



Office of Charter Schools

Neighbors' New Vistas High School

2016-17 Charter Renewal Application

Submitted October 1, 2016

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CSAPPHIRE Submissions

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Attachments:

I: 5 year enrollment Summary

II: Assist/Advance Ed Self Assessment

III. School Data Summary

**2016-17 NEIGHBORS' NEW VISTAS HIGH SCHOOL
CHARTER RENEWAL APPLICATION
CSAPPHIRE SUBMISSIONS**

The following documents have been reviewed and the most current form has been uploaded in CSapphire.

School Documents

- ✓ Organizational Chart (updated administrative organizational chart)
- ✓ 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

- ✓ Staff Handbook
- ✓ Student Handbook
- ✓ Promotion/Retention Policy
- N/A 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
- N/A 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
- ✓ Fundraising Policy and Guidelines
- ✓ Deposit of Funds Policy
- ✓ Social Media Policy

Corporate Documents

- ✓ 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
- N/A EMO Agreement (together with all Amendments thereto, if applicable)

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CSAPPHIRE SUBMISSIONS

Financials and Budgets

- ✓ School's Budgets for 2015-16 and 2016-17
- ✓ School's Audit (if not conducted by Fitzgerald Isaac) for the school years ended 6/30/2015 and 6/30/2016

Board – Agenda and Minutes

- ✓ Board Minutes approving School's Budgets for 2015-16 and 2016-17

Insurance

- ✓ Certificate of Liability Insurance
- ✓ Evidence of Property Insurance

Facility Documents

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

2016-17 NEIGHBORS' NEW VISTAS HIGH SCHOOL CHARTER RENEWAL APPLICATION

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

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

2016-17 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	230	
# of Students on Waiting List	0	
Gender		
# Male	126	54.8
# Female	104	45.2
Ethnicity/Race		
# White	107	46.5
# Black	49	21.3
# Hispanic	54	23.5
# Asian	2	.86
# Native American	1	.43
# Other		
Special Populations		
# Students with IEPs	41	17.8
# English Language Learners		
# Homeless Students	0	0
# Eligible for Free and Reduced Lunch	119	51.7

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

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Student Enrollment	136	171	175	186	230

C. Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2012-13	2013-14	2014-15	2015-16	2016-17
9	92.1	80.4	86.6		
10	91.7	83.3	84.2		
11	89.3	81.1	86.3		
12	89.0	79.8	84.4		
All Grades	89.8	80.3	85.7		

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on the previous December 1 count.

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	3	23	3	14	0	0	3	7	2	5
Blind of Low Vision	0	0	0	0	0	0	0	0	0	0
Cognitive Disability	2	15	4	19	4	23	8	21	7	20
Deaf of Hard of Hearing	0	0	0	0	0	0	0	0	0	0
Deaf-Blind	0	0	0	0	0	0	0	0	0	0
Development Delay (early childhood)	0	0	0	0	0	0	0	0	0	0
Emotional Disability	5	38	4	19	5	29	5	13	4	11
Language or Speech Impairment	0	0	0	0	0	0	0	0	0	0
Multiple Disabilities	0	0	0	0	0	0	0	0	0	0
Orthopedic Impairment	0	0	0	0	1	5	1	2	1	2
Specific Learning Disability	3	23	9	42	6	35	21	55	20	58
Traumatic Brain Injury	0	0	1	4	1	5	0	0	0	0

E. Provide the number and percentage of ELL students for length of the current charter contract.

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
9	6.6	14	8.1	12	6.8	20	10.7		

F. Provide the number and percentage of homeless students for the length of the previous charter contract.

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0

G. Provide the number and percentage of High Ability students for length of current charter contract.

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
0	0	0	0	0	0	0	0	0	0

II. Executive Summary

Description of the School (6000 character limit)

a. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large.

Neighbors' New Vistas High School (NNVHS) is located in Portage, Indiana, a community of approximately 36,828 residents, located approximately 50 miles east of Chicago, Illinois, six miles east of Gary, Indiana, and seven miles south of the shores of Lake Michigan. Portage features twelve parks, the Portage Marina, a 12 screen movie theater, a Boys and Girls Club, YMCA, and Head Start Program. In addition to NNVHS, Portage has 10 other schools; Portage Township School Corporation (one high school, two middle schools, and five elementary), Portage Christian School (K-12), and Nativity of Our Savior School (K-8), both private schools. In addition to numerous big "box" stores such as Walmart, Meijers, Lowes, and Menards, Portage's other major employers U.S. Steel, Bass Pro Shop, St. Mary's. NNVHS is located on one of the primary thoroughfares in the city, US-6 or Ridge Road and ¼ mile from the boundary between Lake and Porter Counties – an ideal location as it is centrally located to the various communities we serve.

A significant change for the school this past year has been it's location. For the first four years of the school's existence, the school was housed in a former elementary school that was owned by Portage Township Schools and leased to NEO. A year ago, NEO was informed that Portage Schools had plans to use the building and we needed to relocate. In April of 2016, NEO purchased a former bowling alley in Portage and renovated half of its 70,000 square feet of space, and moved in to the new school in late August, just four months after renovation had commenced. The new facility offers a greatly improved physical learning environment as well as ample facility and property for expansion.

Enrollment in NNVHS has grown steadily in the school's five years of operation. The September 2016 count was 230, a 21% increase from last year and a 69% increase from the school's first year in operation. 31% of our students are under the age of 18 while 69% are 18 years of age or older. The majority of our students (63%) are between the ages of 18 and 24 while; 17 students are between the ages of 19 and 40. Following a five-year trend, the majority of NNVHS students enroll as either a junior, senior or grade 13. The five year average by grade level is presented here.

9 th	10 th	11 th	12 th	13 th
6.9%	8.9%	19.9%	59.3%	5.0%

Additional demographic information is highlighted in the attached 5 Year Student Enrollment Summary.

NNVHS serves students from over 22 Northwest Indiana communities, with Portage, Lake Station, Gary, Hobart and Valparaiso being the primary sending school corporations. 50% of our students live in Lake County, 1% live in LaPorte County and 49% live in Porter County. The chart below provides 5 years of enrollment data by student residency.

Corp. #	School Name	5 Year Total		
		#	%	%
4590	River Forest	9	0.98%	50%
4600	Merrillville	28	3.06%	
4615	Lake Central	4	0.44%	
4645	Tri-Creek	2	0.22%	
4660	Crown Point	2	0.22%	
4670	East Chicago	4	0.44%	
4680	Lake Station	168	18.34%	
4690	Gary	153	16.70%	
4700	Griffith	1	0.11%	
4710	Hammond	14	1.53%	
4720	Highland	2	0.22%	
4730	Hobart	81	8.84%	
4760	Whiting	1	0.11%	1%
4925	Michigan City	5	0.55%	
4945	LaPorte	3	0.33%	49%
6460	Boone Township	2	0.22%	
6470	Duneland (Chesterton)	34	3.71%	
6510	East Porter	4	0.44%	
6520	Porter Township	9	0.98%	
6530	Union Township	4	0.44%	
6550	Portage Township	321	35.04%	
6560	Valparaiso	65	7.10%	

New Vistas' student population offers a more "balanced" diversity compared to other regional school corporations (a few illustrated here) especially with regards to the disparity between African American and white populations. New Vistas offers students a richer educational experience by developing relationships with peers of different backgrounds.

	White	Hispanic	Black
NNVHS	52.6%	28.7%	18.8%
Portage	62.2%	21.9%	10.3%
Lake Station	52.5%	32.1%	5.0 %
Hobart	66.5%	22.7%	6.6%
Gary	.9%	7.3%	92.8%
Valparaiso	80.7%	9.8%	3.4%

Neighbor's New Vistas High School is governed by a Board of Directors who serve as connection between the community and the administration. Rebecca Reiner, the executive director of Neighbor's Educational Opportunities (NEO) serves in the capacity as the school's superintendent to develop and implement procedures and policies. Our high school administration and faculty includes 1 principal, 1 assistant principal, 1 Title I Coordinator/ELL teacher, 1 special education director/teacher, 1 guidance counselor, 11 core teachers (7 full time and 4 part time), 4 elective teachers (1 full time, 3 part-time), 2 online learning lab supervisors, 3 paraprofessionals.

The diversity of New Vistas' administration, teachers and staff reflect that of our student population and provides a positive role model for students.

NNVHS	White	Hispanic	Black
Admin.	3	1	3
Teachers	8	1	5
Support Staff	3	4	4
%	44%	9%	37%

b. What unique features and challenges are associated with the community/communities the school serves?

One challenge associated with the communities New Vistas serves is the number of adults without a secondary diploma and/or the skills needed to be successful in college or the workplace. According to recent census data, there are 75,000 adults 18 years of age or older living in Porter, Lake, and LaPorte Counties who do not have a high school diploma or equivalency diploma. New Vistas is one of only two options, within a 50 mile radius, positioned to serve this population of students.

Transportation remains a significant challenge for this region. With only Gary, Valparaiso, and Michigan City offering public transit options within their respective communities, getting to and from school often presents a barrier. New Vista's new location is on a bike trail and on a major route which offers some support.

Another challenge is the limited options for non-traditional student to earn career readiness skills and certifications. In NWI, there are four vocational centers serving high school students: the Hammond Area Career Center, the Gary Career Center, the Porter County Career and Vocational Center in Valparaiso, and the A.K.Smith Center in Michigan City – all of which have limited options for students outside the four-year graduation cohort or a student over the age of 18. With this regional need driving us and with our expanded space options, we plan to reach the 350 target granted by our charter within the next two years.

Finally, NEO and New Vistas will be challenged to build a cohesive school community given that students come from so many different communities and are with the school, on average, only one and a half years. The new building will provide an opportunity to add that career and vocational offerings that lead to industry-recognized career certifications such as Microsoft Office Specialist, Certified Nursing Assistant, and Advanced Manufacturing. These programs will span the geographical divide and help advance the schools college and career ready outcomes.

School's Purpose (6000 character limit)

a. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The school's purpose is embodied in the following statement that have been adopted by Neighbors' Educational Opportunities (NEO), the school's organizer.

Vision: NEO's vision is to forge promising futures through education.

Mission: NEO's mission is to provide quality and accessible educational programs to a diverse community of high school and adult students in an environment founded on personal goals and growth, respect, and accountability to one's self, to others, and to one's community.

Beliefs:

- We are a community of life-long learners
- Each person has value
- We are each capable of success
- We are responsible and accountable for our own behaviors
- We learn in various ways and at different rates
- Diversity is a source of strength and value
- Education is essential to an engaged citizenry, economic competitiveness, and self-actualization

Core Values:

- Community
- Accountability
- Professionalism
- Success

Pledge:

- The NEO Board of Directors and the New Vistas team pledge to, within the best of our ability work to:
- Provide options and opportunities for students to achieve their academic goals
- Support students as they transition to work or higher education
- Prepare students to meet the employment challenges of the future
- Encourage students to develop their leadership skills and positive sense of self-worth
- Model ways to be civically engaged in the community
- Develop an appreciation for the diversity that exists in our school, community and the world

We will strive to achieve this through a collective commitment to:

- High expectations for students' learning and behavior
- A relevant, rigorous, and engaging curriculum
- Support for individual learning and collective success
- Celebration of individual and collective success
- Encouragement of risk and creativity
- Opportunities to engage in real work, collaboration, and problem solving
- Equitable decisions centered on student learning
- Enforcing safe practices
- Engaging parents and the community as partners

Through our vision, mission, beliefs, and pledge New Vistas High school is committed to giving students an opportunity to become professionals that are accountable for their actions; civically minded; and willing to be leaders in the workplace.

b. Address why the school was founded? What educational need were the founders seeking to address in your community?

The proposal to open Neighbors' New Vistas High School began with a response to the threat of a school closure and a commitment to providing valuable educational services to "at-risk" and non-traditional adult students and from. New Vistas was founded in 2011 in response to the scheduled closing of the Portage Adult High School which was a component of the comprehensive Portage Adult Education Program run by Portage Township School Corporation (PTS) for 49 years. Portage Adult High School offered any Indiana resident, age 16 years of age or older who had withdrawn from high school an opportunity to re-enter school, complete his/her required course requirements, and earn a high school diploma. There was no age limitation and the school offered both full-time and part-time options as well as day and night classes. This program was a life-line for hundreds of students each year who sought a pathway to complete high school.

When the PTS Trustees voted to end their sponsorship of this vital adult education program, including the adult high school, the founders of NEO stepped up to the plate and submitted a proposal to run the alternative "adult" high school as a public charter high school. Due to the established history of this school, New Vistas has, unlike many charter schools, had unique wide-spread community support including that from area traditional public school administrators. There is a recognized need for services for those students who have not been successful in traditional schools or are not eligible to re-enter these schools. Given the fact that there are only two such options for the student who is outside of his/her four year cohort to re-enter high school, New Vistas is truly fulfilling an important regional need.

c. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.

There are no significant changes to the school's mission or educational program.

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

There are no substantial modifications pertaining to the educational program. There are, however, unfulfilled components of our original charter proposal that have not been met but plan to implement in this next charter term. They are addressed in this section.

Dual Credit:

Career and Technical Education:

Parental Engagement:

Problem-Based Learning and 21st

Century Skills:

Preparation for Post-Secondary

Advancement:

Freshman/Sophomore Cohort:

Senior Institute & Internships:

After-School Extra-Curricular Activities:

Service Learning:

III. Self-Assessment

The following Self- Assessments have been completed in AdvancEd Assist and are attached here:

- a. Purpose and Direction
- b. Governance and Leadership
- c. Teaching and Assessing for Learning
- d. Resources and Support System
- e. Using Results for Continuous Improvement

IV. Academic Performance Overview

The following information has been entered into the Student Performance Diagnostic in AdvancEd Assist.

a. Assessment Data:

New Vistas teachers and administrators use multiple forms of assessment data to inform and improve instruction and student outcomes. These include the End of Course Assessments in Algebra 1 and English 10, teacher-created as well as curriculum-embedded pre and post course assessments (tied to state standards), and over the years, we have used three different assessment tools to gauge and monitor growth. These have included NWEA MAPS (2012-2013 and 2013-2014), TABE (Test Adult Basic Education – in 2014-2015 and 2015-2016) and various Edmentum Test Packs (English and Algebra). We have also used in Acuity over the past two years. Due to the high mobility rate of our students, acquiring assessment data and analysis of student growth over time has been a challenge.

b. Areas of Notable Improvement:

Improvement has been inconsistent and difficult to track due to student mobility. We are continuing to assess effective ways to monitor and evaluate student performance data in a meaningful way.

c. Areas in Need of Improvement: Due to the fact that the majority of our students enroll in need of academic improvement, all areas are currently being assessed. One observation is that retesters typically score lower than first-time testers. We are making an assumption that this is tied to self-esteem and motivation. This has not been verified through student questionnaires or surveys yet.

- 1) *Do the areas of weakness affect many or few students? Many*
Is it a particular subgroup of students? Does not seem to be
Is there a trend in one content area or across all content areas? Across all content areas
- 2) *What progress monitoring tools do you have in place that provided this information?* Internally created excel sheets for overall school ECA data as well as students' Individualized Service Plans that are store in PowerSchool and monitored and updated by both the school's administrative support staff (data) as well as by students and teachers (goals).
- 3) *Based on the analysis of the academic data, what are the school's next steps for improving academic indicators based on the Academic Performance Framework, and what are the strategies the school will employ to achieve the "Meets Standards" rating?*

The following chart provides an overview of the school's academic performance for the length of charter contract. This snapshot of academic data provides information to assist New Vistas in establishing our School Improvement Plan, assigning resources for improvement of instruction, as well as in designing a meaningful professional development plan. This data has been used in Sections II and III of this Renewal Application.

Achievements and Notable Improvements (6000 character limit)

a. Describe the school's notable achievements and areas of improvement in the last three years.

Over the past three years, New Vistas has many notable achievements worthy of mention. In the past two years, New Vistas was approved as both an alternative school and as a School-Wide Title I school. We have been found to be compliant with Special Education rules and regulations each year and have received unconditional audits for each year in operation.

The school has had steady growth in student enrollment each year, a 69% increase in enrollment since 2012, our first year of operation. This growth is a reflection of the reputation that New Vistas has gained in the community. Referrals by students and parents, by regional school guidance counselors, and social service agencies have played a significant role in our growth and reflects the support and recognition of the school's critical role it plays in the region's educational landscape.

The next accomplishment is the number of students who have graduated in the school's first four years – 151. Each of these students testify that they most likely would not have achieved this if not for New Vistas.

Another accomplishment is New Vistas' staff retention rate of 89% . This validates the school's supports its professional staff. Staff stability gives us an opportunity to implement procedures and best practices. Over the past three years we have added a full time business teacher, a part-time Family and Consumer Science teacher, a part-time Spanish teacher, and a part-time Social Worker to our faculty.

New Vistas administration has grown in their ability to report, interpret, and use school and student data to improve learner outcomes. New Vistas teachers, by creating and using standards-aligned curriculum maps and implementing school-wide strategies are improving student outcomes included attendance, course completion, and passing the End of Course Assessments. We have also designed Individualized Service Plans (ISPs) for each student, a requirement of being an alternative school, which is maintained in our student management system (PowerSchool) and developed and monitored jointly by both students and their advisor.

Our crowning achievement this year is our new facility. This was a significant accomplishment given the scope and timing of the venture. From locating a suitable site, to securing 4.5 million in financing, to renovating the space and moving in to the new school, all done in less than a year was a remarkable feat. Not only does the new facility offer more technology and classroom space, but there is room to grow and expand educational offerings. Additionally, there is the underlying message of validation that students must feel knowing that someone cares enough to invest in their education to the tune of a four and half-million-dollar investment.

b. Describe areas for improvement that the school is striving to achieve in the next three years.

There are also many opportunities we have for growth as well. We will improve both our vertical and horizontal alignment across disciplines. Another area for growth we have is implementation of school-wide implementation of best practices. This is a prime opportunity to move from teacher-centered to student centered learning strategies. We have a lot of very good

informal conversations at times about data and student performance. This year there is a plan in place to document procedures that involve reviewing and revising our school purpose and using data to plan student learning. Finally, we will have a program in place to evaluate, coach and support teaching staff. The school will also strive to fully implement the components of our original Charter Proposal mentioned in the section above including improvement and/or implementation of the following:

Dual Credit offerings

Career and Technical Education classes

Increased Parental Engagement

Problem-Based Learning and 21st Century Skills

Preparation for Post-Secondary Advancement

Development of a Freshman/Sophomore Cohort and Senior Institute & Internships

After-School Extra-Curricular Activities

Service Learning Opportunities

c. Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

New Vistas has implanted monthly student recognition awards to students for their academic behaviors and growth and for their citizenship.

V. Stakeholder Assessment (optional)

NEO has conducted numerous activities aimed at gathering Stakeholder Assessment of the school and has entered this information and documents into AdvancED Assist. These include the following:

- Strategic Planning Documents from 2013-2014
- NEO Staff Survey Results (December 2015)
- NEO Senior Staff Retreat Notes (December 2015)
- Community Leaders Interviews (December 2015)
- Board Interviews (December 2015)

VI. Organizational Performance

We verify that the most recent version of all required organizational documents have been submitted through CSAPPHIRE during the renewal process and have been entered in the Organizational Performance Diagnostic in AdvancEd Assist.

The following information has been entered into the Responses required for Renewal Application:

a. Reflection of the School's Governance and Organizational Performance

Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

NEO has experienced recent turn-over of our Board of Directors in the past year. While trying to deliberately prepare for a staggered board turn-over, three members at varying stages of service left the Board prior to their term ending due to personal or work-related issues (two moved out of state). However, of the core founding members, one just completed her full six years, one five years, and one four years, and one is completing her second 3-year commitment. Of our current members, four are just completing their first full year of service. The Board and NEO's Executive Director will begin a new cycle of board recruitment and orientation beginning in January of this year. There is a need to recruit new members who will bring fundraising knowledge, school-board and other leadership experience, and connections to the business community. The board is diverse in term of demographics.

Residency	4 Porter County	3 Lake County	
Age	3 60 years +	2 40 – 59 years	2 21 – 39 years
Race/Ethnicity	4 Caucasian	2 African American	1 Latino
Gender	4 Female	2 Male	

The NEO Board is under no contractual relationship with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO) and does not plan on entering any type of relationship with one.

Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

NEO's new facility has added additional financial obligations that the board will oversee to ensure that the school and organization remains compliant and solvent.

NEO's current facility has ample capacity to serve our students, now and in the future. There is a total of 70,000 square feet of available space for classrooms, support services such as child care, vocational programs, a gym, cafeteria, community room, and performance space. There are no plans to move. The immediate challenge facing the board will be to engage in effective strategic planning for the new facility, a process that will engage stake holders including students, parents, staff, and members of the communities we serve.

The board is also tasked with approving facility-use and lease agreement with interested parties who wish to use various parts of the facility occasionally or on a reoccurring basis. NEO's legal counsel has developed and the board has approved agreements, guidelines (including rate and fees) that are compliant with NEO policies. The board has entrusted the Executive Director with ensuring that the use of the facility will enhance services and benefit students and the school and will in no way compromise the school's mission or programs.

If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

There was an audit finding regarding the timeliness of deposits. Official response to the audit is below:

Receipts and Deposits

The following actions were taken in the fiscal year ending June 30, 2015 to ensure timely depositing of monies collected:

1. All monies collected between Monday and Wednesday afternoons are to be deposited by the close of the day on Wednesday. All monies collected between Wednesdays after the deposit until Friday afternoons are to be deposited on Friday by the close of the day.
2. Payments will only be accepted Monday – Thursday from 8:30 to 4:00 pm and Friday 8:30 am to 12:00 pm and will be placed immediately in the locked safe.
3. At any point that the monies collected totals five-hundred dollars (\$500) in cash a deposit will be made by the close of that day.

We are continuously training staff on proper money handling procedures to ensure all controls are met.

VII. Financial Performance

All current required financial documents have been submitted through CSAPPHIRE during the renewal process.

Financial Assurance: *With respect to financial performance, provide an assurance and any evidence, that the school is current in meeting its liabilities including, but not limited to, lease/mortgage, payroll taxes, debt service payments, and employee benefits.*

NEO uses an accounts payable system that records and cuts checks on a bi-weekly basis. There are no outstanding judgements

Three-year Financial Projections: Attached is a three-year projected budget for the organization and assumptions that NEO has used to base our key revenue and expenditure projections. These projections include the loan payments for the 4.5 million dollar purchase and renovation of the new facility.

The following documents have been downloaded into CSapphire for review:

- i. Current Board approved budget with minutes
- ii. Prior year's Board approved budget with minutes
- iii. Current facility/school lease term and conditions
- iv. Applicable insurance policies, such as employee health insurance, facility insurance, liability, and their respective renewal dates
- v. Current accrual-based audits
- vi. Enrollment plan for the next three years (e.g., grade level and projected student enrollment). Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.
- vii. Charter agreement
- viii. Documentation of other contracted services, including cost and scope of services (e.g. food service, marketing, legal, accounting)
- ix. Form 9

The following information has been entered into the Financial Performance Diagnostic in AdvancEd Assist. Responses required for Renewal Application:

In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

The NEO Board of Directors assures that financial resources provide adequate support for the school's overall program and for the improvement of student achievement by monitoring the organizational compliance with policies pertaining to procurement of assets and through discussions with the Executive Director and Director of Operations pertaining to the annual budget during which projected new expenditures or significant changes to the budget are connected to program and student improvement.

NEO's Board of Directors ensures financial oversight by the school and the organization as a whole by having and following policies and a strategic oversight calendar that requires verification from management and confirmation by the board that these policies are being followed. These policies include use of credit cards including limits, reimbursement procedures,

expenditure limitations, assets inventory and protection, and procurement policies and procedures.

Additionally, NEO's Director of Operation submits monthly financial reports to the board including budget vs. actual, balance sheet, income and expense statements. These reports are reviewed by the board's treasurer who also reconciles the monthly bank statements with these reports. The board treasurer also reviews credit card statements on a monthly basis.

All employees who have access to material amounts of the school's money or assets and/or are check signer are bonded, giving the school insurance coverage and protection from theft or fraud.

NEO also has solid Internal Controls policies that designate separation of duties that prevent any individual from having full control over school funds *and* accounting. The Board's treasurer reconciles the bank statement but the Director of Operations has the authority to authorize payments or create new vendor accounts and it is the Executive Director who signs the checks.

Every board officer and director review the organization's Conflict of Interest policy annually and sign a confirmation that they have read and are in compliance with this policy. It is policy also for them to sign an annual statement disclosing relationships and situations that could give rise to a conflict of interest. As NEO is classified as a 501(c)(3) organizations, these are also required for our Form 990.

Finally, as indicated on the Board's Annual Strategic Oversight Calendar, they also select an auditor who has an independent relationship from the school's management.

If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied. Answered above

FINANCIAL PERFORMANCE FRAMEWORK : BALL STATE UNIVERSITY

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY			Meets
			Does Not Meet
			Falls Far Below
1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	3.0
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	1.52
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	31 days
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	104.6%
1.e.	Default		0 – no default
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	6%
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0.26
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	-19274 (2 of the 3 years of financials are positive)
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	22.20

Financial Performance Framework – Data Points	
Current Assets	\$298,745
Current Liabilities	\$99,647
Cash	\$151,535
Unrestricted Cash	\$151,535
Total Expenses	\$1,788,043
Depreciation Expenses	\$22,577
Enrollment Projection in Charter School Board-Approved Budget	175
Actual Enrollment	
Default	0
Net Income	\$184,890
Total Revenue	\$1,972,933
Aggregated Total Margin	0.093713269
Total 3 Year Net Income	\$288,104
Total 3 Year Revenues	\$5,114,135
Total Liabilities	\$99,647
Total Assets	\$376,769
Year 1 Total Cash	\$170,809
Year 2 Total Cash	\$68,293
Year 3 Total Cash	\$151,535
Depreciation	\$37,541
Interest	0
Interest Expense	0
Annual Principal, Interest, and Lease Payments	\$10,020

VIII.

SCHOOL DATA SUMMARY DOCUMENT
Neighbors' New Vista High School
Portage, IN
In Operation since 2012 (1 Years)
Independent School
Grade Range: 9-12

Neighbors' New Vistas High School 5 Year Enrollment					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total Student Enrollment	138	184	171	191	230

2015-2016 YEAR ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	191	
Ethnicity/Race		
White	79	41.4
Black	51	26.7
Hispanic	48	25.1
Asian	1	.5
Native American	1	.5
Other	11	5.8
Special Populations		
Students with IEPs	40	20.9
English Language Learners	12	6.3
Eligible for Free and Reduced Lunch	117	61.3

Neighbors' New Vistas High School 4 Year ECA Data					
	A-F	Data Results Under Intervention / Assessment Policy (2012)	ECA% Passing Algebra I	ECA % Passing English	ECA % Passing Algebra I and English
SY 2012-13	null		13.8%	40.5%	10.0%
SY 2013-14	null		3.6%	42.1%%	15.8%
SY 2014-15	null		28.6%	50.0%%	20.6%
SY 2015-16					

Neighbors' New Vistas High School 4 Year Graduation Data									
	Cohort N	Total Graduates (cohort & non-cohort)	Total Cohort Graduates N	Total Graduation Rate	Non-Waiver Graduate N	Non-Waiver Graduation Rate	Waiver Graduate N	Waiver Graduation Rate	In Cohort N
2012-13	48	15	5	10.42%	15	10.42%	0	0.0%	48
2013-14	62	39	17	27.4%	16	25.8%	1	5.9%	62
2014-15	80	51	20	25.0%	20	25.0%	0	0.0%	80
2015-16	100	46	33	33.0%	33	33.0%	0	0.0%	100

Neighbors' New Vistas High School 4 Year Diploma Quality Data								
School Year	Diploma Quality						Drop Out Data	
	Core %	Core #	Honors %	Honors #	General %	General #	Drop Out %	Drop Out #
2012-13	66.67%	10	0.0%	0	33.33%	5	12.90%	8
2013-14	74.36%	29	0.0%	0	25.64%	10	18.60%	16
2014-15	62.75%	32	0.0%	0	37.25%	19	26.88%	25
2015-16	58.70%	27	0.0%	0	41.30%	19	26.72%	31

5 Year Neighbors' New Vistas High School Pupil Enrollment Summary

	Grade	American Indian/Alaskan		Black		Asian		Hispanic Ethnicity		White		Multiracial		Native Hawaiian or Other Pacific Islander		Total	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		
2012-2013	9	0	0	0	0	0	0	1	0	3	1	0	0	0	0	5	3.62%
	10	0	1	2	1	0	0	1	0	4	5	0	0	0	0	14	10.14%
	11	0	0	3	5	0	0	3	1	13	5	0	0	0	0	30	21.74%
	12	0	0	13	8	0	0	13	10	19	17	1	6	0	0	87	63.04%
	13	0	0	1	0	0	0	0	0	0	1	0	0	0	0	2	1.45%
	Total	0	1	19	14	0	0	18	11	39	29	1	6	0	0	138	
2013-2014	9	0	0	1	3	0	0	2	1	3	6	0	0	0	0	16	8.70%
	10	0	0	2	0	0	0	2	0	4	6	1	1	0	0	16	8.70%
	11	0	1	2	3	0	0	7	4	17	7	0	1	0	0	42	22.83%
	12	0	1	17	13	0	0	19	10	19	24	1	5	0	0	109	59.24%
	13	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0.54%
	Total	0	2	22	19	0	0	30	15	44	43	2	7	0	0	184	
2014-2015	9	0	0	1	0	0	0	1	0	2	0	0	0	0	0	4	2.34%
	10	0	0	0	3	0	0	0	0	1	4	0	0	0	0	8	4.68%
	11	0	0	4	2	0	0	5	7	8	9	2	0	0	0	37	21.64%
	12	0	0	8	6	0	0	14	10	24	27	3	3	0	0	95	55.56%
	13	0	0	2	1	0	0	5	2	7	8	1	1	0	0	27	15.79%
	Total	0	0	15	12	0	0	25	19	42	48	6	4	0	0	171	
2015-2016	9	0	0	0	2	0	0	0	0	2	0	1	1	0	0	6	3.14%
	10	0	0	3	3	0	0	3	1	3	3	1	1	0	0	18	9.42%
	11	0	0	1	8	0	0	3	4	5	7	0	1	0	0	29	15.18%
	12	0	1	23	10	0	1	15	18	28	25	1	2	0	0	124	64.92%
	13	0	0	0	1	0	0	4	0	4	2	3	0	0	0	14	7.33%
	Total	0	1	27	24	0	1	25	23	42	37	6	5	0	0	191	
2016-2017	9	0	0	2	2	0	0	2	3	2	4	1	0	0	0	16	6.96%
	10	0	0	2	2	0	0	2	1	5	4	1	1	0	0	18	7.83%
	11	0	0	4	5	0	0	4	2	15	4	3	2	0	0	39	16.96%
	12	0	1	18	13	0	2	23	17	37	36	5	4	0	0	156	67.83%
	13	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0.43%
	Total	0	1	26	23	0	2	31	23	59	48	10	7	0	0	230	
Total	5	201		3		220		431		54		0		914			
	0.55%	21.99%		0.33%		24.07%		47%		5.91%		0.00%					
	American Indian/Alaskan Native	Black		Asian		Hispanic Ethnicity		White		Multiracial		Native Hawaiian or Other Pacific Islander					

5-Year by Grade Level									
9	47	5.14%	9 & 10	11	177	19.37%	13	45	4.92%
10	74	8.10%	8.10%	12	571	62.47%	11,12,&13	86.76%	

5-Year by Age (76% are 18 years or older)									
14	2.0%	16	7.0%	18	34.0%	20	10.0%	22	4.0%
24	1%	15	4.0%	17	11.0%	19	14.0%	21	6.0%
23	3.0%	25+	4%						



Self Assessment

Neighbors' New Vistas High School

Neighbors' New Vistas High School

Ms. Rebecca Reiner, Director
5201 US Highway 6
Portage, IN 46368-4732

Self Assessment

Neighbors' New Vistas High School

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none">•Survey results•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)•Minutes from meetings related to development of the school's purpose•Purpose statements - past and present	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none">•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose•Survey results•The school's statement of purpose	Level 2

Self Assessment

Neighbors' New Vistas High School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Survey results•The school data profile•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

As a school, we are committed to the school's purpose and direction. As we undergo this transition (having a returning principal, moving to a new building) administration and staff will develop a defined process for review and revision of the schools' purpose. Through the development and implementation of our purpose revision we will use more school-wide instructional practices, and document the process in which we develop and implement them. This will allow us to identify student needs and what conditions are needed to meet those needs. Moreover we can align our goals and instruction with the school's purpose.

Self Assessment

Neighbors' New Vistas High School

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none">•Student handbooks•Governing body policies, procedures, and practices•Staff handbooks•School handbooks	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none">•Governing body minutes relating to training•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest•Proof of legal counsel•Findings of internal and external reviews of compliance with laws, regulations, and policies•Historical compliance data	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none">•Roles and responsibilities of school leadership•School improvement plan developed by the school•Maintenance of consistent academic oversight, planning, and resource allocation•Agendas and minutes of meetings	Level 3

Self Assessment

Neighbors' New Vistas High School

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Examples of decisions in support of the school's continuous improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	•Governing body policy on supervision and evaluation	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Upon reflection, our area of strength is having the proper policies and procedures in place to support our school's purpose and direction. We are maintaining this strength by continuously reflecting, analyzing, and revising our policies and procedures as we see needed as we grow. When we started collecting evidence, we knew we were going to have areas in need of improvement. We also knew our biggest area in need of improvement is the turnover rate of the school leadership and staff. In the four years that the school has been a charter high school, it has seen a different principal each year although keeping the same director. This has hindered the support of the school's purpose and direction. The school has also seen a turnover in the school staff. We are planning on improving this constant turnover by a commitment of returning with our principal and staff.

As part of having a constant turnover from leadership and staff, we noticed that we needed to improve the evaluation process of leadership and staff. There is not a good measurable evaluation tool in place. As a result of this area of need, the evaluation process is under revision starting the end of this school year.

Another area of need is having a school improvement plan in place. As we collected evidence, we found there was no actual SIP, but a school wide Title 1 plan. We plan on correcting this by establishing an SIP at the beginning of the school year and revisiting the plan through

Self Assessment

Neighbors' New Vistas High School

the school year and making annual revisions as we see needed.

Self Assessment

Neighbors' New Vistas High School

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 1.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none">•Graduate follow-up surveys•Course schedules•Enrollment patterns for various courses•Course descriptions	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•Common assessments	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Agenda items addressing these strategies•Professional development focused on these strategies•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool	Level 2

Self Assessment

Neighbors' New Vistas High School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions 	Level 1

Self Assessment

Neighbors' New Vistas High School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.		Level 1

Self Assessment

Neighbors' New Vistas High School

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our curriculum currently addresses the needs of our student clientele. The primary purpose of our curriculum is credit recovery. Most of our students come behind their cohort. Next year we are adding courses to address student interest. As we build our learning community we will improve data driven instruction by learning how to interpret and use high-stakes for classroom use. Moreover staff will transition from direct instruction to a more diverse teaching style through a structured coaching and mentoring process. One aspect of this process will consist of both departmental and interdisciplinary learning communities. Our Friday schedule will allow structured formal learning communities. These collaborative environments will allow us to create a school-side instructional process. Having a structured learning community allows staff opportunities for training that align with the school's purpose and direction. Our school engages families in different ways. For example we participate in the United Way day of caring as well as Title 1 family nights. Staff are expected to engage the parents of their advisory staff as well as plan a community service activity.

Self Assessment

Neighbors' New Vistas High School

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none">•School budgets for the last three years•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff•Assessments of staffing needs•Documentation of highly qualified staff	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none">•Examples of efforts of school leaders to secure necessary material and fiscal resources•School schedule•School calendar	Level 3

Self Assessment

Neighbors' New Vistas High School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Porter County Safe Schools Commission 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	<ul style="list-style-type: none"> •Policies relative to technology use 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students 	Level 2

Self Assessment

Neighbors' New Vistas High School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Description of IEP process•Description of referral process•General Education Support Schedule	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

All core (non-elective) content teachers are certified. It is the expectation of the staff they teach "bell to bell." Although our resources are limited, the Director, Principal, and School Operations manager do their best their best to secure anything to support teachers in their efforts to engage students. Our new facility demonstrates the school's commitment to having the best facilities for student learning and achievement. As we transition we are hoping to improve our ELL department; and employ or outsource our behavioral counseling; and diversify our research-based projects.

Self Assessment

Neighbors' New Vistas High School

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 1.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evidence that assessments are reliable and bias free	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.	•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Evidence of student readiness for the next level •Evidence of student growth	Level 2

Self Assessment

Neighbors' New Vistas High School

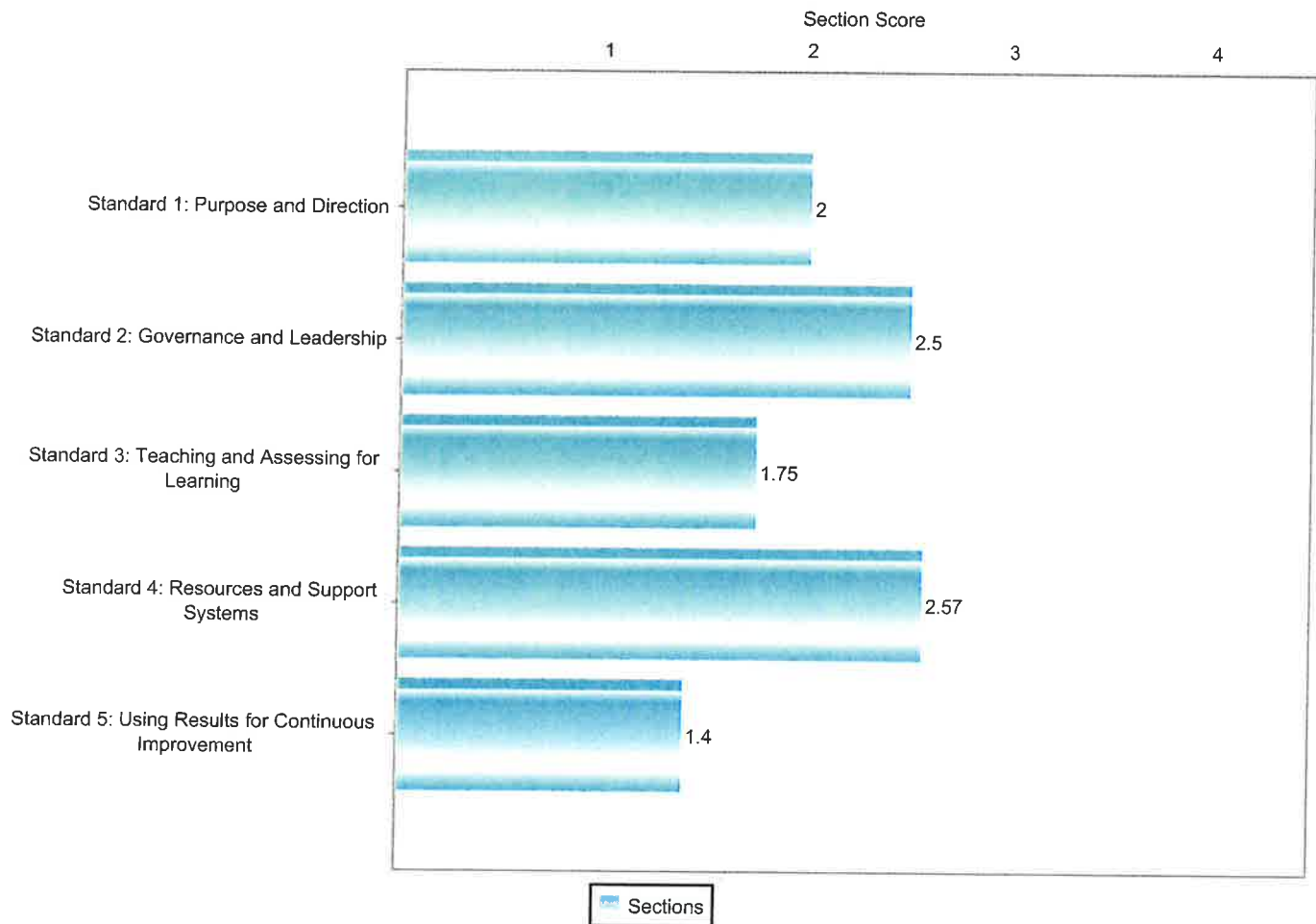
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Properly using data in the classrooms to promote student growth and success is lacking for us at New Vistas. With that being said, we did not find any strengths in this standard. We know we need to improve on data, data usage, and communication of the data usage with all stakeholders. In the new school year and in the years ahead, we will train all staff on how to read, analyze, and use data to guide the curriculum and instruction. Another issue in the lack of using our data results is the different assessment tools that are used that do not align with the programs that we use. In correcting this, we are focusing on one main assessment tool besides our state regulated assessment tools that do align with our curriculum. We also found that we do not have any data training policy and few protocols. This will be established in the next school year.

Report Summary

Scores By Section



School Data Summary

Neighbors' New Vista High School (Alternative)

Portage, IN
In Operation since 2012 - An Independent School

	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
ENROLLMENT										
Total Student Enrollment (STN Pupil Enroll. Sum.)	138		184		171		191		230	
Sept. ADM / Feb. ADM	Sept. ADM	Feb. ADM	Sept. ADM	Feb. ADM	Sept. ADM	Feb. ADM	Sept. ADM	Feb. ADM	Sept. ADM	Feb. ADM
	136	114	171	177	175	187	186	190	230	
Attendance	89.80%		80.64%		84.99%		89.24%			
STUDENT DEMOGRAPHICS										
	#	%	#	%	#	%	#	%	#	%
Ethnicity/Race										
White	68	49%	87	47%	90	53%	79	41%	107	47%
Black	33	24%	41	22%	27	16%	51	27%	49	21%
Hispanic	29	21%	45	24%	44	26%	48	25%	54	23%
Asian	0	0%	0	0%	0	0%	1	1%	2	1%
Native American	1	1%	2	1%	0	0%	1	1%	1	0%
Multi/Other	7	5%	9	5%	10	6%	11	6%	17	7%
Special Populations										
Students with IEPs	14	10.29%	21	12.28%	17	9.71%	43	23.12%	41	17.83%
English Language Learners	9	6.62%	14	8.19%	12	6.86%	20	10.75%	2	0.87%
Eligible Free/Reduced Lunch	Not Reported		59.80%		70.10%		61.30%		51.74%	
By Grade Level										
9 th	5	3.62%	16	8.70%	4	2.34%	6	3.14%	16	6.96%
10 th	14	10.14%	16	8.70%	8	4.68%	18	9.42%	18	7.83%
11 th	30	21.74%	42	22.83%	37	21.64%	29	15.18%	39	16.96%
12 th	87	63.04%	109	59.24%	95	55.56%	124	64.92%	156	67.83%
13 th	2	1.45%	1	0.54%	27	15.79%	14	7.33%	1	0.43%
ACADEMIC PERFORMANCE										
Credit Completion Rate	72.00%	65.00%	56.00%	70.40%	75.60%	77.40%	73.20%	68.70%		
State Testing										
ECA% Passing Algebra I	4	14%	1	3.60%	6	28.60%				
ECA % Passing English	17	40.50%	16	42.10%	16	50%				
ECA % Passing Algebra I & English	4	10%	6	15.80%	6	20%				
GRADUATES & COHORT PERFORMANCE										
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Total in IN. 4 yr. Cohort	# in cohort	% of Ttl. ADM	# in cohort	% of Ttl. ADM	# in cohort	% of Ttl. ADM	# in cohort	% of Ttl. ADM	# in cohort	% of Ttl. ADM
	48	34.78%	62	36.26%	80	45.71%	100	52.63%		
Total Graduates	15		39		51		46			
Cohort Graduates (cohort grads/ ALL grads)	5	10.42%	17	43.59%	20	39.22%	33	71.74%		

Non-Cohort Graduates (non-cohort grads/ALL grads)	10	66.67%	22	56.41%	31	60.78%	13	28.26%		
COHORT OUTCOMES	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
Cohort Graduates	5	8.06%	17	19.77%	20	21.51%	33	28.45%		
Cert. of Completion	0	0.00%	0	0.00%	1	1.08%	0	0.00%		
GED/HSE	0	0.00%	4	4.65%	8	8.60%	4	3.45%		
Still in School/ Retained	35	56%	25	29.07%	26	27.96%	32	27.59%		
Removed from Cohort	14	22.58%	24	27.91%	13	13.98%	16	13.79%		
Dropped Out/ Other	8	12.90%	16	18.60%	25	26.88%	31	26.72%		
	62	100.00%	86	100%	93	100%	116	100%		
DIPLOMA TYPE										
Core 40	10	66.67%	29	74.36%	32	62.75%	27	58.70%		
General Diploma	5	33.33%	10	25.64%	19	37.25%	19	41.30%		
Honors										
POST-SECONDARY										
% Pursuing Post-Secondary Edu	8	53%	31	79.49%	39	76.47%	26	56.52%		
4+ year College/University	3	20.00%	17	43.59%	19	37.25%	20	43.48%		
Vocational/Training	2	13.30%	9	23.08%	7	13.73%	2	4.35%		
2 year College/University	3	20.00%	5	12.82%	13	25.49%	4	8.70%		
Not pursuing higher ed	6	40.00%	7	17.95%	9	17.65%	16	34.78%		
Military	1	6.70%	1	2.56%	3	5.88%	4	8.70%		

BSU Continuous Improvement Report

Neighbors' New Vistas High School

Neighbors' New Vistas High School

Ms. Rebecca Reiner, Director
5201 US Highway 6
Portage, IN 46368-4732

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 Goal 1: New Vistas High School will increase the number of support services provided by the school for students. . . 57

 Goal 2: Staff and stakeholders will review its purpose statement at the end of every term. 58

 Goal 3: Staff will be adequately trained in the collection, analysis, and use of data from various sources. 58

 Goal 4: Completion of school's continuous improvement plan. 59

 Goal 5: Create a systematic mentoring, coaching, and induction program for all certified teachers. 60

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Neighbors' New Vistas High School (NNVHS) is located in Portage, Indiana, a community of approximately 36,828 residents, located approximately 50 miles east of Chicago, Illinois, six miles east of Gary, Indiana, and seven miles south of the shores of Lake Michigan. Portage features twelve parks, the Portage Marina, a 12 screen movie theater, a Boys and Girls Club, YMCA, and Head Start Program. In addition to NNVHS, Portage has 10 other schools; Portage Township School Corporation (one high school, two middle schools, and five elementary), Portage Christian School (K-12), and Nativity of Our Savior School (K-8), both private schools. In addition to numerous big "box" stores such as WalMart Bass Pro Shop, St. Mary's. NNVHS is located on one of the primary thoroughfares in the city, US-6 or Ridge Road and ¼ mile from the boundary between Lake and Porter Counties - an ideal location as it is centrally located to the various communities we serve.

A significant change for the school this past year has been its location. For the first four years of the school's existence, the school was housed in a former elementary school that was owned by Portage Township Schools and leased to NEO. A year ago, NEO was informed that Portage Schools had plans to use the building and we needed to relocate. In April of 2016, NEO purchased a former bowling alley in Portage and renovated half of its 70,000 square feet of space, and moved in to the new school in late August, just four months after renovation had commenced. The new facility offers a greatly improved physical learning environment as well as ample facility and property for expansion.

Enrollment in NNVHS has grown steadily in the school's five years of operation. The September 2016 count was 230, a 21% increase from last year and a 69% increase from the school's first year in operation. 31% of our students are under the age of 18 while 69% are 18 years of age or older. 47% White, 24.07% Hispanic, 21.9% are Black, 5.9% Multiracial, .6% American Indian, and .3% Asian. 54% of New Vista's students are/have been male and 46% are/ have been female.

The majority of our students (63%) are between the ages of 18 and 24 while; 17 students are between the ages of 19 and 40. Following a five-year trend, the majority of NNVHS students (86.8%) enroll as either a junior, senior or grade 13 students. The five year average by grade level is presented here.

9th	10th	11th	12th	13th
5.14%	8.1%	19.37%	62.47%	4.92%

Additional demographic information is highlighted in Attachment I - 5 Year Student Enrollment Summary.

Base on student questionnaires, the primary reasons students enroll with NNVHS due to being not able to continue at their current school due to credit, age, or residency status, seeking more personalized instruction and support or flexible scheduling options, or simple an alternative learning environment.

NNVHS serves students from over 22 Northwest Indiana communities, with Portage, Lake Station, Gary, Hobart and Valparaiso being the primary sending school corporations. 50% of our students live in Lake County, 1% lives in LaPorte County and 49% live in Porter County. The chart below provides 5 years of enrollment data by student residency, separated by counties: Lake in tan, Porter in blue, LaPorte (no color).

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	#	%
4590 River Forest	9	0.98%
4600 Merrillville	28	3.06%
4615 Lake Central	4	0.44%
4645 Tri-Creek	2	0.22%
4660 Crown Point	2	0.22%
4670 East Chicago	4	0.44%
4680 Lake Station	168	18.34%
4690 Gary	153	16.70%
4700 Griffith	1	0.11%
4710 Hammond	14	1.53%
4720 Highland	2	0.22%
4730 Hobart	81	8.84%
4760 Whiting	1	0.11%
4925 Michigan City	5	0.55%
4945 LaPorte	3	0.33%
6460 Boone Township	2	0.22%
6470 Chesterton	34	3.71%
6510 East Porter	4	0.44%
6520 Porter Township	9	0.98%
6530 Union Township	4	0.44%
6550 Portage Township	321	35.04%
6560 Valparaiso	65	7.10%

New Vistas' student population is offers a more "balanced" diversity compared to other regional school corporations (a few illustrated here), especially with regards to the disparity between African American and white populations. This diversity provides our students a richer educational experience by developing relationships with peers of different backgrounds

	White	Hispanic	Black
NNVHS	52.6%	28.7%	18.8%
Portage Township Schools	62.2%	21.9%	10.3%
Lake Station Schools	52.5%	32.1%	5.0 %
Hobart Schools	66.5%	22.7%	6.6%
Gary Schools	.9%	7.3%	92.8%
Valparaiso Schools	80.7%	9.8%	3.4%

Neighbor's New Vistas High School is governed by a Board of Directors who serve as connection between the community and the administration. Rebecca Reiner, the executive director of Neighbor's Educational Opportunities (NEO) serves in the capacity as the school's superintendent to develop and implement procedures and policies. Our high school administration and faculty includes 1 principal, 1 assistant principal, 1 Title I Coordinator/ELL teacher, 1 special education director/teacher, 1 guidance counselor, 11 core teachers (7 full time and 4 part time), 4 elective teachers (1 full time, 3 part-time), 2 online learning lab supervisors, 3 paraprofessionals.

The diversity of New Vistas' administration, teachers and staff reflect that of our student population and provides a positive role model for students.

	White	Hispanic	Black
NNVHS			
Admin.	3	1	3

BSU Continuous Improvement Report

Neighbors' New Vistas High School

Teachers	8	1	5
Support Staff	3	4	4
%	44%	9%	37%

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The school's purpose is to provide a meaningful educational program to the adult or non-traditional student who wishes to re-engage in high school and complete his/her secondary education or to the traditional age student who has not been successful in the traditional school setting. The school's purpose is embodied in the following statement that has been adopted by Neighbors' Educational Opportunities (NEO), the school's organizer.

Vision: NEO's vision is to forge promising futures through education.

Mission: NEO's mission is to provide quality and accessible educational programs to a diverse community of high school and adult students in an environment founded on personal goals and growth, respect, and accountability to one's self, to others, and to one's community.

Beliefs:

We are a community of life-long learners

Each person has value

We are each capable of success

We are responsible and accountable for our own behaviors

We learn in various ways and at different rates

Diversity is a source of strength and value

Education is essential to an engaged citizenry, economic competitiveness, and self-actualization

Core Values:

Community

Accountability

Professionalism

Success

Pledge:

The NEO Board of Directors and the New Vistas team pledge to, within the best of our ability work to:

Provide options and opportunities for students to achieve their academic goals

Support students as they transition to work or higher education

Prepare students to meet the employment challenges of the future

Encourage students to develop their leadership skills and positive sense of self-worth

Model ways to be civically engaged in the community

Develop an appreciation for the diversity that exists in our school, community and the world

We will strive to achieve this through a collective commitment to:

High expectations for students' learning and behavior

A relevant, rigorous, and engaging curriculum

Support for individual learning and collective success

Celebration of individual and collective success

Encouragement of risk and creativity

Opportunities to engage in real work, collaboration, and problem solving

Equitable decisions centered on student learning

Enforcing safe practices

Engaging parents and the community as partners

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the past three years, New Vistas has many notable achievements worthy of mention. In the past two years, New Vistas was approved as both an alternative school and as a School-Wide Title I school. We have been found to be compliant with Special Education rules and regulations each year and have received unconditional audits for each year in operation.

The school has had steady growth in student enrollment each year, a 69% increase in enrollment since 2012, our first year of operation. This growth is a reflection of the reputation that New Vistas has gained in the community. Referrals by students and parents, by regional school guidance counselors, and by social service agencies have played a significant role in our growth and reflect the support and recognition of the school's critical role it plays in the region's educational landscape.

The next accomplishment is the number of students who have graduated in the school's first four years - 151. Each of these students testifies that they most likely would not have achieved this if not for New Vistas.

Another accomplishment is New Vistas' staff retention rate of 89%. This validates the school's supports its professional staff. Staff stability gives us an opportunity to implement procedures and best practices. Over the past three years we have added a full time business teacher, a part-time Family and Consumer Science teacher, a part-time Spanish teacher, and a part-time Social Worker to our faculty.

New Vistas administration has grown in their ability to report, interpret, and use school and student data to improve learner outcomes. New Vistas teachers, by creating and using standards-aligned curriculum maps and implementing school-wide strategies are improving student outcomes included attendance, course completion, and passing the End of Course Assessments.

We have also designed Individualized Service Plans (ISPs) for each student, a requirement of being an alternative school, which is maintained in our student management system (PowerSchool) and developed and monitored jointly by both students and their advisor.

Our crowning achievement this year is our new facility. This was a significant accomplishment given the scope and timing of the venture. From locating a suitable site, to securing 4.5 million in financing, to renovating the space and moving in to the new school, all done in less than a year was a remarkable feat. Not only does the new facility offer more technology and classroom space, but there is room to grow and expand educational offerings. Additionally, there is the underlying message of validation that students must feel knowing that someone cares enough to invest in their education to the tune of a four and half-million-dollar investment.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The proposal to open Neighbors' New Vistas High School began with a response to the threat of a school closure and a commitment to providing valuable educational services to "at-risk" and non-traditional adult students and from. New Vistas was founded in 2011 in response to the scheduled closing of the Portage Adult High School which was a component of the comprehensive Portage Adult Education Program run by Portage Township School Corporation (PTS) for 49 years. Portage Adult High School offered any Indiana resident, age 16 years of age or older who had withdrawn from high school an opportunity to re-enter school, complete his/her required course requirements, and earn a high school diploma. There was no age limitation and the school offered both full-time and part-time options as well as day and night classes. This program was a life-line for hundreds of students each year who sought a pathway to complete high school.

When the PTS Trustees voted to end their sponsorship of this vital adult education program, including the adult high school, the founders of NEO stepped up to the plate and submitted a proposal to run the alternative "adult" high school as a public charter high school. Due to the established history of this school, New Vistas has, unlike many charter schools, had unique wide-spread community support including that from area traditional public school administrators. There is a recognized need for services for those students who have not been successful in traditional schools or are not eligible to re-enter these schools. Given the fact that there are only two such options for the student who is outside of his/her four year cohort to re-enter high school, New Vistas is truly fulfilling an important regional need.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 2

BSU Continuous Improvement Report

Neighbors' New Vistas High School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none">•Survey results•The school data profile•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

As a school, we are committed to the school's purpose and direction. As we undergo this transition (having a returning principal, moving to a new building) administration and staff will develop a defined process for review and revision of the schools' purpose. Through the development and implementation of our purpose revision we will use more school-wide instructional practices, and document the process in which we develop and implement them. This will allow us to identify student needs and what conditions are needed to meet those needs. Moreover we can align our goals and instruction with the school's purpose.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 3

BSU Continuous Improvement Report

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Examples of decisions in support of the school's continuous improvement plan	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	•Governing body policy on supervision and evaluation	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Upon reflection, our area of strength is having the proper policies and procedures in place to support our school's purpose and direction. We are maintaining this strength by continuously reflecting, analyzing, and revising our policies and procedures as we see needed as we grow. When we started collecting evidence, we knew we were going to have areas in need of improvement. We also knew our biggest area in need of improvement is the turnover rate of the school leadership and staff. In the four years that the school has been a charter high school, it has seen a different principal each year although keeping the same director. This has hindered the support of the school's purpose and direction. The school has also seen a turnover in the school staff. We are planning on improving this constant turnover by a commitment of returning with our principal and staff.

As part of having a constant turnover from leadership and staff, we noticed that we needed to improve the evaluation process of leadership and staff. There is not a good measurable evaluation tool in place. As a result of this area of need, the evaluation process is under revision starting the end of this school year.

Another area of need is having a school improvement plan in place. As we collected evidence, we found there was no actual SIP, but a school wide Title 1 plan. We plan on correcting this by establishing an SIP at the beginning of the school year and revisiting the plan through

the school year and making annual revisions as we see needed.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 1.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> •Graduate follow-up surveys •Course schedules •Enrollment patterns for various courses •Course descriptions 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Supervision and evaluation procedures	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.	<ul style="list-style-type: none">•Agendas and minutes of collaborative learning committees	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.		Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.	<ul style="list-style-type: none">•Records of meetings and walk thrus/feedback sessions	Level 1

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.		Level 1

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our curriculum currently addresses the needs of our student clientele. The primary purpose of our curriculum is credit recovery. Most of our students come behind their cohort. Next year we are adding courses to address student interest. As we build our learning community we will improve data driven instruction by learning how to interpret and use high-stakes for classroom use. Moreover staff will transition from direct instruction to a more diverse teaching style through a structured coaching and mentoring process. One aspect of this process will consist of both departmental and interdisciplinary learning communities. Our Friday schedule will allow structured formal learning communities. These collaborative environments will allow us to create a school-side instructional process. Having a structured learning community allows staff opportunities for training that align with the school's purpose and direction. Our school engages families in different ways. For example we participate in the United Way day of caring as well as Title 1 family nights. Staff are expected to engage the parents of their advisory staff as well as plan a community service activity.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Porter County Safe Schools Comission 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	<ul style="list-style-type: none"> •Policies relative to technology use 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Schedule of family services, e.g., parent classes, survival skills •List of support services available to students 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process •General Education Support Schedule 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

All core (non-elective) content teachers are certified. It is the expectation of the staff they teach "bell to bell." Although our resources are limited, the Director, Principal, and School Operations manager do their best their best to secure anything to support teachers in their efforts to engage students. Our new facility demonstrates the school's commitment to having the best facilities for student learning and achievement. As we transition we are hoping to improve our ELL department; and employ or outsource our behavioral counseling; and diversify our research-based projects.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 1.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evidence that assessments are reliable and bias free	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.	•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Evidence of student readiness for the next level •Evidence of student growth	Level 2

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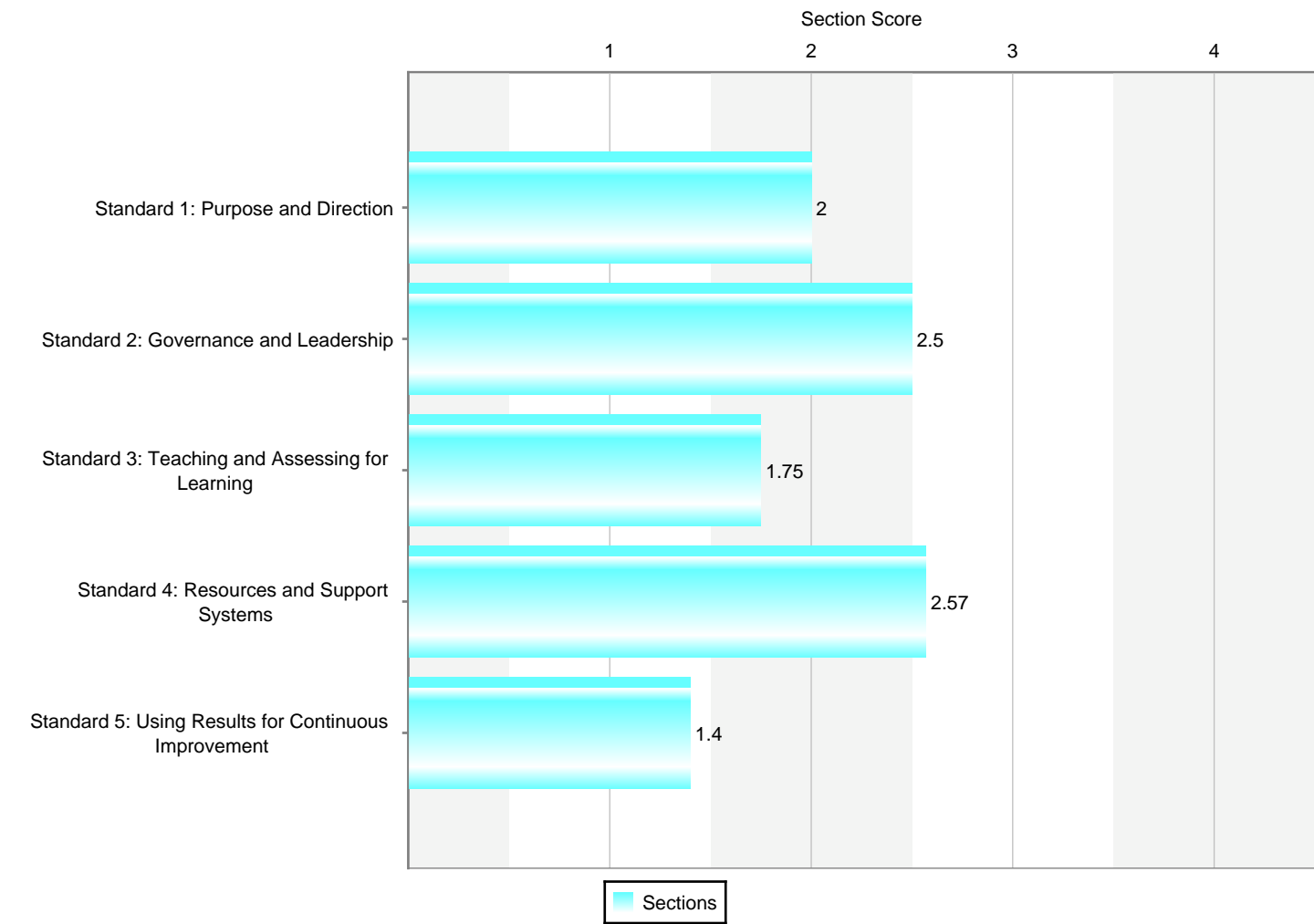
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Properly using data in the classrooms to promote student growth and success is lacking for us at New Vistas. With that being said, we did not find any strengths in this standard. We know we need to improve on data, data usage, and communication of the data usage with all stakeholders. In the new school year and in the years ahead, we will train all staff on how to read, analyze, and use data to guide the curriculum and instruction. Another issue in the lack of using our data results is the different assessment tools that are used that do not align with the programs that we use. In correcting this, we are focusing on one main assessment tool besides our state regulated assessment tools that do align with our curriculum. We also found that we do not have any data training policy and few protocols. This will be established in the next school year.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	NEO used other methods of getting stakeholder feedback including from students, parents, staff, community members, and board members. The current documents that we have been added as attachments. Use of the Assist Stakeholder Feedback Data document will be evaluated for future use.	NEO Staff Survey Dec 2015 Community Leaders Interview Dec 2015 NEO Board Interviews Dec. 2015

Evaluative Criteria and Rubrics

Overall Rating: 1.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants.	Level 1

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

To be developed

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

To be developed

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

To be developed

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

To be developed

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

To b developed

What are the implications for these stakeholder perceptions?

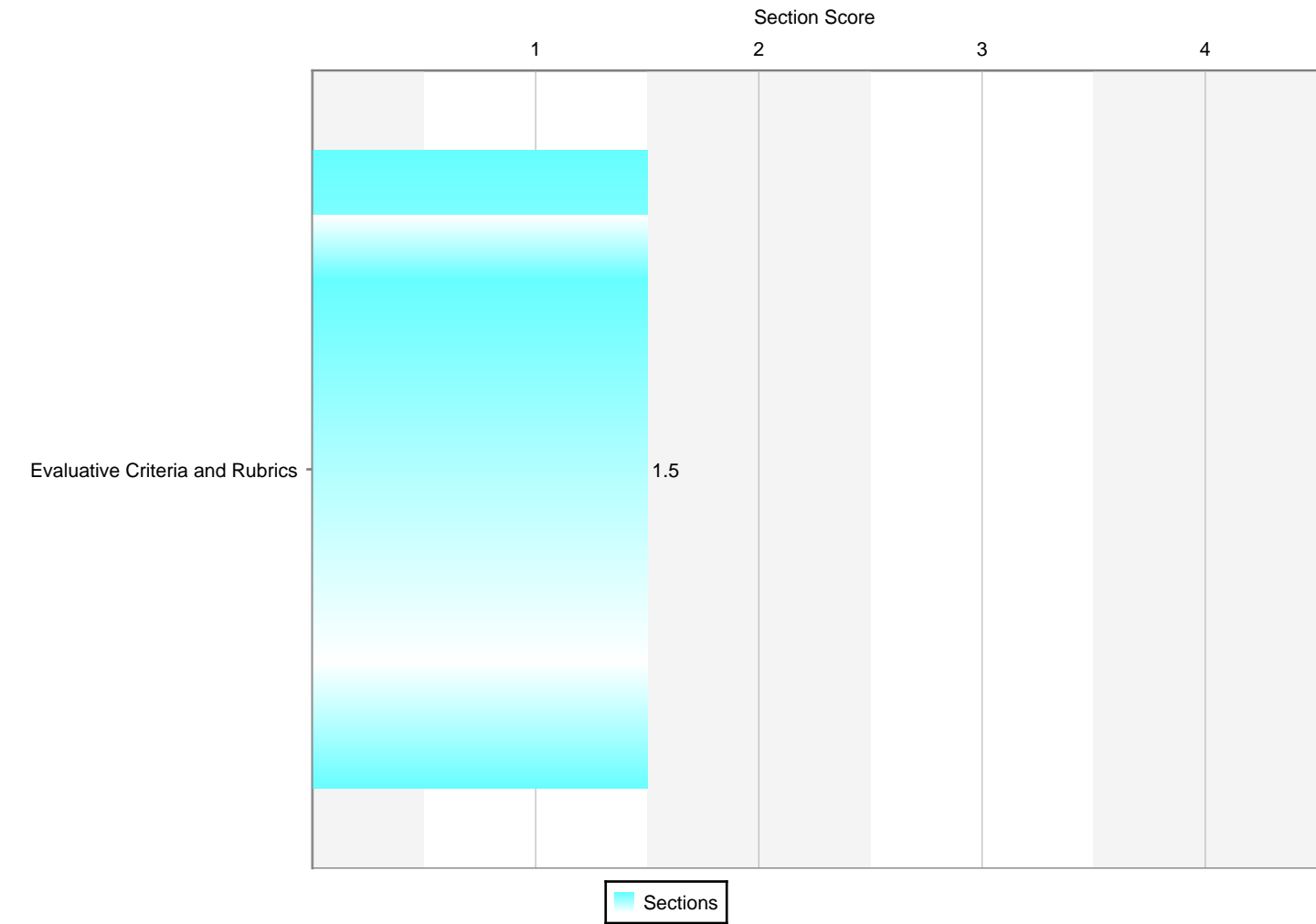
To be developed

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

To be developed

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	<p>The following documents have been uploaded to represent essential Student Performance Data for New Vistas High School:</p> <p>NNVHS 4 Year Graduation Report BSU Required Charts for Student Performance NNVHS 4 Year ECA NNVHS 5 Year School Summary Data</p> <p>The NNVHS 5 Year School Summary Data is a comprehensive document that includes enrollment, demographic, attendance, credit completion, ECA, graduation, cohort outcomes and other relevant student performance data..</p>	NNVHS 4 Yr Grad Rpt BSU Rqrd Charts Stud Perf NVHS 4 Yr ECA NNVHS ECA Data from IDOE Compass NNVHS 5 Year School Summary Data

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is indifferently analyzed and presented with little clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is below what would otherwise be expected.	Level 2

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Ideally, 100% of New Vistas students would be bound for a four year college or university. However, the reality for a majority of our students, 67% of whom are 18 years of age or older, is that existing work and/or family obligations place demands on them that preclude enrollment in a 4 year college or university. Therefore the 43% rate of 2016 graduates going that direction was above our internal expectations but validated the efforts we have placed on that pathway.

Describe the area(s) that show a positive trend in performance.

There has been a positive trend in the ECA passage rate for all students. Using the data from IDOE Compass:

The ECA Passage Rate for Algebra 1 for students in all grades was at 13.8% in 2012-13 (year 1) and increased to 28.6% in 2014-15.

The ECA Passage Rate for English 10 for students in all grades was at 40.5% in 2012-13 (year 1) and increased to 50% in 2014-15.

The ECA Passage Rate for BOTH Algebra 1 and English 10 for students in all grades was at 10% in 2012-13 (year 1) and increased to 20% in 2014-15

In addition to the ECA passage rate, New Vistas has also increased its IDOE Federal Graduation Rate every year:

2012-13	9.43%
2013-14	23.61%
2014-15	24.69%
2015-16	31.73%

Which area(s) indicate the overall highest performance?

First time English 10 ECA testers are performing at a higher rate than all other ECA testers. Those that test in the Early Winter are scoring better than testers in the Spring.

Using student performance data from our first four years, we are just now pulling disaggregated data to determine if there are any trends or if certain subgroups are performing better than others.

Which subgroup(s) show a trend toward increasing performance?

This data has not been fully analyzed at this point. Disaggregated data is currently being evaluated.

Between which subgroups is the achievement gap closing?

This information will be forth coming. What is of interest is that we are closing the gap between New Vistas performance on the ECAs and the state's summary numbers. There was a 26% average yearly gap between our students compared to the state in 2012-2013. In 2015-2016 the gap was 15%.

Which of the above reported findings are consistent with findings from other data sources?

We need to explore this question further.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

New Vistas' strives to ensure that students perform at or above comparable levels to state averages or, at least, of like schools on the ECAs. Although we have seen growth, students are still performing below desired levels. Due to both a high mobility rate and the fact that, on average, 75% of our students enroll at New Vistas with moderate to severe academic deficiencies. This is defined by entry level scores on either the NWEA MAPS (year 1), TABE (years 2 & 3), Acucess (year 5). Based on TABE scores, 89% of students tested below a 9th grade level in Math Computation and Applied Math, and 62% of students tested below 9th grade on the Pre- TABE Reading test.

Another focus area is Credit Completion. The four year 69.75% average rate is far below our expectations and school goal of 80%.

Finally, New Vistas College and Career Readiness Rate, as identified on the school's Annual Performance Reports is far below our expectation. This year, we will be offering students courses that lead to industry recognized certifications through an advanced manufacturing program through Conexus Hire Tech, a Certified Nursing Assistant class, and Microsoft Office Specialist course. We are also finalizing plans to have at least three dual credit classes available to students through Ivy Tech Community College. Our guidance counselor will also assign Advance Placement classes to eligible students through our Plato Learning Systems.

Describe the area(s) that show a negative trend in performance.

There has been no single area where there has been a consistent negative trend in performance. The school's attendance rate has been of great concern. There are many factors including Power School reporting protocol that has been inconsistent from year to year that may also affect this rate.

Suspensions have also predominantly shown an increase (interpreted as a negative trend).

Year 1	47 suspensions	34.06%
Year 2	78 suspensions	42.39%
Year 3	49 suspensions	28.65%
Year 4	93 suspensions	48.69%

This affects student performance and the school is undertaking an audit of our classroom management, student accountability, and other discipline related procedures, practices, and protocol.

Which area(s) indicate the overall lowest performance?

In addition to the schools college and career readiness rating, the ECA scores for Algebra 1 show the overall lowest performance rating. This is especially true with retesters versus first time testers in a given year. Based on student questionnaires, students who reengage in school typically rate themselves as less likely to succeed than those students who are on track for graduation. This reflects what teachers see in the classroom as a significant lack of motivation, drive, self- confidence and/or study skills.

Which subgroup(s) show a trend toward decreasing performance?

This disaggregated data is being evaluated. Results will be forth coming.

Between which subgroups is the achievement gap becoming greater?

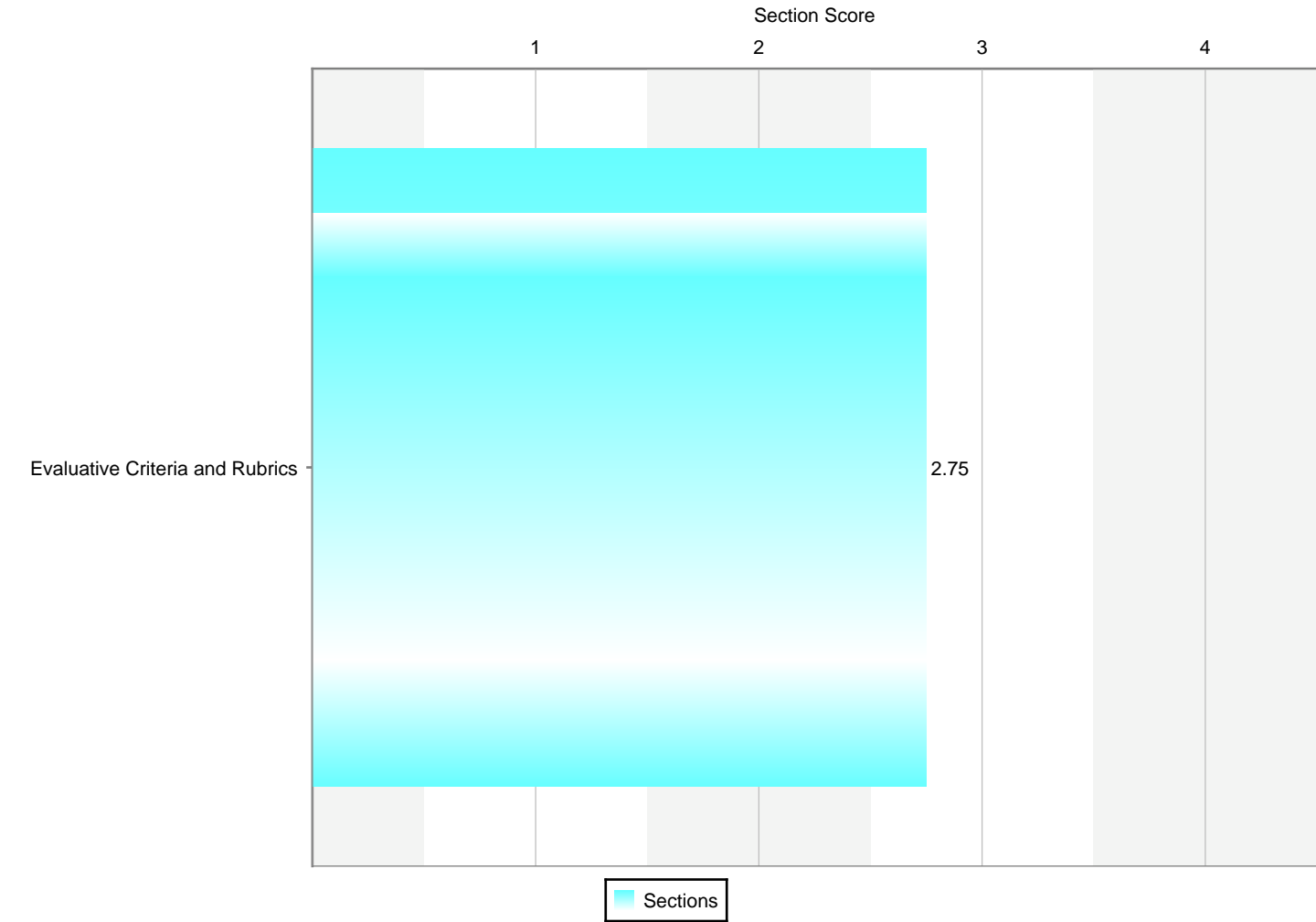
This information will be forth coming. What is of interest is that we are closing the gap between New Vistas performance on the ECAs and the state's summary numbers. There was a 26% average yearly gap between our students compared to the state in 2012-2013. In 2015-2016 the gap was 15%.

Which of the above reported findings are consistent with findings from other data sources?

All of the areas are consistent with findings from other data sources.

Report Summary

Scores By Section



Organizational and Financial Performance Diagnostic

Introduction

BSU OCS will review and verify the organizational and financial documents submitted through by schools during the renewal process and evaluate a school's performance using the BSU Organizational and Financial Accountability Frameworks.

Organizational and Financial Strategic Planning-Required Responses

Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

NEO has experienced recent turn-over of our Board of Directors in the past year. While trying to deliberately prepare for a staggered board turn-over, three members at varying stages of service left the Board prior to their term ending due to personal or work-related issues (two moved out of state). However, of the core founding members, one just completed her full six years, one five years, and one four years, and one is completing her second 3-year commitment. Of our current members, four are just completing their first full year of service. The Board and NEO's Executive Director will begin a new cycle of board recruitment and orientation beginning in January of this year. There is a need to recruit new members who will bring fundraising knowledge, school-board and other leadership experience, and connections to the business community. Like our staff and students, the NEO Board of Directors is diverse in term of demographics:

Residency 4 Porter County 3 Lake County

Age 3 60 years + 2 40 - 59 years 2 21 - 39 years

Race/Ethnicity 4 Caucasian 2 African American 1 Latino

Gender 4 Female 2 Male

The Board Officials include a Board President, Vice-President, Secretary, and Treasurer. Board recruitment is directed by an annual assessment of missing and/or need board skills, connections, and representation. Currently, the board has two active advisory committees: Governance and Property/Facility Planning. This year we will be forming a Capital Campaign Committee. By-Laws were developed through NEOLA and are reviewed and updated on an ongoing basis.

Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO), and describe the nature of that contractual relationship. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, please provide evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational, or financial outcomes from the agreed upon contract. If no such relationship exists, please respond "Not Applicable."

Not Applicable

If applicable, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in

detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible. If no such relationship exists, please respond "Not Applicable."

Not Applicable

Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

NEO's new facility has added additional financial obligations that the board will oversee to ensure that the school and organization remains compliant and solvent.

NEO's current facility has ample capacity to serve our students, now and in the future. There is a total of 70,000 square feet of available space for classrooms, support services such as child care, vocational programs, a gym, cafeteria, community room, and performance space. There are no plans to move. The immediate challenge facing the board will be to engage in effective strategic planning for the new facility, a process that will engage stake holders including students, parents, staff, and members of the communities we serve.

The board is also tasked with approving facility-use and lease agreement with interested parties who wish to use various parts of the facility occasionally or on a reoccurring basis. NEO's legal counsel has developed and the board has approved agreements, guidelines (including rate and fees) that are compliant with NEO policies. The board has entrusted the Executive Director with ensuring that the use of the facility will enhance services and benefit students and the school and will in no way compromise the school's mission or programs.

If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

There was an audit finding regarding the timeliness of deposits. Official response to the audit is below:

Receipts and Deposits

The following actions were taken in the fiscal year ending June 30, 2015 to ensure timely depositing of monies collected:

1. All monies collected between Monday and Wednesday afternoons are to be deposited by the close of the day on Wednesday. All monies collected between Wednesdays after the deposit until Friday afternoons are to be deposited on Friday by the close of the day.
2. Payments will only be accepted Monday - Thursday from 8:30 to 4:00 pm and Friday 8:30 am to 12:00 pm and will be placed immediately in the locked safe.
3. At any point that the monies collected totals five-hundred dollars (\$500) in cash a deposit will be made by the close of that day.

We are continuously training staff on proper money handling procedures to ensure all controls are met.

In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

The NEO Board of Directors assures that financial resources provide adequate support for the school's overall program and for the improvement of student achievement by monitoring the organizational compliance with policies pertaining to procurement of assets and through discussions with the Executive Director and Director of Operations pertaining to the annual budget during which projected new expenditures or significant changes to the budget are connected to program and student improvement.

Organizational and Financial Strategic Planning-Optional Responses

Discuss how your charter school has avoided creating conflicts of interest where possible and, when necessary what policies has the school utilized to manage those conflicts of interest in a clear and transparent manner. Please address any related parties, including management company, landlord, and other associated non-profits, and overlapping Board members or employees.

The Board of Directors reviews the organization's Conflict of Interest Policy annually and verifies that they have read it and are compliant with it by signing a declaration page.

How does the board ensure the charter school is meeting its legal obligations to students with special needs and English Language Learners? Please describe the board's role in responding to parent complaints with regards to these populations.

The NEO Board of Directors has designed and follows an Annual Strategic Oversight Calendar that includes review on policies including those pertaining to students with special needs and English Language Learners. The board also follows policies pertaining to responding to parent complaints.

How does the board ensure that admission policies are legally compliant and promote equitable access to diverse student populations? How does the board address parent complaints with regards to admission policies?

The NEO Board of Directors follows organizational policies as well as contractual obligations and statutory requirements pertaining to promoting admissions and equitable access by diverse student populations. The Board follows policy and procedure pertaining to parental complaints.

How does the board ensure that discipline policies are legally compliant and promote equitable treatment of diverse student populations? How does the board address parent complaints with regards to discipline (e.g. bullying policy, expulsion policy)?

NEO has and follows established discipline policies and procedures that are legally compliant and promote equitable treatment of diverse student populations. The board also and has and follows established policies on how to address parent complaints with regards to discipline issues including bullying and expulsion. These policies are reviewed and updated annually.

Provide evidence that illustrates how the school creates a professional working climate for all staff. Please describe the board's process for addressing teacher complaints or concerns.

NEO and New Vistas promote a professional working climate for all staff as evidenced by the high rating teachers gave on an annual staff survey. On average, out of 34 respondents, 95% gave highly favorable ratings to the school climate with regards to feeling valued, respected, encouraged, opinions being heard, etc. Another piece of evidence is our employee retention rate of 92%.

NEO has and follows established policies and procedures that are legally compliant and promote a professional working climate for staff when addressing teacher complaints or concerns.

Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Transportation remains an issue for many students who rely on private transportation to and from school. The new school location is on a major east/west highway as well as a bike path system which connects many communities that we serve. There are plans for city public transit.

Describe the charter school's food services program, indicating whether a food contractor is used and whether individuals on site preparing and serving food are employees of the contractor or school.

NEO contracts with a local provider, Preferred Meals, to deliver breakfast and lunch food items to the school on a weekly basis. All food is delivered pre-packaged and is warmed at the school and served to students during scheduled breakfast and lunch times in the school's cafeteria by a NEO contracted food services employee. New Vistas participates on the National School Lunch Program as well as the Community Eligibility Provision which enables all students free meals. In 2015-2016, the average participation in the breakfast program was approximately 22% and 52% in the lunch program. New Vistas' Free and Reduced Lunch rate in 2015-2016 was 63%.

Please describe the health services offered to students, including medical examinations, dental examinations, vision screenings, mental health screenings, hearing screening, and height/weight measurements. Specify the frequency, grades, service providers, and follow up interventions based on student results or whole-school findings.

NEO ensures that all student's health needs are met through adherence to our health policies including those required through student IEPs. We do not offer any onsite medical or dental examinations or health related screenings unless required by a student's IEP. Then we contract out those services.

How does the school's board oversee the financial management of the school? Specify any relevant officers or committees. Provide evidence that demonstrates how the school operates in a financially sound and publicly accountable manner.

NEO's Board of Directors ensures financial oversight by the school and the organization as a whole by having and following policies and a strategic oversight calendar that requires verification from management and confirmation by the board that these policies are being followed. These policies include use of credit cards including limits, reimbursement procedures, expenditure limitations, assets inventory and protection, and procurement policies and procedures.

Additionally, NEO's Director of Operation submits monthly financial reports to the board including budget vs. actual, balance sheet, income and expense statements. These reports are reviewed by the board's treasurer who also reconciles the monthly bank statements with these reports. The board treasurer also reviews credit card statements on a monthly basis.

All employees who have access to material amounts of the school's money or assets and/or are check signer are bonded, giving the school

insurance coverage and protection from theft or fraud.

NEO also has solid Internal Controls policies that designate separation of duties that prevent any individual from having full control over school funds and accounting.

The Board's treasurer reconciles the bank statement but the Director of Operations has the authority to authorize payments or create new vendor accounts and it is the Executive Director who signs the checks.

Every board officer and director review the organization's Conflict of Interest policy annually and sign a confirmation that they have read and are in compliance with this policy. It is policy also for them to sign an annual statement disclosing relationships and situations that could give rise to a conflict of interest. As NEO is classified as a 501(c)(3) organizations, these are also required for our Form 990.

Finally, as indicated on the Board's Annual Strategic Oversight Calendar, they also select an auditor who has an independent relationship from the school's management.

Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved (i.e. board treasurer, finance committee, school administrators, management organization, business manager), explain how they work together to ensure a high level of budget oversight.

NEO's Director of Operations has overall budgetary oversight. She works closely with the Executive Director to plan, secure, and manage resources including additional sources of revenue including donations and grant funds. She also works with the school's principal to make decisions about salary and supply expenditures. NEO's Board Treasurer provides financial oversight on a monthly basis. NEO plans to develop a finance committee this school year.

Describe the school's internal accounting procedures, addressing budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash. Also provide details regarding the use of any accounting software or contracted services to track financial transactions.

NEO FINANCIAL INTERNAL CONTROLS POLICY

Revised January 1, 2015

1. GENERAL

The NEO Board of Directors is responsible for authorizing all bank accounts and check signers.

Financial institutions where NEO accounts are maintained are notified on an annual basis of any changes in check signers, following the transition of officers or changes in staff with check-signing responsibilities.

Financial reports will be presented to the Board for review on a monthly basis. Additionally, the director of operations will provide the board treasurer with a copy of the monthly bank statements. An annual financial audit of the budget will be conducted by a qualified outside accountant. All applicable financial and administrative guidelines relating to specific grant funding will be followed.

2. CASH RECEIPTS

Employees handling cash will have the necessary knowledge and skills to perform the job with due diligence and will be supervised by the

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Director of Operations.

Receipting and Recording:

All cash, checks, and money orders received will be recorded directly into NEO's accounting system(s). Only authorized personnel may receive and receipt cash, checks, or money orders. Authorized personnel include the Administrative Assistant, Accounting Clerk, Director of Operations, and Executive Director

Incoming checks must be restrictively endorsed, "For Deposit Only" with the organization's account number, when received.

Payments made through the front office must be receipted immediately by authorized personnel and printed in triplicate. The copies should be distributed accordingly: the white copy to the student/parent, yellow copy to the accounting office with deposit, pink copy to the front office. Pink copies shall be kept in a binder for the current fiscal year in chronological order.

Depositing:

Deposits will be prepared and delivered for deposit on Wednesdays and Fridays at the end of the day. A deposit summary shall be prepared by the Administrative Assistant to be submitted to and verified by the Accounting Clerk. Both parties shall initial the deposit summary. Deposit Tickets will be prepared by the Accounting Clerk depositing receipts into the proper bank accounts and delivered to the bank by the Director of Operations.

Cash receipts on any given day that are in aggregate of \$500.00 or more must be deposited by the end of that day regardless of the Wednesday/Friday policy.

Contributions and grants received in bank account electronically via Electronic Funds Transfer (EFT) will be posted to accounting software within 3 days of receipt.

Balancing: Deposits will reflect receipt numbers and ranges in receipt ledger and total deposit will be reconciled with range of receipts.

Reviewing and Monitoring:

NEO's Administrative Assistant will enter all receipts into the school's accounting program and the Accounting Clerk will review this on a weekly basis. Bank deposit receipts must be compared and attached to the original bank deposit slips.

NEO's Director of Operations will compare and validate the deposits to the financial records in the accounting records and present to the board a monthly bank to accounting program reconciliation statement. Cash collection documentation totals must be compared to and reconciled to bank deposit receipts on a monthly basis.

3. CASH DISBURSEMENTS

a. Check Authorization

The Executive Director, Principal or Director of Operations must provide approval for all disbursements. Supporting documentation must accompany checks when presented for signature by the executive director, director of operations, or board treasurer and will indicate fund and/or account for that disbursement. Cash disbursements must be approved by a person other than the one requesting.

b. Checks

All non-recurring disbursements must be made by check. Recurring disbursements may be set up electronically with vendor via Electronic Funds Transfer with prior executive director approval.

Only pre-numbered checks shall be used and always in sequence. Signing of blank checks is strictly prohibited. Checks must be made

payable to specific payees based upon appropriate documentation; and never to "cash" or "bearer". Prior to preparing checks, receiving reports should be compared to vendor invoices for accuracy. Checks must be prepared from vendor invoices only and not from a vendor statement. Signature stamps may never be used to sign checks. Access to blank checks must be limited to persons authorized to prepare checks. Blank check stock must be locked in a secure place when not in use. Any voided/spoiled checks must be marked "Void and retained in a secure place.

c. Review of Disbursement

The Accounting Clerk will review authorized disbursements and prepare requests prior to submitting to the Director of Operations for final authorization. After the Director of Operations approves fund and account, the Accounting Clerk will process the request and cut a check.

4. BANK RECONCILIATIONS

Bank accounts must be reconciled by the Director of Operations on a monthly basis and reviewed by the Executive Director prior to the Board meeting. Due to the fact that the monthly board meeting often falls within a few days of the beginning of the month, reconciliation statements for a board meeting will be for the period two months prior. For example, the bank statement for August must be reconciled with the accounting records prior to and for the October board meeting.

In addition to the Director of Operations, the board treasurer will receive and review a copy of the monthly electronic bank statement that includes canceled checks. All check numbers must be accounted for. Checks outstanding over 90 days must be periodically investigated, with payment stopped and an entry made restoring such items to cash if appropriate.

The treasurer will initial a hard copy of the reconciliation statement and present it at the next meeting of the board of directors. The board of directors will approve the reconciliation at the board meeting.

4. TRAVEL AND EXPENSES

Employees must submit a detailed expense record, with supporting documentation, in order to be reimbursed for expenses and initialed for approval by the Executive Director or Principal or Director of Operations prior to payment.

Describe the regular review of lease/mortgage agreements, refinancing efforts or considerations, insurance revisions, human resource services, and/or Educational Management Organization contracts.

This is in development but is typically done as part of the annual budget development and review or as contracts with providers expire or come up for renewal.

Describe the school's marketing plan and objectives. What have been successful and unsuccessful marketing strategies throughout the life of the school?

The school has developed a comprehensive marketing plan that is reviewed and updated at least two times a year. The goals of the plan are to:

Increase student enrollment

Increase community awareness, buy-in & engagement (referral base, volunteers, partners, sponsors)

Increase funding

Increase educational opportunities and programs by building partnerships

The plan includes designated monthly marketing activities that include distribution of print material, billboards, radio ads, Facebook ad campaign, presentations, participation in community events such as county fairs, back to school fairs, and such.

Please analyze and explain any financial challenges or trends that may be significantly different than originally proposed, including how projected and actual enrollment has influenced the school's budget.

To be developed

School Improvement

Overview

Plan Name

School Improvement

Plan Description

All goals will be included in our School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	New Vistas High School will increase the number of support services provided by the school for students.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$500
2	Staff and stakeholders will review its purpose statement at the end of every term.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Staff will be adequately trained in the collection, analysis, and use of data from various sources.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Completion of school's continuous improvement plan.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
5	Create a systematic mentoring, coaching, and induction program for all certified teachers.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: New Vistas High School will increase the number of support services provided by the school for students.

Measurable Objective 1:

demonstrate a proficiency by adding to our support services by 06/16/2017 as measured by doubling the number of clubs offered, having more community involvement; adding a social worker; and having outside speakers.

Strategy 1:

Increasing clubs and activities - Teachers will sponsor clubs.

Activity - Clubs and Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will sponsor various clubs based on student interest	Field Trip, Extra Curricular	09/06/2016	06/16/2017	\$500	General Fund	Any staff member willing to sponsor a club

Activity - Increasing community involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete community service projects as well as have community groups come in and speak to the school	Community Engagement	09/06/2016	06/16/2017	\$0	No Funding Required	All advisory teachers

Activity - Employing a Social Worker	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Vistas will look to employ a social worker part time be a part of the behavioral support program	Behavioral Support Program	08/18/2016	06/16/2017	\$0	General Fund	Anna Swope, Shanta Belyeu

Activity - Outside Speakers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will attempt to procure outside speakers to address certain social issues important to our students	Behavioral Support Program	09/06/2016	06/16/2017	\$0	No Funding Required	All staff

Goal 2: Staff and stakeholders will review its purpose statement at the end of every term.

Measurable Objective 1:

demonstrate a proficiency by documenting our review process at the end of every term and communicate changes with stakeholders by 12/02/2016 as measured by using school-wide data to determine changes (if necessary) and how we communicate changes and include stakeholders to the revision process. .

Strategy 1:

Evaluation of School Purpose - Revision of the school's purpose will be clearly documented using a template and recorded by a designated secretary for a meeting. Revision will be made by reviewing school-wide data to determine progress of student success. All stakeholder groups will be represented in revision process. Our focus will be on credit completion, attendance, and student failures. Any changes will take place within two weeks of the meeting.

Research Cited: Haughey, D (2016). SMART Goals: Project Smart. <https://www.projectsmart.co.uk/smart-goals.php>

Activity - Revision of School Purpose for Student Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Documentation of specific stakeholders from stakeholder groups	Other - Including a stakeholder	09/06/2016	12/02/2016	\$0	No Funding Required	Principal, SIT staff

Goal 3: Staff will be adequately trained in the collection, analysis, and use of data from various sources.

Measurable Objective 1:

demonstrate a proficiency collecting, analyzing, and applying data from a range of sources by 06/16/2017 as measured by teacher created student learning outcomes.

Strategy 1:

Data Professional Development - There will be professional development on edmentum data as well as both high stakes and in class data.

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Virtual Training with Edmentum/On site Professional Development with other data	Direct Instruction	08/31/2016	10/31/2016	\$0	General Fund	Anna Swope, Shanta Belyeu, all teaching staff

Goal 4: Completion of school's continuous improvement plan.

Measurable Objective 1:

complete a portfolio or performance of New Vistas High School's continuous improvement plan by 10/31/2016 as measured by completion of the plan with clearly defined goals and dates to revisit the plan.

Strategy 1:

Weekly staff meetings (9/1/16) - Staff will work collaboratively in teams during the weekly meetings.

Research Cited: Perez, J. (2015). Taking the doors off the classroom through collaboration. www.hotchalkeducationnetwork.com.

Activity - Staff Breakout Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will evaluate goals and devise action plans for continuous improvement.	Policy and Process	09/01/2016	10/31/2016	\$0	No Funding Required	All certified teaching staff, administrative staff, and paraprofessionals.

Goal 5: Create a systematic mentoring, coaching, and induction program for all certified teachers.

Measurable Objective 1:

increase student growth by improving teacher instruction and student learning by 06/16/2017 as measured by improved teacher evaluations and increased student credit completion .

Strategy 1:

Charlotte Danielson teacher evaluation model - Administrators and department chairs will observe classroom teachers on a bi-weekly basis.

Research Cited: Danielson, C. (2007). Enhancing Professional Practice: a Framework for Teaching.

Activity - Teacher Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Both administrative staff and department chairs will observe teachers and provide direct meaningful feedback using the language used in the Charlotte Danielson evaluation rubric.	Professional Learning, Policy and Process	09/12/2016	06/16/2017	\$0	No Funding Required	Anna Swope, David Pleasac, Karen Hernandez, Dante Pryor

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Employing a Social Worker	New Vistas will look to employ a social worker part time be a part of the behavioral support program	Behavioral Support Program	08/18/2016	06/16/2017	\$0	Anna Swope, Shanta Belyeu
Clubs and Activities	Teachers will sponsor various clubs based on student interest	Field Trip, Extra Curricular	09/06/2016	06/16/2017	\$500	Any staff member willing to sponsor a club
Professional development	Virtual Training with Edmentum/On site Professional Development with other data	Direct Instruction	08/31/2016	10/31/2016	\$0	Anna Swope, Shanta Belyeu, all teaching staff
Total					\$500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Outside Speakers	Staff will attempt to procure outside speakers to address certain social issues important to our students	Behavioral Support Program	09/06/2016	06/16/2017	\$0	All staff
Revision of School Purpose for Student Success	Documentation of specific stakeholders from stakeholder groups	Other - Including a stakeholder	09/06/2016	12/02/2016	\$0	Principal, SIT staff
Increasing community involvement	Students will complete community service projects as well as have community groups come in and speak to the school	Community Engagement	09/06/2016	06/16/2017	\$0	All advisory teachers
Teacher Observations	Both administrative staff and department chairs will observe teachers and provide direct meaningful feedback using the language used in the Charlotte Danielson evaluation rubric.	Professional Learning, Policy and Process	09/12/2016	06/16/2017	\$0	Anna Swope, David Pleasac, Karen Hernandez, Dante Pryor

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Staff Breakout Sessions	Staff will evaluate goals and devise action plans for continuous improvement.	Policy and Process	09/01/2016	10/31/2016	\$0	All certified teaching staff, administrative staff, and paraprofessionals.
Total					\$0	