours were put in to the proposals for this property. Little did anyone know it would take almost three years (fall 2012) before ground breaking would start for the construction of NCS. ISTEP+ scores were continuing to drop from previous levels. In this year AYP was not made, and a commendable rating was awarded under PL221, A-F shows a B.

207 students and 13 classrooms opened in two buildings for the 2010-11 school year. Growing pains continued as board and administration was working toward securing the property for the new school. Board and administration were expecting to be able to open school in the new location and trying to meet the 15% growth per year model that was in place for the school to allow them to be fiscally on track, so growth continued into the next school year. The assistant principal position was created to help with the administration duties of the school and continuity in having two buildings. Again, ISTEP+ scores were not where they needed to be. AYP was not met for the year; no rating for PL221, and A-F awarded a C.

2011-12 school year opened with 240 students, 15 classrooms, in two buildings. Extra classroom space had been secured in the Annex at 619 N. 9th St. to allow for the two new classrooms. Unfortunately the landlord revoked the agreement shortly after school opened. An emergency amendment was made to allow for classroom space to be made ready at 1910 Elmwood Ave., part of the property where the school is currently located was leased in anticipation of the final agreement. Two of the oldest 7th and 8th grade classes were moved to the location in November 2011. Managing students in three locations became a huge undertaking with limited number of staff. Staff morale was plummeting. The assistant principal position transitioned into a full principal position

this school year. The Executive Director, Eileen Steele announced her retirement for the end of December 2011. A nationwide search began for her replacement. In December the Board named Scott Fields as the Executive Director. Turmoil continued with staff, students and parents. ISTEP+ scores dropped again, AYP and PL221 no longer give ratings, A-F school rating was released and NCS earned an F.

In an attempt to regain control, be fiscally aware, and wisely use staff and resources, the decision was made not to offer 8th grade. This decision put NCS back into two buildings and offered a year to regroup. Teachers came together over the summer for some book study groups on our Responsive Classroom model. This was very beneficial and rejuvenated the staff. The staff decided to concentrate on procedures, school culture values, and classroom techniques.

The 2012-13 school year started off with 213 students in 13 classrooms. The year started off well with many of the summer strategies put into place. Teachers worked hard to keep morale high and work together toward improving test scores, by implementing question answering strategies in class, and creating academic targeted enrichments. Finally the news we had waited for, the closing on the deal for the new school, groundbreaking took place November 9, 2012. After a very long wait A-F grades were finally released in November of 2013 and NCS earned a C.

New Community School cut the ribbon on its new campus facility August 2nd, 2013. This was the culmination of 10 years of planning and work for New Community School to have a permanent home; enduring the multiple locations, small spaces, and the many challenges that came with inadequate spaces and resources for the kind of holistic educational experience we have strived to provide. The first notes of a committee formed in 2004, listed many of the desired amenities needed to support a successful school of choice for the Lafayette area. This list has come to fruition in the new campus at 1904 Elmwood Ave. The new space allows significantly improved resources such as dedicated space for art, music, P.E., a Spanish language classroom, a library, computer lab, a teacher resource area, a cafeteria that can accommodate the whole school community, a dedicated nursing space, special education offices, a speech therapy office, and 1,000 sq. foot classrooms. Our previous total school space encompassed 22,000 sq. feet; our main building presently represents over 42,000 sq. feet of space. This does not include our recreation building that houses P.E.

The support from the broader community including the Lafayette City administration has been very strong and continues to grow. The building and surrounding green space improvements have brought a new energy and vibrancy to an area of our community that is now undergoing significant revitalization. It is in the school strategic plan to bring additional improvements to the 8-acre property over the next few years by removing vacant buildings and creating public playing fields and a green space.

Attachment B

Additional discussion of original charter goals related to current program

The primary goals of the original charter: to provide a progressive, student-centered learning environment, to engage families in meaningful ways in the child's educational experience, and to see and assess our student growth in many areas, all continue to be our areas of focus now, in our 11th year.

New Community School has met the goal of implementing the philosophy of a progressive school. The atmosphere and organization of classrooms is consciously designed to foster communities of learners while meeting the needs of individual children. The greatest strength of our school lies in the dedication of teachers with strong philosophies rooted in Best Practices and progressive learning. While it has been challenging with the changes in the Charter School Law and the increased focus on testing and test scores, we remain committed to seeing education as a process that engages students emotionally, socially and creatively.

The dedication of parents is evident through the successful volunteer program at NCS. Each year NCS has exceeded the number of volunteer hours from the previous school year. When registering with NCS, families sign a 40-hour Family Commitment contract. In 2010-11 the computer program HelpCounter was implemented for parents to log and track their volunteer hours. This gives parents the convenience to log hours when they are at NCS or later at home from their computer. It also allows the office to run more efficiently, freeing up the time previously spent hand counting and tracking volunteer hours.

Volunteer Hours					
2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
3,900 .00	4,157.29	4,438.75	7,889.43	8,123.41	10,369.38

The original charter stated, "that each family will contribute four hours of volunteer work per month and 80% attendance at school meetings." NCS during its first charter term consistently met or surpassed these goals, even with the school growth. In the 2007-08 accountability reports to BSU indicated that 51 families logged over 3900 hours an average of 74+ hours, which yields almost a 200% participation rate.

The 2012-13 school year, 160 families logged 10,369+ hours, averaging a total of 64+ hours of volunteer service to NCS. Currently for the 2013-14 school year we have 3,925.73 hours logged by NCS families. Currently, this is an average of over 24 hours per family toward meeting the 40-hour goal for the school year. In 2012-13, parent volunteers raised the money for, designed, and constructed the playground and greenspace for the new facility. Parent volunteers run our Instrumental Music Program,

help with and teach enrichments, are organizing the school library, and maintain the entire technology infrastructure. The strong commitment and work of our families allows staff to focus on maintaining an outstanding educational experience in small classrooms.

NCS's goal of creating an assessment system that focuses on showing student growth and not on test scores has gone through various stages of work over the years. Initially a portfolio system was put into place to keep samples of student work. A report card was developed to assess standards for each subject. Portfolios are kept and used in parent teacher conferences along with report cards. Routinely report cards have undergone review and have been updated. Our current report card was reviewed and updated and aligned with Indiana standards and Common Core standards by a panel of teachers and the principal in the fall of 2012.

The specialists in Music, Art and P.E. have worked on their own assessments for their areas. For example, in Art the students have a digital portfolio into which the teacher uploads photos of the students work, including written artist statements that are used as evaluations along with video assessments.

New Community School has always had an Independent Research Project (IRP) twice a year (fall and spring) to assess student knowledge and growth. This is felt to be a defining characteristic of our academic program as well as a major assessment and data point; it allows us to evaluate the self-motivating and deep thinking learning skills that a progressive classroom develops. Teachers came together to create a rubric for use across the grade levels and to define the skills they want to see exemplified in IRPs. The rubric is now being used in all classrooms and included in permanent records so that over time it will allow the school to measure growth in areas such as independent learning, research skills, and effective communication that are not measured in standardized tests. (IRP Rubrics are located in CSAPPHIRE under 2013 – 2014, Accountability)

Concurrent with efforts to improve performance on ISTEP and NWEA, the school will continue to work toward development of assessments that measure students' creative, social, and personal growth.

Educational Philosophy Goals set forth in the current charter term embody the mission and vision of New Community School and its progressive education philosophy. Many of the following goals are embedded in Best Practices, which our teachers implement and follow in their classrooms.

1. Recognize individual strengths of every student and help each one maximize his or her potential.
2. Form partnerships with community resources to expand educational opportunities for students.

3. Promote the arts as an integral part of curriculum.
4. Address all aspects of child development: physical, emotional, cognitive, and social.
5. Prepare students for future academic challenges beyond New Community School.
6. Foster a nurturing school-wide community.
7. Maintain developmentally appropriate class sizes ranging from 13 – 18 students.
8. Advocate principles of progressive education to the wider community.

New Community School meets and exceeds these goals on multiple levels on a daily basis, these goals continue to be at the forefront in our strategic planning and teachers strive to do these things everyday.

Marketing Goals for the current charter term were successful overall and are continuing to be revised as NCS has moved into the new facility. A Marketing Committee was formed and meets regularly to develop and keep current the informational material that is distributed to the public. The Marketing Committee was directly involved with the promotion and distributing of information and organizing media for the ground breaking and ribbon cutting ceremonies for the new facility. They continue to work on ways to educate the public about New Community School.

As we move into the next charter term the fundamental goals of the original charter program will continue to guide the school through the Strategic Planning process and the school improvement initiatives outlined in the Looking Forward section of this application.

Attachment C: Community Partnerships

Programs (Before and After School)

Program	Sponsor	Free/Paid	Other information if needed
BOKS	NCS Staff	Grant Funded	Exercise Club
Creative Writing	Purdue	Free	
Technology Club	Purdue	Free	
Instrumental Music	Parent	Grant/Fee	
Brickz 4 Kidz	Partnership	Fee	Lego Building
Science Olympiad	NCS Staff	Free	Partner w/Purdue
Math Olympiad	Parent and NCS Staff	Free	
Chess Club	Community Partner	Fee	
Environmental Club	Purdue and NCS Staff	Free	
Math Tutoring	Parent	Free	
Science Club	Purdue and NCS Staff	Fee	
Acting	Civic Partnership	Fee	
Arts Classes	TAF	Free	Rotating topics
Choir	Parent and NCS Staff	Fee	
Robotics	Parent	Fee	
After School Rock	Community Partnership	Fee	
Breakfast Program	NCS Staff	Grant Funded	
Milk Program	NCS Staff	Grant Funded	
Backpack Program	Food Finders	Free	
Bicycle Safety	Community Partnership	Free	

Organizational Relationships and Donors

- Leadership Lafayette
- City of Lafayette
- Food Finders of Lafayette
- North End Business Association
- Purdue University
 - College of Education
 - College of Nursing
 - College of Information Technology
 - CLEAR - Center for Literacy Education and Research at Purdue
 - Convocations
- Wabash Valley Alliance (mental health services)
- Wabash Valley Education Center (educational resources and professional development cooperative)
- Navy Club
- City Bus
- Columbian Park Zoo

- Friends of NCS
- NAMI
- Arnis
- Community Foundation of Greater Lafayette
- McAllister Foundation
- Wabash River Enhancement Corporation
- La Scala
- Soil Maker
- Tipmont REMC
- Whole Kids Foundation
- Kirby Reality
- Kirby Risk
- Ace Hardware
- Lafayette Brewing Company
- Lafayette Community Bank
- Target
- Tri N Run
- Nature's Farm
- PayLess Grocery
- Sunspot Natural Market
- Hamilton's Greenhouse
- Home Depot
- Longhouse Farm
- Lowe's
- Moss Creek Weaving
- Roof Recovery
- Tippecanoe Urban Farmers
- Virtuous Cycles
- Purdue Greenhouses
- Subaru Isuzu America
- Best Buy
- Great Harvest Bread Company
- Hilton Garden Inn
- Mullen's Towing
- Java Roaster
- Lafayette Savings Bank
- Lazy Boy
- Best Western
- Mitchell Agency
- Grey House Coffee
- Copy Shop
- K-Mart
- TAF
- Mike Albuy's Arrowhead Bowl

Individual and Family Partnerships and Donors

- Ruth Wukasch
- Kirsten & Paco Serrano
- Troy Family
- Eileen Steele
- Joan & Larry Murphy
- Kate & Joe Kollman
- Laurel Weldon & Family
- Leitha Stone
- Andy Kopf & Family
- Anne Murphy-Kline & Family
- Dino Felluga & Family
- Jennifer Christos & Family
- Kathryn Orvis
- Rachel Polk & Dave Daily
- Stefanie Rowland
- Wilbert & Connie Vandervort
- William & Margaret Rowe
- Andrea Scremin
- Deena Linett
- Jill Garza
- Kathleen Farrell
- Nicole Hands & James Harvey
- Stacy Bogan
- Granger Family
- Bill McCaw
- Eva Hamilton
- Grant Crumbaugh
- Jody Tishmack
- Joe Hutton
- Megan Benage
- Mike & Misty Dudgeon
- Sara Peel
- Walter Cornelius
- Wendy Sumner
- Green Space Committee Members
 - Allison Granger, Anne Murphy-Kline, Cary Troy, Dan Beaver, Ian Thompson, Joëlle Mühlemann, Kate Kollman, Kirsten Serrano, Mike Northacker
- Thomas and Margaret Smith
- Kenneth Mueller

Attachment D: In the words of our families and staff

These responses were collected so that the voices of our families and staff could be included in the re-charter process. The questions asked what they would like our authorizer to know about New Community School, to describe the impact of our new building, and any other comments they would like to share.

Our ability to connect with each child individually. This gives every child an ability to be heard, an ability to learn at his/her own pace, an ability to be individual. Having smaller class sizes and staff members who care about what they do helps to make this possible. Children have the freedom to be creative and learn by doing the things they are interested in. Traditional public schools just can't provide that with the size of classes and the forced curriculum.

The building has created a sense of calm in students, staff, and our community. We have the room to create, we have the space to spread out and we have more time because of it. In addition, the building has brought everyone closer emotionally because we have contact with everyone. It feels like a real school now.

I believe that our philosophy is the best one for children to learn and become productive members of society. As a staff member, this is not just a means of income, it is my life. I teach here because I can't imagine a better environment for myself or our children.

~NCS Staff Member

NCS is amazing because the smaller class sizes allow us to all get to know and help each other more. I constantly see whole families reach out and help others at the school. It's a good environment not just for the students but also for the families. Our students aren't just learning their academics they are learning to be productive and positive members of a community.

The new building is helping us renew sense of community. It's also great to have adequate space for music, P.E, art, and cafeteria space as well. The kids love the new building and amazing playground and take a great pride in saying they are a part of it. ~Legacy Parent

New Community School is a school that a child can learn and be able to get the learning experience. I had my child in Lafayette School Corporation and switched to this school a week after school started and I just like my child see a big difference. The school my son used to go to was a negative learning place. My son would walk into this old school (Lafayette school corporation) and have a heavy load on his shoulders. Now that he is at New Community School he says he does not have the heavy load on his shoulders and feels like he is welcomed into this school. The teachers, principle, receptionist, and all others are awesome and show that he or she care for our children. New Community School rocks over all other schools. - New Parent

I like the freedom of lesson planning and being able to consider the interests of my students when I am teaching them new skills. I like that I don't have to rely on one book for teaching material, and because of this my lessons change from day to day and stay engaging. I like the community atmosphere this school prides itself in maintaining.- Staff

New Community School inserts democracy into the curriculum, through both content and teaching methods. The responsive classroom has been a major benefit to them. I am confident that my children are learning outstanding communication and reasoning skills, along with strong morals and personal efficacy.

New Community School has supported my children as they have grown to become inquisitive, creative, and responsible. My children feel valued.

It reminds me of the difference between a 1982 Civic and a 2014 Odyssey. You can go so much further when you have something that runs well, and you're not all crammed in.

Sometimes I just watch my kids on the playground, watch them run and imagine and explore. My daughter races across the logs as she and her friend play imaginary games, working through elaborate storylines. My son is passionate about playing sports with his friends, in the grass or the gaga pit.

New Community School is a gem. The school welcomes people from all over the county, creating a vibrant mix of socio-economic statuses and political backgrounds. The teachers, administrators and staff go the extra mile to take individual needs into account; policies and procedures are shaped by the community, not lifted from a template.

Respect is integral to the program. The students don't bully each other because the teachers don't bully them; children are treated professionally, with consideration and kindness. This creates an obligation on their part to take responsibility for their actions.

The school has grown several traditions over the years, with events both within the school and in partnership with the community. My children eagerly await "Reverse trick-or-treat" and the Spring Musical. This year they were thrilled to go to Ft. Ouiatenon.

I was one of the chaperones for our recent visit to the Indianapolis Museum of Art, and the children were a delight. The docents remarked that "you must have a wonderful art program, because your students understand art".

~NCS Legacy Parent

NCS is special because we truly are a community. The students get individualized attention at their level. Students are given opportunities to express themselves creatively through art, music, independent research projects, enrichments, and daily morning meetings.

I have had the pleasure to teach at NCS for seven years and I feel that teachers and students are given so many opportunities to grow and learn at their own levels and express themselves creatively. – NCS Staff Members

I love the sense of community at NCS. I also appreciate the opportunities my children have to interact with students of other ages through mixed grade classrooms, reading buddies, and dismissal time.- NCS Parent

This is my daughter's first year of school and I was so worried how she would adjust to being in a new environment with people she didn't know but it has been such an easy transition for her because she really enjoys her teacher and the new things she learns everyday. Every morning we are greeted at the door by one of the teachers or Leitha herself and they all know the students by name and the parents as well. I'm so happy with the school and everyone on staff and my daughter looks forward to going to school.- New Parent

We are all together again and are able to be the community we once were, and longed to be when we were in separate buildings. We are lifting up a struggling neighborhood, we are feeding hungry kids, we are creating lots of joy and learning in an area that was barren and abandoned. - NCS Parent

Each child is treated as an individual . The faculty does its best to tap into each child's creativity and that is unique to a public school. NCS is a top quality educational experience for my 13 year old daughter with Asperger's, I have been immensely pleased with the education my daughter has received the past two years, after nightmares at Klondike Elementary and Prairie Crossing.- NCS Parent

NCS is needed in the Lafayette community. I work as a substitute teacher and have been in several schools in the area. The classrooms are crowded and sensitive students get lost. At NCS, every child is not only known, but loved accepted, and encouraged no matter what his / her challenges may be. Every student has a close relationship with not only his/her classroom teacher, but with every other adult in the building. ~NCS Staff Member

It really feels like parents are invited into a partnership with their kids teachers. The morning meeting is a great way to start the day. My kindergarten just loves going to school!

It is refreshing to see so many people (staff, teachers, students, parents, siblings) so excited about and committed to a school! -NCS Parent

NCS is unparalleled because of 3 factors. The first is that staff, board, and administrators are all dedicated to educating and meeting the needs of EVERY child. Instead of trying to make the child fit the mold, they are constantly tweaking the mold to include every child. Secondly, NCS welcomes parent involvement with open arms. As parents, we are required to be involved. For me, that involvement has been very hands on and I love being able to be so participatory in my daughter's education and in shaping the direction that the NCS community grows. The final factor, which speaks directly to the first two, is that NCS rises to the occasion. I love that instead of being daunted by the odds or the amount of work to do, the community comes together and does the work that needs to be done. Not having NCS would be a tragedy for my family.

The new building makes everything better. Having the entire community in one place has repercussions too lengthy to list. It saves staff time and makes a more cohesive school environment. More profound, it makes everyone in the community--staff, students, administrators, and parents all walk taller and value NCS even more. It has raised our profile in the community as well. For the first time ever, we have been able to create the environment that the students need and deserve--including a school library, a sick room, dedicated physical education space, a green schoolyard, greenhouse, a big cafeteria, and a whole lot more. Besides the big physical advantages, there are many effects harder to quantify. My child, who is very shy, has always been terrified of the older students. Now, she can be around them and is learning they aren't so bad. One new reading activity has been made possible because the school is together. My daughter's class has paired up with a 6th grade class and she reads to/is read to by a 6th grade boy once a week. A wonderful experience for her.

NCS is in a very good place right now. We are thriving in our new building and under new administration. We have a great new building and green space and a renewed sense of community and caring that is felt on a daily basis. My daughter, who struggles with anxiety issues, is embraced at NCS and is thriving with OUTSTANDING teachers and staff as well as a sense of a community of people that care about her and her education. I would not stand by a school that was not doing an exemplary job of educating and caring about my child.

~NCS Legacy Parent

Growth Projection Averages

Cal Yr	Students	ADM	CR's	State/Pupil**	Tuition Support	Yr Diff	
13-14	209	189.5	13	\$4,716	\$893,671		
14-15	268	248	14	\$4,616	\$1,144,768	\$251,097	
15-16	288	268	15	\$4,515	\$1,210,020	\$65,252	
16-17	*308 (288 No 7th or 8th)	288	16 (15 No 7th or 8th)	\$4,415	\$1,271,520	\$61,500	
17-18	*348 (328 No 8th)	328	18 (17 No 8th)	\$4,315	\$1,415,320	\$143,800	
18-19	*368 (328 No 8th)	348	19 (17 No 8th)	\$4,315	\$1,501,620	\$86,300	
		13-14 (13)	14-15 (14)	15-16 (15)	16-17 (16)	17-18 (18)	18-19 (19)
	KG	16	16	16	16	16	16
	KG	16	16	16	16	16	16
	KG/1	16	16	16	16	16	16
	1	18	20	20	20	20	20
	1	0	20	20	20	20	20
	1/2	16	0	0	0	0	0
	2	0	20	20	20	20	20
	2	0	20	20	20	20	20
	2/3	16	0	0	0	0	0
	2/3	16	0	0	0	0	0
	3	0	20	20	20	20	20
	3	18	20	20	20	20	20
	4	16	20	20	20	20	20
	4	16	20	20	20	20	20
	5	18	20	20	20	20	20
	5			20	20	20	20
	6	15	20	20	20	20	20
	6	0	0	0	20	20	20
	6/7	16	20	20	0	0	0
	7	0	0	0	20	20	20
	7	0	0	0	0	20	20
	7/8	0	0	0	0	0	0
	8	0	0	0	0	20	20
	8	0	0	0	0	0	20
		213	268	288	308	348	368
		248					

New Community School 2013-2018 Five Year Strategic Budget
DRAFT v113013

		2013-14 Year Totals	2014-15 Year Totals	2015-16 Year Totals	2016-17 Year Totals	2017-18 Year Totals	
Students/ADM Classrooms		209/189.5 13	268/248 14	288/268 15	308/288 16	348/328 18	
Income							
1510 -	Interest on Investments	360	360	360	360	360	
1741 -	After Care	10,000	14,000	14,000	14,000	14,000	
1742 -	Student Activity Fees	21,675	26,800	28,800	30,800	34,800	
1920 -	Gifts/Donations	40,000	25,000	25,000	25,000	25,000	
1999 -	Fundraising-Feast/Other Fundraising	3,200	3,500	3,500	3,500	3,500	
2910 -	Educ Lic Plates	40	40	40	40	40	
3111 -	Tuition Income	893,671	1,144,768	1,210,020	1,271,520	1,415,320	\$100 per pupil reduction per year
	Complexity Grant	201,219	255,436	267,755	279,104	308,333	3% decrease per pupil per year
	Special Education	136,084	136,000	136,000	136,000	136,000	Flat
3114 -	Summer School	0	0	0	0	0	
3199 -	Remdiation/Prev Grant	900	900	900	900	900	
3221 -	Kindergarten Grant	95,472	94,982	92,133	89,369	86,688	3% decrease per pupil per year
3910 -	Textbook Reimbursement	500	500	500	500	500	
4223 -	Federal Funds Part B	40,770	40,770	40,770	40,770	40,770	Flat
4990 -	Title II	15,912	5,600	5,600	5,600	5,600	Flat with Reduction aft red in 2013
	Facilities/Cap Grant	0	62,000	62,000	62,000	62,000	CSFG App Elig/Foundation, Grant Awards
	Title I	75,870	40,000	40,000	40,000	40,000	Flat with 2013-2014 Allocation
	Erate/Connectivity Grant	15,000	15,000	15,000	15,000	15,000	Flat
	High Ability Grant	0	5,000	5,000	5,000	5,000	Flat
	USDA	0	20,500	20,500	20,500	20,500	
	Cell Tower/LT Prop Agreements	90,000	0	0	0	0	
	Lease Reserve	250,000	75,000	0	0	0	
	Project Reserve/Bond Disbursement	212,400	0	0	0	0	
Total Income		2,103,072	1,966,156	1,967,877	2,039,963	2,214,310	
Expense							
11100 -	Elementary	835,552	880,552	925,552	970,552	1,060,552	
12610 -	Special Education	167,189	172,205	174,788	177,410	180,071	
15100 -	Non Credit Enrichment/ASMP	17,969	10,000	10,000	10,000	10,000	
22130 -	Staff Training	8,412	5,600	5,600	5,600	5,600	
22220 -	School Library	10,000	5,000	2,500	2,575	2,652	
23110 -	General Administration	37,847	34,343	36,301	38,146	42,460	
23150 -	Legal Services	5,000	5,000	5,000	5,000	5,000	
23190 -	Other Govn Body Services	6,000	6,000	6,000	6,000	6,000	
23210 -	Director	215,762	215,762	215,762	215,762	215,762	
23220 -	Community Relations	3,000	3,090	3,183	3,278	3,377	
24100 -	Office	82,621	82,621	82,621	82,621	82,621	
25150 -	Payroll Processing	5,000	5,150	5,305	5,464	5,628	
25160 -	Financial Accounting	31,500	31,500	31,500	31,500	31,500	
25195 -	Bank Acct Service Charges	500	515	530	546	563	
26200 -	Maintenance of Building	214,976	80,000	80,000	80,000	80,000	
26300 -	Maintenance of Grounds	4,800	2,400	2,400	2,400	2,400	
26400 -	Equipment Maintenance/Repairs	1,200	1,200	1,200	1,200	1,200	
26700 -	Insurance (Commercial)	22,187	23,296	24,461	25,684	26,968	
31400 -	Milk Program	16,800	16,800	16,800	16,800	16,800	
31900 -	Meals Provided	3,700	3,700	3,700	3,700	3,700	
33940 -	Child Care	10,750	10,750	10,750	10,750	10,750	
45500 -	Rent	252,500	252,500	252,500	252,500	252,500	*Allows for an \$80K Cap Exp project in the Summer of 2015 which would span 2 fiscal years. The secondary expansion would most likely utilize financing and would then have a debt service supported in an annual fiscal budget in line with term and proceeds.
46000 -	Purchase of Moveable Equipment*	137,808	10,000	10,000	10,000	20,000	Proposed recalculation of strategic budget over next 2-3 years to determine debt service, financing, project scope and costs.
52200 -	Interest on Debt/Debt Service	12,000	12,000	12,000	12,000	12,000	
	Cap Facilities Proj/Exp	0	40,000	40,000	0	0	
Total Expense		2,103,072	1,909,984	1,958,452	1,969,487	2,078,103	
Net Income		0	56,172	9,426	70,476	136,208	
Net Income Cumulative		0	56,172	65,598	136,074	272,281	
Staffing Increase (Classroom Inst Only)		0	1	1	1	2	Cap Expansion-Add 2 Classrooms & Suppt Space exists in current Bldg Footprint
*Aside from direct personnel increases, Expenses changes fall in 3 categories. A) a 3 % expense increase year over year in a gross line item. B) 5% increase year over year (mostly pertaining to insurances). C) A flat line due to the fact that I believe there is room due to conservative budgeting this year that would allow for expense increases within this line item over the next 2-3 years then to be adjusted to actual expenses and increases going forward.							Cap Expansion-Add 2 Classrooms & Support New space if maintaining Rec and Kitchen