Matchbook Learning Indianapolis Charter Application

When I grow up...

Personalizing education to meet individual needs so that all of our students can achieve at high levels and become competent global citizens

Location: North Central Indianapolis
(Neighborhoods: Butler-Tarkington, Rocky Ripple, Mapleton-Fall Creek)

Legal name of organization applying for the charter: Matchbook Learning Schools of Indiana, Inc.
Name of proposed school: Matchbook Learning Indianapolis School *: Original School Name*

Applicant's authorized representative: Sajan George, CEO
Full mailing address (include city, state, zip code): 1630 N Meridian St, Suite 450 Indianapolis, IN 46202
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Location of school: TBD (Central Indianapolis Location Proposed)
School district of location: Indianapolis Public Schools

Anticipated opening date: 2018-19
Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2018-19	K-8	450
Second Year	2019-20	K-8	450
Third Year	2020-21	K-8	460
Fourth Year	2021-22	K-8	470
Fifth Year	2022-23	K-8	480
Maximum			500

Is school single-gender or co-educational? Co-Educational

Target student population:
Majority Low-Income & At-Risk populations will be served.

Brief description of kind of school to be chartered:
The proposed charter school will be a Matchbook Learning ("MBL") school utilizing a combination of the best practices from MBL's system of competency based personalization, with real world experiences (i.e. project based learning and explorations in global citizenship), as well as the research based best practices in reading (i.e. from the literacy design collaborative) and math (i.e. cognitively guided instruction) across the subject areas.

Brief explanation of mission of proposed charter school. In one or two sentences, provide a clear statement that defines the purposes and nature of your school:
The mission of the Matchbook Learning Indianapolis School is the following: Develop a learning community in which we continually improve student academic outcomes through personalizing to meet our individual students' academic needs. In addition to continued growth in academic outcomes, the Matchbook Learning school will develop global citizens by providing all students with real world experiences that help them to understand other perspectives, the world around them, and the world beyond them.
Are you planning to work with a management organization?
Yes
If so, please indicate name of management organization:
Matchbook Learning Solutions, Inc. ("Matchbook Learning") is a non-profit 501c3 education services provider whose competency-based model and Spark technology platform specializes in school turnarounds and charter restarts. Matchbook Learning will license its academic model and Spark platform to our Matchbook Learning Indianapolis School.

Do you have a new design idea or an existing idea?
We are an existing design applicant utilizing the Matchbook Learning school model of competency based personalized learning through leveraging technology and innovative instruction grounded in research based best practices.

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I. Vision

Matchbook's vision is to turn around K-12 public education in America by providing a replicable turnaround school methodology in the toughest of conditions. Matchbook Learning's mission will be to serve students who are currently in failing schools, utilizing our personalized learning methodology and educational model, with the existing population of students, turning them into top 20% schools. Therefore, our Matchbook school in Indianapolis would embody both this vision and mission. We intend to focus, prove and sustain this vision and mission in Indianapolis.

The majority of the students in failing schools are significantly behind their expected grade level, which is why Matchbook Learning has designed a unique, personalized, trajectory-changing methodology to meet every student where they are regardless of age or grade level, catch them up, and progress them forward. High achieving schools are often criticized that their success is based upon a set of pre-existing favorable conditions, demographics, funding and parental influence. Failing schools come with no such advantageous pre-conditions, and so we are drawn to the belief that these children deserve and are capable of the highest levels of academic performance. When they succeed, they will create a pathway of what is possible for all students, everywhere.

The Matchbook Learning Indianapolis school vision is that ALL students will become competent global citizens with clear individualized pathways towards what they want to be when they grow up and how they can enhance and improve their local and global communities.

A. Mission

The mission of the Matchbook Learning Indianapolis School is the following: Develop a learning community in which we continually improve student academic outcomes through personalization to meet our individual students' academic needs. In addition to continued growth in academic outcomes, the Matchbook Learning school will develop global citizens by providing all students with real world experiences that help them understand other perspectives, the world around them, and the world beyond them. Additionally, the Matchbook Learning school mission encompasses the following:

- Personalized learning for students utilizing the Matchbook Learning academic model
- A community environment
- A safe place for individual students to find their pathways towards who they will become
- Challenging and safe environment with high expectations and engaging experiences
- Work and learning that connects to community outside of school
- Place to learn other perspectives & empathy
- Exploring & discovering - experiencing the world in new ways
- Educational experiences filled with surprise & wonder
- Developing active community members and global citizens
- Equipping ALL students with 21st century technology skills for today and tomorrow technologies

Matchbook Learning's mission helps students map out their individual pathways to reach their goals for who and what they want to become when they grow up. In fact, every year begins with research and a campaign for our students highlighting what they want to become, as you can see from former Matchbook students below:

B. Need

Matchbook Learning's mission and specialty is and has been to change the trajectory of failing schools since 2011. The communities and populations that Matchbook has served and worked towards improving have similar demographics to those we seek to serve in north central Indianapolis of high poverty and majority minority students, in failing urban schools. We seek to serve a school in the center of Indianapolis, in the neighborhoods north of downtown, such as Butler-Tarkington, Rocky Ripple, Mapleton-Fall Creek, that are historical, cultural and trying to revitalize economically, reconnecting to a past that was once vibrant socially, culturally and economically. We believe a struggling school can be turned around and join in, contribute to and even accelerate its neighborhood's ascent. We also believe that because the majority of the available seats in the north central Indianapolis area are in failing schools, the students in this area need more high quality school options.

According to Indiana Department of Education (IDOE) data, nearly 80% of the students in north central Indianapolis attending IPS public schools are students of color, and approximately 80% of the students are living under the Federal Poverty Level. The graphic below from the Illinois Facilities Fund also shows that the north central Indianapolis region falls into either the category of Highest Need for quality school seats ranking 1-10 according to the Illinois Facility Fund (IFF) scale (academic performance) or in the second highest need category ranking 11-19 on the IFF scale.
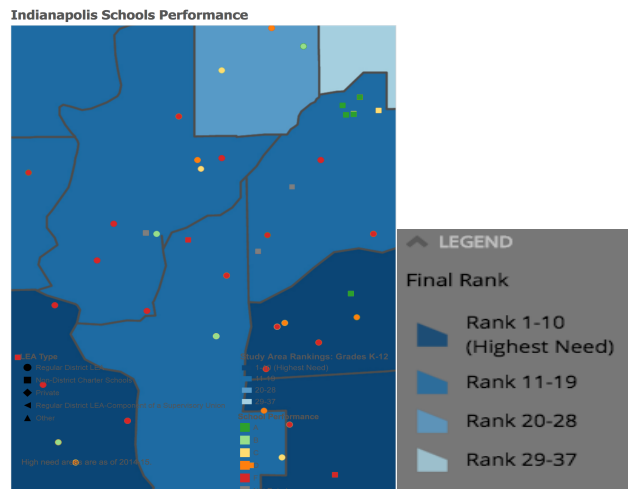
Another way to view the need for restarting some of the schools in the north central portion of Indianapolis is through mapping all failing schools according to the 2015-16 IFF data pictured below.

Indianapolis Schools Performance

(https://public.tableau.com/profile/iffresearch#!/vizhome/2015-16INDWorkbook/IndySchoolsPrfPublic)
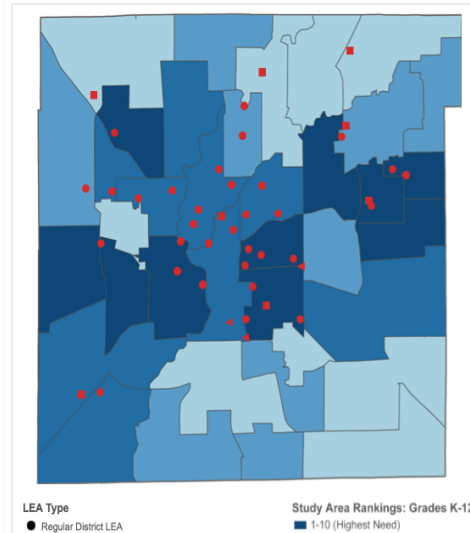
Need Analysis Chart

School	Grade Level	ISTEP Reading Proficiency 2015-16	ISTEP Math Proficiency 2015-16	School IFF Grade 2016	Enrollment	Race/Ethnicity	FRL population	SPED	Number of Suspensions
James Whitcomb Riley School 43	K-8	19%	8%	F	317	86.8% Black, 1.3% Hispanic, 6.9% White, 4.4% Multi Racial	78.5%	17.4%	13
Louis B. Russell Jr. School 48	PK-6	29%	20%	F	383	92.7% Black, 1.8% Hispanic, 3.4% White, 2.1% Multi Racial	74.7%	24%	69
William McKinley School 39	PK-6	33%	25%	F	552	57.2% White, 18.3% Hispanic, 18.1% Black, 5.8% Multi Racial	76.4%	15.4%	None Reported *52 in 2014, 5 in 2015
Butler University Laboratory School 60	PK-5	59%	62%	C	432	25% Black, 1% Asian Pacific, 7% Hispanic, 61% White, 1% Multi Racial	28%	10.1%	0
Wendell Phillips	PK-6	28%	29%	F	414	57% Black, 27% Hispanic, 11%	79%	14.4%	16

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School	Grades				Enrollment	Demographics			
School 63				F		White			
Cold Spring School	K-6	35%	38%	F	251	69% Black, 1% Asian Pacific, 10% Hispanic, 13% White, 1% Multi Racial	67%	14.2%	3
Crispus Attucks Medical Magnet	6-8	34%	15%	F	647	60% Black, 1% Asian Pacific, 32% Hispanic, 5% White, 1% Multi Racial	71%	10.8%	12
Elder W Diggs School 42	PK-6	29%	17%	F	517	82% Black, 9% Hispanic, 4% White	79%	25.1%	2
Riverside School 44	PK-6	21%	12%	F	421	64% Black, 1% Asian Pacific, 25% Hispanic, 9% White, 1% Multi Racial	85%	17.1%	5
Francis W Parker School 56	PK-8	48%	23%	F	308	71% Black, 12% Hispanic, 12% White	68%	30.5%	53
Joyce Kilmer School 69	K-6	28%	20%	F	323	90% Black, 6% Hispanic, 2% White	86%	13.2%	13
Mary E Nicholson School 70 District Magnet Citywide	K-5	55%	33%	C	339	71% Black, 1% Asian Pacific, 15% Hispanic, 9% White, 1% Multi Racial	73%	0	0
George W Carver School 87	PK-8	66%	51%	B	333	33% Black, 1% Asian Pacific, 47% Hispanic, 15% White, 1% Multi	65%	15.1%	13
George & Veronica Phalen Academy	K-4	60%	40%	F	325	89% Black, 1% Hispanic, 4% White	78%	12.3%	0

Data compiled from the Illinois Facilities Fund database & Indiana Department of Education Reports.

The data in the chart above shows that 79% of the schools in the area we seek to serve are failing. Furthermore, the vast majority of these schools show low percentages of students who scored proficient on the Indiana state grade level assessments. In fact, two of the schools in this area have been identified as part of the bottom 5% of Indianapolis Public Schools. The data in the chart also shows that there are approximately 4,458 students in failing schools in the north central Indianapolis area. The Matchbook Learning mission is to serve bottom 5% students, and IPS has identified two such schools in the north central neighborhoods that, through the learning acceleration in the Matchbook Learning academic model, could become high quality schools for the neighborhood.

Additionally, we feel the Matchbook Learning approach is needed in north central Indianapolis because we are the only blended, personalized, competency based solution for turnaround in the country. Communities and kids in areas such as north central Indianapolis, with limited high quality school options and schools that have been failing for 3+ years, who need our services the most cannot afford to wait on traditional approaches assessed with a sole focus on grade level to grade level – they will simply never catch up. By employing our model in Indianapolis, kids will accelerate well past their unique starting point and have a fighting chance to realize their potential in a complex world.

C. Enrollment/Demand

Enrollment Chart

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
K	50	50	51	52	53	54	55
1	50	50	51	52	53	54	55
2	50	50	51	52	53	54	55
3	50	50	51	52	53	54	55
4	50	50	52	52	53	54	56
5	50	50	51	52	53	55	56
6	50	50	51	52	54	55	56
7	50	50	51	53	54	55	56
8	50	50	51	53	54	55	56
Total	450	450	460	470	480	490	500

The school size depicted in the above enrollment chart takes into account both the school sizes in north central Indianapolis as well as the school sizes and enrollment trends for Innovation Network restart Schools in Indianapolis. A review of previous restart schools in Indianapolis shows an increase in enrollment in year 1, and these enrollment targets would allow Matchbook to ensure that the restart school could serve all students in a given neighborhood boundary. Furthermore, an initial success rate and community outreach should lead to an enrollment increase in subsequent years, as reflected in the enrollment chart above.

Demographics & Demand
As shown in the chart below, there are 6,068 children ages 14 years old or younger, in north central Indianapolis, who all have the right to a high quality education that fits their needs. As noted in the above needs section, based on current enrollments, of those 6,068 students, approximately 4,458 of those students are in failing schools. Matchbook seeks to serve just 11% of those students in failing schools.

This aligns with the fact that almost 80% of the people we surveyed are not satisfied with the education and

services provided by their neighborhood schools. When surveying community members, we found that 100% of the individuals surveyed agreed that education should be personalized to fit every student's needs and meet every student where they are regardless of age or grade level, which is what the Matchbook Learning school will do. Additionally, almost 90% of the individuals surveyed said they want their child to have a personalized education that also prepares them with technology skills starting in elementary that they will need to be successful in high school, in college, and in the job market when they grow up. The Matchbook Learning model aligns clearly: a personalized learning experience meeting them where they are that advances them forward and helps them learn technology skills that they will need in today's world throughout their lives.

Neighborhood	# of Kids 14 or Younger
Butler-Tarkington/ Rocky Ripple	1,105
Mapleton-Fall Creek	764
Meridian-Kessler	2,880
Crown Hill	1,319
Total # Students 14 or Younger	**6,068**

*Data retrieved from http://indyvitals.org/ 8/1/17

Matchbook Learning Recruitment Process – 3 Key Initiatives

1. **Current Neighborhood Student Retention**: As a restart, Matchbook learning will prioritize transitioning all prior year students and their families to the new Matchbook Learning school, unless families specifically indicate via written communication that they do not wish to attend the school any longer. To minimize any such opt-outs, Matchbook leaders and staff will meet with all families prior to the school year closing in the year of planning, both at the school through designed outreach events as well as through door-to-door canvassing based on their mailing address information.

For existing parents at our school, we will seek to take an office in the school as soon as our IPS contract is finalized. From there, we will work with IPS to attain access to student records so we can inform every parent via personal letter that we send home with students inviting them to a series of "coffee and donuts" with the Matchbook Principal. These sessions will be designed around drop-off and pick-up times so parents can put a face(s) behind the Matchbook name, brand and announcement. Our past experience is that we will need to follow up the letters, the coffee & donuts meet-and-greet sessions with an end-of-school celebration on the school's premises complete with bbq, fun games, DJ, and additional face time. We will also plan to go door to door in the neighborhood, to visit parents in their homes and in particular, those that could not make any of our prior opportunities. Lastly, we will do a back-to-school social event in the community to again reinforce who we are, why we are here and to listen to their concerns, needs and hopes for the future. We will need at least these 5 tiers or designs of engagement to communicate this partnership and transition to parents at our school.

2. **New Neighborhood Student Recruitment**: There may be families in the neighborhood catchment area of the school who have chosen to attend a different school in the past, but would like to learn about and consider our innovative model's approach. In collaboration with IPS, we will directly market to those families in the neighborhood not currently attending the neighborhood school. This outreach will happen at designated community centers and frequented locations as well as a door-to-door campaign by our core school leadership team.

3. **Awareness**: Specific door-to-door and community center outreaches are effective only to the extent that we connect with parents of school-age children. To cast a wider net, MBL will utilize marketing strategies to build greater awareness for the uniqueness of our model and its arrival in the neighborhood. This may include radio spots, targeted public bus advertisements, on-campus summer sign-up and back-pack giveaways, etc. We understand there will be families that have pulled their children out of the low performing school for other options. A new management team coupled with a completely new, competency-based model embedded with 21st century technology offers a unique window of opportunity to attract those departed families back along with new families, adding to the school's diversity and growing the richness and closeness of the school community. Numerous opportunities exist in central Indianapolis to both bring the talents of artists to our school (refresh the building with new design, paint and art, offer art classes to our students such as the *Monster Project*, experiences such as the *Teddy Bear Symphony*) and bring our emerging student artists to the neighborhood artists through Celebrations of Art and Learning nights.

The Matchbook Learning Indianapolis school will participate in the Enroll Indy system. This will allow parents and students to select and be matched with the Matchbook Learning school as a top choice based on what matters most to them (i.e. blended learning, 1:1 technology, proximity to their home, project based learning). Matchbook Learning believes in both the value of a universal enrollment system and the fair placement of students into the high quality schools that are the best fit for their needs.

Educational Services Provided

The Matchbook academic model was designed to meet each student where they are and propel them forward at an advanced rate. Additionally, the Matchbook Learning Spark technology platform assists teachers in monitoring effective programs and instructional strategies for students. It also provides information on where students might need more or less choice, require extra help if the student is stuck or not progressing, as well as what programs need to be supplemented based on diverse learning needs. The Matchbook model of instruction takes into account that there is not one solo program or solution that works for all students and all types of learners. If a student is not progressing with the current "playlist" or educational pathway, then a new individualized "playlist" and learning path is customized for the student. Matchbook schools meet students where they are in their logic and academic development and help them attain grade level content through small groups, cognitively guided instruction, assessments for learning, reciprocal reading, and other research based best practices.

Matchbook schools expect all students to progress and to grow from their initial learning starting point. To monitor growth, the school establishes and reflects on individual student growth rate goals quarterly with peer teachers, leaders, students, and parents.

Matchbook Learning's curriculum is flexible, combining Engage NY and Matchbook's individual student Spark "Playlists" designed to ensure all students (e.g., students with disabilities, English Language Learners (ELL), gifted and talented, homeless, and students below grade level) are able to demonstrate mastery of the Indiana state standards. One reason the program succeeds with varied student populations is that the design meets students at the individual's academic and reasoning readiness levels and advances them forward from there. Matchbook schools identify and monitor student progress through both assessment and observational data. Specific diagnostic assessments and outside agencies are also contracted to assist in identifying and developing plans for special education and ELL students. Progress monitoring data, collected through the Spark database (formative and summative assessments on each standard), quarterly benchmark assessments from the nationally normed Illuminate bank, as well as Performance Series data are used to identify those students who are gifted and talented, below grade level, as well as students who are not progressing and need to be assessed for intervention services including special education services.

A. Education Model

Matchbook Learning's educational program is research based in each of its components: small group instruction, curated online content, curriculum, and assessments, and instructional strategies taught in professional development and utilized in the classrooms (i.e. reciprocal reading, formative assessment lessons, fact fluency, close reading, think aloud). Matchbook Learning's personalized education model includes the key design elements that Martinez's research cited in 2001. Additionally, all parts of the Matchbook education model, including its focus on small group instruction and classroom strategies, are research based best practices as documented in studies such as Foorman and Torgesen's, *Critical Elements of a Classroom* (2011) as well as in the research compiled by the national practitioner groups the Math Design Collaborative and the Literacy Design Collaborative. There is also evidence from past implementation scores with similar student bodies as the proposed school in Indianapolis to show that the Matchbook model is rigorous, engaging and effective for urban high poverty, high minority, and currently low performing student populations. Those schools from which we can give results are included in the attached ESP questionnaire (Attachment 23).

The Matchbook Learning (MBL) educational model combines on grade level instruction (research based curriculum & instructional strategies) with personalized instruction (vetted and monitored through the MBL Spark platform) that meets the individual student where they are to fill in content and skill gaps as they move towards standards competency on-grade level and beyond. Additionally, the MBL model of instructional practices takes the bulk of the concept development in the core curriculum and helps teachers to deliver that in small groups for a more personalized delivery.

The Matchbook Model of instruction is 80-120 minutes every day in each math and language arts block. Through its experience in turnaround schools, Matchbook has developed a learning philosophy that believes every student can develop mastery of the core competencies and knowledge needed to be successful in college or career provided they have sufficient time (pace) and opportunity (pathway) to demonstrate mastery. This learning philosophy answers two fundamental questions: How do we meet students where they are? How do students progress from this starting point towards a path of mastering what they need to know?

Personalized Learning Starting Point

Every student is assessed at the start of the school year using an adaptive national assessment (Scantron's Performance Series) to establish that student's unique starting competency level, which is his or her actual grade level equivalency. A student may be physically in a 7th grade class because of their age, but academically they may be at a 4th grade reading level and a 6th grade math level. Therefore, their learning pathway for ELA and Math would start by spiralling in the Indiana State aligned standards in the areas identified by the assessment where the student has gaps from 4th and 6th grade respectively. This personalized learning starting point becomes known as a student's "Sparkpoint."

Personalized Learning Pathway

From that starting Sparkpoint, Matchbook has curated a learning pathway that chunks all of a student's needed content into units blended with our core curriculum, Engage NY, that progresses students from their starting point to eventual grade level competency in a 5 stage cycle:

MATCHBOOK LEARNING CYCLE

TEACHER   STUDENT
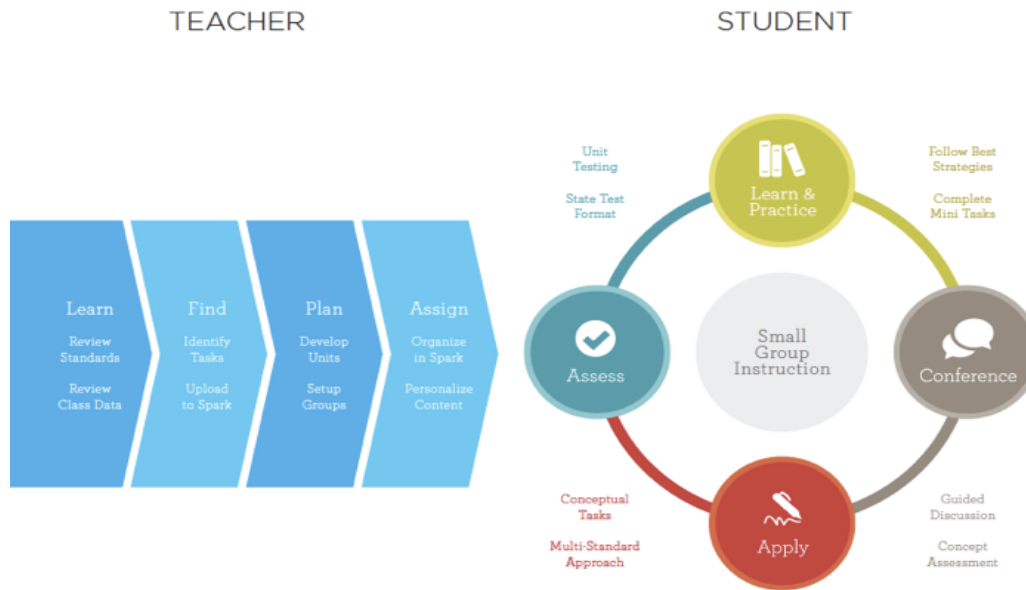
1. "**LEARN & PRACTICE**" – during rotations, students select from a playlist (similar to an iTunes Playlist) of options on how they would like to learn their next standard unit or gap standard. We've curated options that contain an array of learning mediums (video, practice tasks, narrative text, essays, animation, game based, pencil and paper, etc.) from a variety of curriculum providers, some of which teachers recommend and the majority of which students choose themselves from our curated list. Students signal in Spark they have completed this Learn & Practice and are ready to conference with a peer and a teacher. The teacher then moves groups of students into the conference classroom schedule while simultaneously ensuring that kids are also conferencing with each other about their work in their collaborative rotation.

2. "**CONFERENCE**" – students, upon completing their "Learn & Practice" playlist (learned and practiced on a standard(s)), will then conference. They first conference with a peer wherein they have a set of guiding questions to explain in their own words what and how they have learned and why it is relevant. After they conference with a peer, they then conference with the teacher who does a formative check for understanding and determines if they are ready to progress to the next stage, "Apply", in their learning cycle. The teacher then progresses the student to the "Apply" stage.

3. "**APPLY**" – at this stage students have to apply what they've learned. They can select from at least two different project options that will be graded by the teacher against a rubric that they are provided ahead of time. Students must score a "mastery level" score on the rubric (i.e. at least 75% or higher) in order to progress to the next stage in the learning cycle. After the teacher confirms a mastery score for the Apply, they progress the student to the "Assess" stage.

4. "**ASSESS**" – at this stage students have completed the three prior stages and take an online unit assessment from Engage NY with additional items potentially added by the teacher from a national databank (Illuminate) if the student's individual pathway contains gap standards or advanced additional standards.

5. "**SMALL GROUP**" – this stage happens concurrently to the four stages above, wherein the teacher is pulling

small groups of students for focused teacher-led lessons on topics at their physical grade level (i.e. productively struggling with concepts above their personalized level to ensure adequate grade level exposure and eventual State Assessment readiness).

The tables below show the Matchbook Learning instructional cycle described above operationalized in the daily math and reading blocks.

120-Minute Literacy Block Schedule: K- 8

Time	Literacy Component
20 Minutes	Shared / Close Reading (whole group) **Engage NY**
80-100 Minutes	Small Group Rotations · Blended – **MBL** Spark Playlists (personalized to every student's needs) – **Learn & Practice,** Writing About Reading · Teacher Led (Shared/Guided/Strategy/Gradual Release) – **Engage NY Small Group Instruction, Concept Development, Conferences, Goal Setting** · Collaborative – Peer Conferences & Assistance, **MBL Apply Projects,** Writing About Reading · Independent – **MBL Spark Assess & Reflect**, Extended Practice **MBL Spark**, Writing About Reading
10 Minutes	Research/ and Writing **Engage NY & Literacy Design Collaborative Core Tools**
10	Conferring Conversations – Goal Setting **MBL Spark & Engage NY**

120-Minute Math Block Schedule: Grades K- 8

Time	Guided Math Model Guidelines
10 minutes	Fluency Practice - **Engage NY**
20 minutes	Application Problem - **Engage NY**
At least 20 minutes each (80 minutes total)	Small Group Rotations · Blended – **MBL** Spark Playlists (personalized to every student's needs) – **Learn & Practice,** Writing About Math · Teacher Led (Shared/Guided/Strategy/Gradual Release) – **Engage NY Small Group Instruction, Concept Development, Conferences, Goal Setting** · Collaborative – Peer Conferences & Assistance, **MBL Apply Projects, Engage NY** tasks**,** Writing About Math · Independent – **MBL Spark Assess & Reflect**, Extended Practice **MBL Spark**, Writing About Math
10 minutes	Student Debrief - **Engage NY**
	OR

5 minutes	Fluency Practice - **Engage NY**
5 minutes	Application Problem - **Engage NY**
20 minutes	Concept Development - **Engage NY**
At least 20 minutes each (80 Minutes Total)	**Small Group Rotations** Independent **MBL Spark, Engage NY** Blended - **MBL Spark** Collaborative - **Engage NY** Writing about Math - **MBL Spark**
10 minutes	Student Debrief - **Engage NY**

The instructional strategies and methods that will be utilized in the classrooms will be taught and reviewed during teacher professional development prior to the start of the school year and reinforced through individual teacher coaching and group professional learning communities throughout the school year. Some of the instructional strategies and instructional methods include:

- **Small Group Instruction** - Instruction altered to meet the needs of the students and implemented with students in a small group setting at the Teacher-Led Center.
- **Formative Assessments Lessons** from the Math Assessment Project experts - The lessons and strategies encourage teachers to meet students where the students are and utilize the way the individual students' reason through problems to guide the instruction. http://map.mathshell.org/lessons.php
- **Reciprocal Teaching** - A reading strategy in which the students become the teachers and guide group discussions/logic sharing using four strategies: summarizing, questioning, clarifying   and predicting.
- **Close Reading** - Thoughtful, critical analysis of a text to gain a deeper understanding.
- **Gradual Release/Scaffolding** - One example is the "I Do, We Do, You Do" approach. The teacher assumes all responsibility during the beginning of the small group instruction and gradually releases the responsibility to the students until they can complete the task or demonstrate the skill independently.
- **Appropriate Text Complexity** - Teachers learn to determine the text complexity in order to select appropriate texts for students and groups.
- **CRISS** - How to Create Independence through Student owned Strategies (i.e. think-pair-share, Cornell notes, writer's purpose, annotation).
- **Critical Thinking Strategies & Questioning** - Helping students to critically think through problems and texts.
- **Project Based Learning** - "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge" (http://www.bie.org/about/what_pbl).
- **6 Traits of Writing** - Ideas, Organization, Voice, Word Choice, Sentence Fluency, Convention.

The school will follow the IPS balanced calendar (Attachment 3) and utilize at least one day of every break for staff professional development (2 weeks of staff development during the summer 6 week break) as well as one week of every break for student academic extensions when needed for individual student academic pacing or extension activities. Additionally, support will be offered during breaks and inclement weather days via the Matchbook Learning Spark platform. The daily hours of operation will be extended beyond the IPS times. The school start and stop time for students will be 8:00 am breakfast and morning meetings to 3:35 pm dismissal. A

sample of both a student and a teacher's daily schedule in the Matchbook Learning school is attached (Attachment 4).

A Day in the Life at The Matchbook Learning School

Student:

6:59 am - Roberto, a 4th grader at the Matchbook Learning School springs up out of bed just before his alarm goes off. He grabs his mom's smartphone and quickly hits the bookmarked tab for "Spark", where he logs in to learning profile in his platform and confirms his schedule and learning agenda for the day. His enthusiasm is confirmed by a personal note from his teacher from the evening before that all his assignments are in on time and he will be receiving a badge this morning. He hurriedly talks to his mom about what standard he is working on, his learning targets and key events of the day all the while brushing his teeth in one hand and waving the smartphone Spark details in the other.

7:30am On the walk to their neighborhood school, his mom laughs to herself thinking how last year and every prior year of school she had to force him to get up and go to school. She remarks to herself that there must be something to this idea of giving students a personal pathway of learning over which they have a sense of ownership and choice. This was not the way she learned in school but she's glad Roberto not only can articulate what he's going to learn and how he's going to learn that day, but also that the skill excites him about learning.

7:55 am - Roberto says goodbye to his mom over his shoulder as he high fives the principal and hurries past to meet up with his classmates in the cafeteria for breakfast and the morning celebrations. His mom smiles and waves as she walks up to the principal to let her know that she will definitely be at this month's parent meeting. She loves how the school has a brighter image and feel ever since Matchbook Learning arrived. The halls are decorated with posters of actual students in their future dream careers with the tag line "When I Grow Up…" visualizing how these predominantly single parent and low income families will soon produce future leaders of our society. Roberto's mom never thought about school as a dream making place before. However, linking personal choice over how you learn to personal choice around what you want to become seems more than just a marketing trick….it feels like a formula that works.

8:00 am - Roberto finds his seat and begins talking with his friends excitedly about the day and the fact that a few of them, including Roberto, might be getting badges this morning. When the principal and other adults begin raising their hands it signals for everyone to raise their hands, quiet down, and listen to the morning message. This morning the principal begins by describing a time when she made a wrong choice and had to own her actions. She goes on to talk about how life is full of choices and we have to own the good and the bad ones that we make, and that this afternoon during our Respectful Ways time we would learn about our power to make good decisions and to not blame others when we make a bad decision. The Principal says choice is powerful and that all of the students have been given this choice over how they can best learn and what they will do with what they learn. This theme of personalization -- choosing how to learn and having accountability over your choices -- is one that Roberto hears and experiences daily. As Roberto is finishing his breakfast, he gets even more excited because Mr. O announces that it is time for celebrations and to hand out the badges students have earned. The first badges given out were the "Loving the Land" and the "Choosing to be Positive" badges. Then Roberto stands up proudly as his name is called and he receives the "Dependability" badge! He can't wait to put it on his backpack with the others.

8:15 am – Roberto arrives to Ms. Lewis' 4th grade classroom, hangs his book bag on the wall, and goes to the laptop cart to pick up his computer that he left in his numbered slot charging at the end of the day yesterday. When he opens it up and logs into Spark, he clicks on his Literacy block tab and begins to read the article his teacher posted there for the daily class discussion. After 10 minutes reading the text and highlighting what

Roberto thinks are key points, his teacher begins asking the students what the main idea and the key details are in the article. Then she asks them to turn to their desk partner and discuss what else they gleaned from the text. After Roberto and DeMario discussed the key points they thought the author made, they were both excited to share out when the partner time ended. After sharing out with the class, Roberto heard other students found things in the text that he didn't notice before. Finally, his teacher asked them to turn to their partners again and discuss why they think the author used some of the vocabulary words in the document.

8:35 am - Roberto's teacher announces that it is time for literacy rotations and Roberto is excited for this time because he loves the small group learning time and attention with the teacher, his group practice time that is his literary circle today discussing the book they chose to read, his time work independently to finish up the "playlist" items he chose in Spark, as well as the rotation into time to work on the apply project he selected that goes along with his readings. Roberto loves how his Spark playlist works similar to his iTunes music playlist on his mom's smartphone. He can choose what music he likes to listen to, and now he can he choose what reading choices best help meet his learning target! All schools should be like this, Roberto muses to himself. Roberto thinks that by the end of the week he will be ready to take the assessments during this time over the unit objectives. He sets this goal for himself through the Spark program and the teacher confirms to him via Spark that the end of the week is a good stretch target.

10:10 am - At the end of the literacy time everyone had acted responsibly and done their parts with time to spare, so there was enough time to play a song from the music playlist the class had developed together as they reflected and lined up for a bathroom break.

10:15 am - Math time! Roberto logs back into Spark and clicks on his math block, then gets started on his fluency practice. Once the time is up for fluency, Roberto's teacher projects the day's application problem for the class to discuss and solve together. Roberto enjoys hearing how other students solve problems and find solutions as well as sharing how he thinks about the problem.

10:45 am - Roberto's teacher announces that it is now time for math rotations. Roberto is really glad that his small group is first today because he did really well on decimal rotations for fractions in his independent Spark playlist learning activities yesterday and he feels like he will really shine for his teacher. He is sure that after learning from his teacher and group he will be ready to rotate and take his assessment. Roberto is also excited because he will be able to put the final touches on his apply project and maybe even begin his unit reflection before math rotations end today.

12pm - Every day, Roberto has small group time with his teacher where he can get more personalized help on the assignment at hand. Roberto likes that when he is not with the teacher, he can work independently in Spark, but is also able to find students who are ahead of him and ask for assistance as well as help those who are behind him. Every student becomes both a student and a teacher to their fellow students. No one feels that they are not smart. Everyone works on tasks that are both challenging and appropriate for their unique learning point. As math time comes to a close, Roberto closes his laptop, satisfied that he accomplished what he wanted today and ready to put his laptop on the charging cart so that it is ready if he needs it for research on his social studies project later or to look something up during his science lab.

12:15 - Recess!! Roberto and his friends run, climb, and play some of the games their teacher taught them.

12:37 - Lunch! Roberto always enjoys lunch because he gets to talk and laugh with his friends and discuss the daily challenge problems.

1:00 - Roberto picks up his trash and his team makes sure the class area is clean as they head to their Respectful Ways time. Roberto really loves this time because the students get to talk about their thoughts, things they have done, they express their ideas, and they are learning how to be the best they can be now and in the future.

1:20 - Roberto's teacher instructs the class that it is time for social studies, so Roberto goes to the project table to retrieve his group's materials and then joins his group as the team leader goes over what they accomplished yesterday on their project and they begin to decide what their goals are for today. The project is really big and Roberto is glad that he has a group to work with and that it is broken down into steps on how to map out the transformation and implications for the future of Indiana through immigration, through developments in agriculture, industry, and transportation.

2:00 pm - Roberto isn't really excited as they head to PE because he really doesn't want to do the physical training course. But, he knows from his teacher that it is important to work out and to learn how to do that safely so that he can be in the best health possible. As with every class at Roberto's school, the teacher personalizes their instruction to each student. In PE they obviously don't use laptops and Spark. Roberto had wondered about that and his Mom was initially concerned whether this school would use too much technology and not enough physical interaction. Roberto is learning that personalization can happen without technology and does often at his school. In PE for example, this month's unit is on basketball. On the first day, Roberto along with every student was given a pre-assessment where they had to demonstrate their starting level at 5 core skills: dribbling, free throws, layups, defense and outside shooting. Based on these pre-assessments, the PE teacher then divided the class into groups, leveling according to ability and designing pathways to meet students where they are and build upon their initial levels whether they had never played basketball before or were aspiring future NBA stars. Grades were given based on how far they progressed from their initial starting level. More time could be structured around skills where a student needed help or excelled. For Roberto, a decent free throw shooter but weak defender, that meant more time on learning how to play defense. By the end of the unit Roberto wants to try and play defense against the class's best shooter as a way to demonstrate his improved skill.

2:40 pm - Roberto returns to his classroom with the other students after stopping for a water and bathroom break. Once in the room he sees that his teacher has set out the day's Foss kits with the rocks they began categorizing yesterday. The teacher reminds them of the purpose of the lab and they jump right in. Roberto enjoys this part of the day because it is hands on and he loves to investigate things. In fact, he either wants to be a scientist or a police investigator when he grows up. His teacher explained that the two go together and he looks forward to investigating that.

3:20 pm - Roberto helps to put up all the science materials and then grabs his backpack as fast as possible because he is really excited to hear what comes next in the adventure book his teacher has been reading to them at the end of the day. His teacher has even helped him to find similar books that his literary circle might choose to read next!

3:35 pm - Roberto's teacher walks him and the rest of the students who walk home to the front of the school where his mom is waiting for him to tell her all that he did today as they walk home.

Teacher:

7:20 am - Ms. Lewis, 4th grade teacher, arrives in her classroom, opens her laptop, logs into Spark, and then smiles seeing her lessons loaded and ready to go for the day, and that her math parent tips sheet was automatically sent out. She loves how in Spark she can, within seconds of glancing at Spark's dashboard, see every student and what standard they are working on, how they are pacing relative to their personal and Unit goals, and 1:1 conferences she has scheduled for the day with students who may be stuck or falling behind. She likens Spark to an "Uber" app for learning -- giving every student a unique pathway to a common destination of learning and giving her a master grid or "GPS" view of all passengers and where they are in their learning journey. While intuitively simple, she's amazed how powerful this single GPS view in Spark is for planning her

day, week and year, student by student. She cannot imagine ever going back to a traditional way of teaching. She sends off a few quick comments and words of encouragement to students through the Spark system, checks that the laptops were plugged in and charged overnight, and then begins to set out the off-line materials she will use throughout the day.

7:45 am - Ms. Lewis heads to her morning greeting/arrival position and smiles as she sees and talks with her colleagues along the way.

8:00 am - Already energized by seeing the students, saying good morning to parents and the music setting a tone of excitement, Ms. Lewis eagerly awaits the morning meeting because she knows the messaging will be positive and that several of her students will be recognized this morning not just for birthdays, but also because several earned Citizenship Badges.

8:15 am - Ms. Lewis walks her students from the cafeteria to her classroom checking on each one as they go to make sure they have a good start to the day and to catch early any issues that may have come with them to school that morning.

8:20 am - The class has the routine down and automatically puts their backpacks up, picks up their laptops, get out their materials and are ready to participate in the morning's close reading. Ms. Lewis is so excited how well the close reading strategies she has been refining since the summer professional development are working with the students. She feels a real sense of pride as all of her students are picking out more details, having richer discussions, and tackling tougher texts.

8:35 am - As Ms. Lewis announces that it is rotations time, she points to her GPS board (she projects the Spark screen from her laptop so all students can see the entire class view she monitors closely) so that students know where they are beginning the day. She is really impressed with how quickly the 4th grade students have adapted to the Matchbook Learning structures and systems. At the beginning of the year she was unsure that the students in 4th grade would be ready for choice and agency built into the model but as her students are showing her through their Spark "playlist" work, their projects, and how well they work on their own as she leads small groups, they really are ready to own part of their learning experience. As the students move to either the **small group** stations, into their individual **Spark "playlists" to learn and practice** individual skills, to the group literary circles and/or **apply station**, Ms. Lewis double checks that the students are in the rights spots and helps a few to settle before beginning her small group. Her instructional aide also settles in with one of the groups that needs extra support.

10:15 am - Ms. Lewis pulls up today's fluency practice from Engage NY through the Spark platform and signals to students that it is time to begin math for the day. At the beginning of the year Ms. Lewis wondered about spending 10 minutes every day on fluency, but after a few months and a lot fewer fingers being utilized for counting, she is seeing the benefits of it.

10:25 am - The class math application problem of the day is Ms. Lewis's favorite time. She is teaching math in a new way this year under the guidance of Matchbook Learning and is learning to have the students share out their logic for solving problems and putting aside the old style of one way procedural teaching. It has really opened her eyes to how her students think and the amazing ways they come up with to solve problems.

10:45 am - As Ms. Lewis transitions the students from the rich whole class math discussion around the application problem to their small groups and rotation time she is really excited about the formative and qualitative data she has from the day already on the progress of her students. Once again as the students move to either the **small group** stations, into their individual **Spark "playlists" to learn and practice** individual skills, to the group math challenge problems or **apply station**, Ms. Lewis's double checks that the students are in the right spots and helps a few to settle before beginning her small group, her instructional aide also settles in with one of the groups that needs extra support. Ms. Lewis loves how students who are struggling with a particular topic or

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standard are given the time they need to master that particular standard and its underlying competencies before moving on. She has always struggled with "average pacing" for a class since no student is particularly "average" in terms of their required learning or capacity. She loves to see students pace faster when they can and slower when they need or require it. She cannot imagine going back to a traditional classroom with a singular pace for every student regardless of starting point.

12:15 pm - Ms. Lewis transitions from having her students to her parent contact time. She pulls up her spreadsheet of previous parent contacts, needed calls for celebrations and concerns, and parent preferred contact type (i.e. texting, calling, e-mail). In years prior Ms. Lewis never had a built in time every day during which she was to contact parents, and at the beginning of the year she wondered about the daily contact. However, as the year has gone on, she has seen the value in it as her relationships with students and parents has grown already beyond what she had in previous years.

12:37 pm - Ms. Lewis enjoys her lunch break in the new teacher cafe area in which they can talk and relax.

1:00 pm - Ms. Lewis gathers her class for their bathroom break before they return to their room for their Respectful Ways lesson and discussion.

1:20 pm - Ms. Lewis easily transitions from the activities on "owning your decisions" into the project based learning social studies activities on which the class groups are working, delving into the decisions made that transformed Indiana through immigration, developments in agriculture, industry, and transportation.

2:00 pm - As Ms. Lewis's class files out the door with the gym teacher she picks up her samples of student work and laptop with her classes' latest assessment data and project plans to take and share during her team's Professional Learning Community meeting. Ms. Lewis loves Wednesdays with her grade level team, Director of Personalized Learning, and Principal all putting their heads together. She also looks forward to tomorrow at this time when she will get her 1:1 personal coaching time with her Director of Personalized Learning. As a professional, Ms. Lewis is developed in the same way her students are -- in a personalized manner with weekly goal setting, coaching meetings and personal development plans in Spark. By experiencing the model used in her own professional development developed, she internalizes the model in how she guides her students.

2:35 pm - Ms. Lewis sets out the science lab kits for the day so that they are ready when the students return from gym.

2:40 pm - Ms. Lewis reminds all of her students as they file in that they should head to their science groups, reminds them of the expectations, and that they should begin categorizing the rocks and finishing the lab that they began the day before.

3:15 pm - Ms. Lewis begins having groups of students put up their lab kits, pick up their backpacks, and pack up for the day.

3:20 pm - Ms. Lewis picks up the adventure book she has been reading aloud to the students, asks them to remind her where they were in the book and what they think will happen next, then as the students settle in to listen she begins reading to them.

3:35 pm - Ms. Lewis instructs the bus, van, and car riders to line up first followed by the walkers and then begins the procession to drop each group off at their designated area for dismissal.

3:45 pm - Ms. Lewis is happily chatting with parents there to pick up their students about the day, the progress made, and what the parents can help their students with that night.

4:00 pm - Ms. Lewis meets with her grade level team to talk about team projects, next week's plans, needs, and supports.

4:20 pm - After double checking that all the laptops were charging and logging into Spark to review tomorrow's lessons as well as ensuring that the needed materials were set out, Ms. Lewis packs up to go home for the day,

knowing it was a successful day for her student's learning and that she has everything she needs for tomorrow to be a successful day as well.

B. Academic Standards

The Matchbook Learning school will use the Indiana Academic Standards and has utilized the correlation guides released by the Indiana Department of Education to crosswalk the Common Core Standards referenced in the Engage NY math and ELA curriculum to ensure the curriculum content in the Matchbook Learning Spark platform is organized by the Indiana Academic Standards. Examples of the exit standards based on the Indiana content standards by grade level can be found in the following curriculum section.

In addition to mastering Indiana grade level content area standards, Matchbook Learning students must also master the social emotional habits as outlined in the Citizenship Badges. In the Attachment 5 there are examples of the Citizenship Badges and descriptions of the habits they represent, as well as example pathways to achieve them. Students will work to develop these habits daily throughout their learning experiences and during their Respectful Ways lessons where they will also gain deeper understandings of the meanings and importance of the habits and badges. Students must develop and earn a minimum 75% of the badges in order to graduate (Attachment 5).

The Matchbook Learning School believes in mastery-based progressions and utilizes that not only in daily instruction but also in the promotion and retention of students from one grade level to the next. In order for a student to be promoted to the next grade level they must have demonstrated mastery of at least 70% of the grade level content. An example of the Matchbook Learning competency based report card can be seen in Attachment 6.

C. Curriculum

The core curriculum utilized for math and reading is the research-based Engage NY curriculum, supplemented by the Matchbook Learning online Spark personalized "Playlists" organized by Indiana State Academic Standards for students, math research based best practices from the Math Design Collaborative, and language arts best practices from the Literacy Design Collaborative. All curriculum has been vetted to ensure alignment to Indiana State Standards and crosswalked with the Indiana Department of Education standards comparison documents, as can be seen in the attached sample lesson plans for reading and language arts as well as math (Attachments 7 & 8).

Engage NY was selected because of its focus, coherence linking topics and thinking across grade levels, rigor pushing conceptual understanding, procedural skills and fluency, and application with equal intensity. According to the Rand and EdReports.org 2016 studies (https://tinyurl.com/kr7p5bg), Engage NY is now both the most widely used curriculum throughout the country and a high quality curriculum based on focus/coherence, rigor, and usability.   Engage NY uses Eureka Math, which is not only the most widely utilized math curriculum in the United States, it also has numerous data stories demonstrating the success rate for schools utilizing the curriculum (https://greatminds.org/data). Additionally, Engage NY aligns with the Matchbook Learning instructional model—taking students through the procedural and conceptual understandings in learning and practicing through the learning cycle to application. The structure of the lessons in the Engage NY curriculum also seamlessly works with the Matchbook model in our instructional block due to the ease of alignment with the small group teaching model, as well as the alignment of the research based instructional strategies utilized throughout the curriculum (i.e. cognitively guided instruction, fluency practice, close reading, application problems). For science, the core research based curriculum and supplements that will be utilized with the MBL instructional practices are those recommended by the Indiana Science Institute for the new science standards, Inspire Science and FOSS kits. For social studies, the core research based curriculum that will be utilized will be Social Studies Alive, supplemented by Matchbook Learning Spark "Playlists", project based learning from the

Buck Institute, and performance assessment tasks aligned with the best practices from the Literacy Design Collaborative Core Tools and the NY Consortium Schools.

The Matchbook Learning "Playlists" are comprised of online lessons and practice activities for each standard that offer student choices for how they want to extend their learning and practice each standard on which they are working. The content providers used as resources and options in the "Playlists" to deliver the learning objectives were selected because of what Matchbook Learning has experienced firsthand with respect to student results in high minority and high poverty schools, research studies supporting the content provider's products, surveys of students and parents, as well as ensuring there is variety for differing learning styles.

The Matchbook Learning "Playlists" and curriculum work well with students who are limited English proficient learners, students with special needs, and students who enter the school below grade level because they are designed to personalize to meet students where they are as well as for increased 1:1 and small group instruction. Additionally, the curriculum is offered in Spanish, not only for students but there are also parent tips sheets that are translated into Spanish, see Attachment 9.

Math

The core curriculum utilized for math and reading is the research based Engage NY and Eureka Math curriculum supplemented by the Matchbook Learning online Spark personalized "Playlists" for students . Below are overviews of the math content, objectives, and skills outlined in the Engage NY curriculum and supported by the Spark "playlists" items that students are to master or become competent in at each grade level.

Grade K Objectives & Skills Overview

Counting and Cardinality
• Know number names and the count sequence.
    • Count to tell the number of objects.
    • Compare numbers.

Operations and Algebraic Thinking
• Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten
• Work with numbers 11–19 to gain foundations for place value.

Measurement and Data
• Describe and compare measurable attributes.
• Classify objects and count the number of objects in categories.

Geometry
• Identify and describe shapes.
• Analyze, compare, create, and compose shapes.

Grade 1 Objectives and Skills Overview

Operations and Algebraic Thinking
• Represent and solve problems involving addition and subtraction.
• Understand and apply properties of operations and the relationship between addition and subtraction.
 • Add and subtract within 20.
 • Work with addition and subtraction equations.
Number and Operations in Base Ten
 • Extend the counting sequence.
 • Understand place value.
• Use place value understanding and properties of operations to add and subtract.

Measurement and Data
• Measure lengths indirectly and by iterating length units.
 • Tell and write time and money.
 • Represent and interpret data.

Geometry
 • Reason with shapes and their attributes.

Grade 2 Objectives and Skills Overview

Operations and Algebraic Thinking
• Represent and solve problems involving addition and subtraction.
 • Add and subtract within 20.
• Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten
 • Understand place value.
• Use place value understanding and properties of operations to add and subtract.

Measurement and Data
• Measure and estimate lengths in standard units.
 • Relate addition and subtraction to length.
 • Work with time and money.
 • Represent and interpret data.

Geometry
 • Reason with shapes and their attributes.

Grade 3 Objectives & Skills Overview

Operations and Algebraic Thinking
• Represent and solve problems involving multiplication and division.
• Understand properties of multiplication and the relationship between multiplication and division.
 • Multiply and divide within 100.
• Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten
• Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
 • Develop understanding of fractions as numbers.

Measurement and Data
• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
 • Represent and interpret data.
• Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
• Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry
 • Reason with shapes and their attributes.

Grade 4 Objectives & Skills Overview

Operations and Algebraic Thinking
• Use the four operations with whole numbers to solve problems.
  • Gain familiarity with factors and multiples.
  • Generate and analyze patterns.

Number and Operations in Base Ten
• Generalize place value understanding for multidigit whole numbers.
• Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
• Extend understanding of fraction equivalence and ordering.
• Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
• Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data
• Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
  • Represent and interpret data.
• Geometric measurement: understand concepts of angle and measure angles.

Geometry
• Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Grade 5 Objectives & Skills Overview

Operations and Algebraic Thinking
• Write and interpret numerical expressions.
  • Analyze patterns and relationships.

Number and Operations in Base Ten
  • Understand the place value system.
• Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations—Fractions
• Use equivalent fractions as a strategy to add and subtract fractions.
• Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

Measurement and Data
• Convert like measurement units within a given measurement system.
  • Represent and interpret data.
• Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Geometry
• Graph points on the coordinate plane to solve real-world and mathematical problems.
• Classify two-dimensional figures into categories based on their properties.

Grade 6 Overview

Ratios and Proportional Relationships
• Understand ratio concepts and use ratio reasoning to solve problems.

The Number System
• Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
• Compute fluently with multi-digit numbers and find common factors and multiples.
• Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations
• Apply and extend previous understandings of arithmetic to algebraic expressions.• Reason about and solve one-variable equations and inequalities.
• Represent and analyze quantitative relationships between dependent and independent variables.

Geometry
• Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability
• Develop understanding of statistical variability.
• Summarize and describe distributions.

Grade 7 Overview

Seventh grade mathematics is about (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Ratios and Proportional Relationships
- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations
- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Grade 8 Overview

Eighth grade mathematics is about (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Expressions and Equations
- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions
- Define, evaluate, and compare functions.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.

Reading & Language Arts

Reading is foundational and is a major focus throughout the school day and in each subject in the Matchbook Learning School. Every teacher on staff receives training in research based literacy strategies so that reading and communication through the language arts is practiced across the subject areas and throughout the day. In addition to a daily 2 hour focused reading and language arts block previously outlined in the instructional model section, K-4 every day ends with a "Read Aloud". In addition to helping students to build foundational skills and increase their vocabulary, "reading aloud" to students is a way to model fluent and expressive reading so that children build their understand and recognition of reading for pleasure. The core curriculum utilized for reading and language arts is the research based Engage NY and Core Knowledge curriculum (research links: https://www.coreknowledge.org/our-schools/results-research/) supplemented by the Literacy Design Collaborative Core Tool's (https://ldc.org/coretools) modules, mini tasks, rubrics, as well as the Matchbook Learning online Spark personalized "Playlists" for students .

Reading Objectives for Literature K-5

Kindergartners:	Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details			*Key Ideas and Details*		
1.With prompting and support, ask and answer questions about key details in a text.	1.Ask and answer questions about key details in a text.	1.Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2.With prompting and support, retell familiar stories, including key details.	2.Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2.Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

3.With prompting and support, identify characters, settings, and major events in a story.	**3.Describe characters, settings, and major events in a story, using key details.**	**3.Describe how characters in a story respond to major events and challenges.**	**3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.**	**3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).**	**3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**
Craft and Structure			*Craft and Structure*		
4. Ask and answer questions about unknown words in a text.	**4.Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.**	**4.Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**	**4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.**	**4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).**	**4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.**
5.Recognize common types of texts (e.g., storybooks, poems).	**5.Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**	**5.Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**	**5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**	**5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.**	**5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.**
6.With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**6.Identify who is telling the story at various points in a text.**	**6.Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**	**6. Distinguish their own point of view from that of the narrator or those of the characters.**	**6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.**	**6. Describe how a narrator's or speaker's point of view influences how events are described. a.Recognizean ddescribehowa nauthor'sback groundand cultureaffecthi sorherperspect**

					ive.
Integration of Knowledge and Ideas			*Integration of Knowledge and Ideas*		
7.With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7.Use illustrations and details in a story to describe its characters, setting, or events.	7.Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**7.Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9.With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.a.With prompting and support,students will make cultural connections to text self.	9.Compare and contrast the adventures and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and self.	9.Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9.Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity			*Range of Reading and Level of Text Complexity*		

10.Actively engage in group reading activities with purpose and understanding. Responding to Literature 11. With prompting and support, make connections between self, text, and the world around them (text,media, social interaction).	10.With prompting and support, read prose and poetry of appropriate complexity for grade 1. Responding to Literature 11. Make connections between self, text, and the world around them (text, media, social interaction).	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Responding to Literature 11. Make connections between self,text,and the world around them(text,media,social interaction).	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Responding to Literature 11. Recognize and make connections in narratives,poetry,and drama to other texts,ideas,cultural perspectives,personal events,and situations. a.Self-select text based upon personal preferences.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Responding to Literature 11. Recognize,interpret and make connections in narratives,poetry,and drama,to other texts,ideas, cultural perspectives, personal events and situations. a.Self-select text based upon personal preferences.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Responding to Literature 11. Recognize,interpret,and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text to develop personal preferences regarding favorite authors. b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.

Reading Objectives for Informational Text K-5					
Kindergartners:	Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:

Key Ideas and Details			*Key Ideas and Details*		
1. With prompting and support, ask and answer questions about key details in a text.	**1. Ask and answer questions about key details in a text.**	**1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**	**1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**	**1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**	**1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**
2. With prompting and support, identify the main topic and retell key details of a text.	**2. Identify the main topic and retell key details of a text.**	**2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.**	**2. Determine the main idea of a text; recount the key details and explain how they support the main idea.**	**2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.**	**2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.**	**3.Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**	**3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**	**3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.**	**3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**
Craft and Structure			*Craft and Structure*		

4. With prompting and support, ask and answer questions about unknown words in a text.	**4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.**	**4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**	**4. Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area.**	**4. Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.**	**4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**
5. Identify the front cover, back cover, and title page of a book.	**5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.**	**5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.**	**5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**	**5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**	**5.Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solu tion) of events, ideas, concepts, or information in two or more texts.**
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**6.Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.**	**6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**	**6.Distinguish their own point of view from that of the author of a text.**	**6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.**	**6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**
Integration of Knowledge and Ideas			*Integration of Knowledge and Ideas*		

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity			*Range of Reading and Level of Text Complexity*		

10.Actively engage in group reading activities with purpose and understanding.	10.With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10.By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10.By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Foundational Skills K-1	
Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognizethatspokenwordsarerepresentedinwrittenlanguagebyspecific sequences ofletters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes). a. Recognize and produce rhyming words. b. Count,pronounce,blend,and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes)in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or/x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	2. Demonstrate understanding of spoken words, syllables, and sounds(phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds(phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes)in spoken single-syllable words.

			d. Segment spoken single-syllable words into their complete sequence of individual sounds(phonemes).		

Reading Foundational Skills K-5

Kindergartners:	Grade 1 students:	Grade 2 students:	Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition			_Phonics and Word Recognition_		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do,does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns,and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency			*Fluency*		
4. Read emergent-reader texts with purpose and understanding.	**4. Read with sufficient accuracy and fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.** **b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.** **c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**	**4. Read with sufficient accuracy and fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.** **b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.** **c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**	**4. Read with sufficient accuracy and fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.** **b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.** **c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**	**4. Read with sufficient accuracy and fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.** **b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.** **c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**	**4. Read with sufficient accuracy and fluency to support comprehension.** **a. Read grade-level text with purpose and understanding.** **b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.** **c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

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		Module 1: Close Reading and Writing to Learn	Module 2A: Working with Evidence	Module 3A: Understanding Perspectives	Module 4: Research, Decision Making, and Forming Positions
GRADE 6	Topic	Myths: Not Just Long Ago	Rules to Live By	The Land of the Golden Mountain	Insecticides: Costs vs. Benefits
	Central Texts*	RL—*The Lightning Thief*, Rick Riordan	RL—*Bud, Not Buddy*, Christopher Paul Curtis RI—"Stanford University Commencement Address," Steve Jobs	RL—*Dragonwings*, Laurence Yep RI—"Comprehending the Calamity," Emma M. Burke	RL—*Frightful's Mountain*, Jean Craighead George RI—"The Exterminator," Kristen Weir
	Writing Tasks**	• Literary Analysis—Connecting Themes in Cronus and *The Lightning Thief* (RL.6.2, W.6.2, 6.9) • My Hero's Journey Narrative (RL.6.3, W.6.3)	• Argument: How Does Bud Use His Rules—to Survive or to Thrive? (RL.6.3, W.6.1, 6.9) • Research/Inform: "My Rule to Live By" (RL.6.3, W.6.2)	• Literary Analysis: How Do the Author's Purposes Affect the Narrator's Points of View? (W.6.2, 6.9) • Newspaper Article: How the 1906 San Francisco Earthquake and Fire Affected the People of San Francisco (W.6.2, 6.7)	• Research Simulation (W.6.7, 6.8, 6.9) • Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences? (W.6.1, 6.9)
GRADE 7	Topic	Journeys and Survival	Working Conditions	Slavery: The People Could Fly	Screen Time and the Developing Brain
	Central Texts*	RL—*A Long Walk to Water*, Linda Sue Park RI—"Sudanese Tribes Confront Modern War," Karl Vick	RL—*Lyddie*, Katherine Patterson RI—"Commonwealth Club Address," César Chávez	RI—*Narrative of the Life of Frederick Douglass* (excerpts)	No text purchase required; students will read articles only about the adolescent brain and the effects of technology use, provided in lesson supporting materials.
	Writing Tasks**	• Literary Analysis: Writing about the Theme of Survival (RL.7.1, 7.2, W.7.2, 7.9) • Research-based Two-Voice Poem (RL.7.6, W.7.3, 7.9)	• Argument: Should Lyddie Sign the Petition? (RL.7.3, W.7.1) • Consumer's Guide to Working Conditions in the Garment Industry (W.7.2, 7.6, 7.7)	• Literary Nonfiction Analysis: Analyzing Douglass's Position in the *Narrative* (RI.7.2, 7.6, W.7.2, 7.9) • Children's Book to Retell an Episode from the *Narrative* (W.7.3, 7.9)	• Research Simulation (W.7.7, 7.8, 7.9) • Position Paper: Should the American Academy of Pediatrics raise its recommended daily entertainment screen time from two hours to four hours? (RI.7.1, W.7.1, 7.4, and 7.5)
GRADE 8	Topic	Finding Home: Refugees	Working with Evidence: Taking a Stand	Japanese American Relations in WWII	Sustainability of World's Food Supply
	Central Texts*	RL – *Inside Out & Back Again*, Thanhha Lai* RI—"The Vietnam Wars," Tod Olson	RL—*To Kill a Mockingbird*, Harper Lee RI—"Equal Rights for Women," Chisholm RI—"Ain't I a Woman?" Sojourner Truth	RI—*Unbroken: A World War II Story of Survival, Resilience, and Redemption*, Laura Hillenbrand	RI—*The Omnivore's Dilemma: The Secrets Behind What You Eat*, Michael Pollan (Young Readers' Edition)
	Writing Tasks**	• Literary Analysis: Explain the Significance of the Novel's Title (RL.8.1, 8.3, RI.8.1, W.8.2, 8.9) • Research-based Free Verse Narrative Poems: "Inside Out" and "Back Again" (RI.8.1, 8.2, W.8.3, 8.9)	• Argument: Taking a Stand (RL.8.1, 8.2, 8.3, W.8.1) • Readers Theater and Analytical Commentary: Taking a Stand in Maycomb (RL.8.11, W.8.3, 8.11)	• Informational Essay: Invisibility of Captives during WWII (RI.8.1, W.8.2, 8.9) • Research-based Narrative: Becoming Visible after Internment (RI.8.1, W.8.3)	• Research Simulation (W.8.7, 8.8, 8.9) • Position Paper: Which of Michael Pollan's Four Food Chains Would Best Feed the United States? (W.8.1, 8.9)

		Module 2B: Working with Evidence	Module 3B: Understanding Perspectives	Module 4B: Research, Decision Making, and Forming Positions
GRADE 6	Topic	Voices of Adversity	Sustaining the Oceans	N/A
	Central Texts*	RL - *Good Masters! Sweet Ladies! Voices from a Medieval Village*, Laura Amy Schlitz RL - *Blue Lipstick: Concrete Poems*, John Grandits RL - *Technically, It's Not My Fault: Concrete Poems*, John Grandits	RI - *World Without Fish*, Mark Kurlansky RL - *Flush*, Carl Hiassen	GRADE 7 ONLY
	Writing Tasks**	• Argument Essay: Do We Face the Same Adversities as the Voices of *Good Masters, Sweet Ladies*? (W.6.1 and 6.9) • Narrative: Giving Voice to Adversity (W.6.3, 6.11c, SL.6.4 and 6.6)	• Research (W.6.7) • Informational Consumer Guide (W.6.2)	GRADE 7 ONLY
GRADE 7	Topic	Identify and Transformation: Then and Now	N/A	Water is Life
	Central Texts*	RL - *Pygmalion*, George Bernard Shaw RI – Various informational articles about identify	Please note that, for 7th grade, alternate modules will be available for Modules 2 and 4, rather than for Modules 2 and 3.	RI— *The Big Thirst*, Charles Fishman RI—"Water Is Life," Barbara Kingsolver
	Writing Tasks**	• Argument Essay: Eliza's Changes (RL.7.1, 7.3, and W.7.1) • Advertisement Analysis and "Counter-Ad" (W.7.2a, b, c, d, e, f, 7.7, and 7.8)		• Research Simulation (W.7.7, 7.8, 7.9) • Water Management Position Paper:(RI.7.1, W.7.1, 7.4, 7.5, and L.7.6)
GRADE 8	Topic	A Midsummer Night's Dream and the Comedy of Control	The Civil Rights Movement and the Little Rock Nine	N/A
	Central Texts*	RL - *A Midsummer Night's Dream*, William Shakespeare RI – Various informational articles about Shakespeare and the universal appeal of his works	RI - *A Mighty Long Way: My Journey to Justice at Little Rock Central High School*, Carlotta Walls LaNier and Lisa Frazier Page RI - *Little Rock Girl 1957: How a Photograph Changed the Fight for Integration*, Shelley Tougas	GRADE 7 ONLY
	Writing Tasks**	• Argument Essay: Controlling Others in *A Midsummer Night's Dream* (W.8.1) • Character Confessional Narrative (RL.8.2, 8.3, W.8.3, 8.4, 8.9a, and 8.11b)	• Informational Essay: The Role of the Media in the Story of the Little Rock Nine (W.8.2) • Narrative Writing: "Snapshot in a Journey" (W.8.3)	GRADE 7 ONLY

Science

Matchbook Learning believes that science needs to be experienced in order for students to fully master the subjects or objectives. In order to help students master all of the science objectives Matchbook Learning combines a core research based curriculum (Inspire Science by McGraw Hill) with hands on lab experiences

(FOSS Kits) as well as virtual experiences through the Matchbook Spark Student "Playlists". The MBL instructional practices and curriculum tools have been selected based on the recommendations published by the Indiana Science Institute to ensure alignment to the new 2017 Indiana state science standards.

Science Objectives

Science Domains	By the End of 6th Grade: Students will have reached competency and be able to….
Physical Science	· Understand how to measure the volume and mass of an object. · Understand the differences between mass and weight, and how the weight of a whole object is equal to the sum of its parts. · Demonstrate an understanding of kinetic and potential energy. · Explain how energy can be transferred into different forms, · Explain how the motion of particles in an object defines its state of matter. · Understand that mass is conserved when an object changes state. · Draw, construct models, or use animations to differentiate between atoms, elements, molecules, and compounds. · Demonstrate an understanding of Newton's three laws of motion by constructing a device that uses one or more of Newton's laws of motion. · Compare and contrast the three types of heat transfer: radiation, convection, and conduction.
Earth and Space Science	· Understand the composition and movements of objects in the solar system. · Describe the physical characteristics of all objects in the solar system. · Explain how Earth's movement causes the day night cycle and the change in seasons. · Understand how the moon's movement creates its apparent changing shape over the course of a month, and how the sun's movement across the sky appears to change throughout the year. · Identify and investigate the properties of minerals. · Identify and classify a variety of rocks based on physical characteristics from their origin, and explain how they are related using the rock cycle. (i.e. Sedimentary, igneous, and metamorphic rocks). · Construct a model, diagram, or scale drawing of the interior layers of the Earth and identify and compare the compositional (chemical) layers to the mechanical (physical) layers of the Earth's interior including magnetic properties. · Describe the positive and negative environmental impacts of obtaining and utilizing various renewable and nonrenewable energy resources in Indiana. · Determine which energy resources are the most beneficial and efficient in Indiana, the US, and Globally

Life Science	· Understand the differences and roles of producers, consumers, decomposers, predators and prey in an ecosystem. · Understand how factors and changes in an ecosystem affect the organisms in that ecosystem. · Understand how plants and animals either create or consume energy needed to grow and function. · Investigate and observe cells in living organisms and collect evidence showing that living things are made of cells. · Compare and provide examples of prokaryotic and eukaryotic organisms and identify the characteristics of living things. · Create a model to show how the cells in multicellular organisms repeatedly divide to make more cells for growth and repair as a result of mitosis.
Science, Engineering and Technology	· Understand the uses and importance of prototypes during the design process. · Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. · Understand the differences between kinetic and potential energy and how that energy transfers in a real-world scenario.
The Nature of Science	· Understand how to develop testable questions. · Collect and interpret data from investigations, and analyze and communicate the results of investigations.
The Scientific Design Process	· Understand how to identify a problem to be solved and to select the most appropriate solution to that problem. · Evaluate the most appropriate solution, and how to improve upon the solution based on how well the solution addresses the original problem. · Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.

Social Studies

Social studies is a key component of the Matchbook Learning school and can be seen throughout the day beyond the scheduled classroom time for social studies. A huge focus of the school is on citizenship and what that means for each student. Every morning Citizenship Badges that students earn will be given out with recognition during the whole school morning meetings. Each grade level will participate in local and global initiatives that the students select to research and become advocates for by their own choice and election. Students will run campaigns and elections to form student governance with real impact on the activities and school policies throughout each year.

For social studies courses during the class scheduled social studies times, the core research based curriculum that will be utilized will be Social Studies Alive supplemented by Matchbook Learning Spark "Playlists", Newzella, project based learning from the Buck Institute, and performance assessment tasks aligned with the best practices from the Literacy Design Collaborative Core Tools and the NY Consortium Schools.

D. Assessment

The Matchbook Learning School uses both formative and summative assessments to ensure progress towards individual student and school wide goals. In addition to state mandated assessments and academic performance goals, the school establishes quarterly benchmark progress goals and Performance Series (diagnostic & adaptive assessment) academic growth goals for the school, subject areas, and individual students. The Performance Series test, administered three times a year, monitors progress, re-evaluates goals, and informs academic decisions. Other assessments utilized to measure academic success include Illuminate and Engage NY formative and benchmark quarterly assessments, unit summative assessments, Dibels and Fountas & Pinnell for primary reading, and student standard mastery pacing data collected through the Spark online database and Illuminate. Illuminate assessments are all from nationally vetted item banks, compiled by master teachers, and placed into the Spark system.

Using Assessment Data

During weekly Professional Learning Communities (PLCs), teachers are given support on how to examine, analyze, monitor, and compare on-going assessment and learning data to guide their small group and whole group instruction, to build individualized learning experiences and pathways for learners at all levels, and to monitor student progress. Coaches or Directors of Personalized Learning also utilize assessment data and PLCs to ensure teachers are continuously improving their instruction and appropriately remediating and/or pushing students at their own individual Sparkpoint.Additionally, the Spark learning management system has been intentionally built to give teachers, principals, parents, and students daily progress monitoring data in a user friendly format. Students will also take home reports on their progress for their parents after each assessment. Teachers will also hold parent conferences for students not making their growth goals to gain wrap around school and home supports to help the student. This supports the success of diverse learners by monitoring what programs and strategies work for individual students, the learning pace of students, and the areas where students need help or gaps filled.

Matchbook Learning utilizes the assessment data in order to build and adjust individual student education pathway, to vet the curriculum utilized online and offline with students, and to monitor our teacher and student pacing. As shown in the math and reading blocks outlined in the curriculum section and in the sample lesson plans (attachments 7 & 8) independent learning time with Spark Playlists is incorporated every day. Those Spark Playlists are built based on the adaptive and diagnostic assessment (Performance Series) data and adjusted based on the unit assessment data (Illuminate). Additionally, the assessment data captured in Spark as well as state assessment data is analyzed to ensure that any existing gaps for subpopulations (ELL, Special Education, Ethnic, Gender) are closing by tracking growth and improvements by sub categories. This allows us to see which subgroups are being underserved by our current curriculum and systems so that they can be adjusted to meet the needs of all students.

The Matchbook Assessment System includes the following:

The Assessment	Who it is measuring & evaluating	What it is measuring & evaluating	When it is measuring & evaluating & Who is it reported to?	Alignment Description

State Annual Assessments Including: ILEARN IREAD ISTAR ISTAR – KR WIDA -ACCESS	Whole School and Individual Students	Proficiency in reading, math, and state selected grade level subject areas.	Annually in spring – Reviewed by staff every summer or when scores are available. ISTAR – KR at the beginning of the year. Parents and student folders will receive individual reports. Teachers and leaders will annually review and analyze the data or improvement.	The school will reach annual incremental increases (Incremental Target = Last Year's % Proficient + Annual Increment Needed to Reach 80% Proficiency on the State Assessment within six years).
Performance Series	Whole School, Departments, Grade Levels, Individual Students	Progress and Growth in Reading, Math, and Language Use	Three Times Each Year: · Fall · Winter · Spring - Reviewed by staff and Matchbook after every testing session for curriculum, instruction, and PD adjustments. Parents will receive individual student reports 3 times a year and reports will be included in student files. Teachers and leaders will also analyze the data 3 times a year for growth, improvement, and to build individual student pathways.	Performance Series guides instruction by first giving each student's starting point in the fall, then showing how students, departments, and the school as a whole are growing and progressing in the winter and the spring. This shows if the school is on track towards the mission of improving the school and moving both the school and individual students along a steady path of academic successes and gains. If gains are not seen for a student, a department, or a grade level it also informs of adjustments that need to be made to the instructional focus and or program.
Illuminate Assessment	Individual Students	Mastery of State Standards	Given to students with each unit as well as quarterly benchmark assessments to monitor progress towards standards the standards mastery needed for the grade level. Teachers and students will review weekly assessment data as well as unit assessment data in PLCs. Parents will have access to the data daily through the online parent portal and will receive quarterly assessment competency based reports.	The Illuminate Assessments have all been vetted and aligned to state standards and the Matchbook Curriculum Scope and Sequences. They allow us to track mastery, pacing, gaps, and needs on grade level standards.
Performance Assessments	Individual and Groups of Students as well as Grade Level Passing Rates	Mastery of On-Grade Level Standards & 21st Century College, Career, and Employment Readiness Standards	At the end of each Social Studies semester. Teachers and leaders will assess ad review together each semester. Parents will receive detailed holistic rubrics and scores each semester for their student.	The performance assessments determine whether the Academy is preparing students with 21st century, college, and career readiness skills. The assessments also allow leadership to see how well students can transfer knowledge from class work to real world problems. Additionally, the performance assessments show how well students are grasping and able to work with on-grade level content when in a group

				with a real world challenge regardless of current individual academic levels.
DIBELS	Individual Students	Early Literacy & Fluency	Three Times Each Year: · Fall · Winter · Spring - Reviewed by staff and Matchbook after every testing session for curriculum, instruction, and PD adjustments. Parents will receive reports on their child after each assessment. Teachers and leaders will also review in PLCs after each assessment.	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are used to measure students' acquisition of early literacy and fluency skills at the primary level.
Fountas & Pinnell	Individual Students	Reading & Instructional Levels	Three Times Each Year: · Fall · Winter · Spring - Reviewed by staff and Matchbook after every testing session for curriculum, instruction, and PD adjustments. Parents will receive reports on their child after each assessment. Teachers and leaders will also review in PLCs after each assessment.	The Fountas & Pinnell Benchmark Assessment System is used to determine student's independent and instructional reading levels, teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

To further assist students, parents, and teachers of monitoring student progress, the school uses a competency based report card as well as parent and student quarterly conferences. The report cards show the number of standards the student has mastered, their pacing, and their growth towards proficiency. Additionally, Matchbook Learning currently has a parent real time data dashboard in development so that parents can stay on top of their student's academic and school citizenship progress daily.

E. Support for Learning

In addition to the culture of becoming the best individual and global citizen that students can be through instructional practices and focuses as well as the previously mentioned Social and Emotional Learning habits developed and celebrated through the Citizenship Badges (Attachment 5), the school culture will also entail the key wrap around components with parent and community engagement. Parents and the school community will be asked to help support the project based learning experiences in our social studies curriculum that ask students to research and share cultural understandings and experiences from their community. Encouraging students to understand and celebrate the diverse cultures within their community coupled with the identity and diversity lessons in the daily Respectful Ways curriculum will help students to build bridges and understanding between their community culture and their learning experiences in our school. Other supports include the communication and listening components such as daily information for parents through a Spark Parent Portal, weekly communication with parents from teachers, an authentic parent council to help with school decisions, visions, goals, and initiatives, as well as quarterly community engagement activities. Additional components and strategies supporting our positive school culture include:
- **Morning Meetings** - Including celebrations and Respectful Ways messages
- **Respectful Ways Lessons** - The Respectful Ways program contains 54 social emotional learning techniques and lessons for K-2, 3-5, and 6-8 that are character education lessons on social emotional strategies, diversity & identity, and go hand in hand with our Positive Behavior Management System.

- ○ **CHAMPS -** Classroom management that teaches students how to be successful in the classrooms and common school areas. **The Matchbook Way** guide for teachers will be used to supplement their training on utilizing the CHAMPS methodology.
- ○ **Positive learning moments** as well as **moments of pause**
- ○ **Policy of first feed me/find out my needs and listen to me before moving into discipline** - overarching operating system. For example students disrupting learning in the classroom will first meet with the counselor to work on getting to the root of what is going on before moving to disciplinary actions.
- ○ **Supportive staff & clear communication lines**
- ○ **Alternatives to Suspensions** - Designed to keep learning and growing happening by first having a student who is having trouble or acting out see the school counselor and if the student is not able to then return to their regular classroom, they then continue their learning and receiving instruction with a certified teacher as an alternative to suspension. Parents will be called any time a student has a disciplinary infraction by the teacher during their 20 minute parent block and by the school counselor or Dean of Culture.
- ○ **Parent Partnerships** -
    - ■ Teacher Phone Calls - Teachers will have a 20 minute block of time every day during which they are expected to make contact with parents. This can be through both email and phone calls.
    - ■ Periodically Surveying Parents – just sending out surveys that parents never see the results from is not enough. Once a parent survey goes out, the very next newsletter needs to address the results including concerns and/or ideas that come from the surveys.
    - ■ Creating Volunteer On-Going Opportunities – Having a Menu of these items in the front office and in the monthly newsletter is really helpful. Helping a few parents take the lead and create a Parent Organization that maintains this for this school is also a good idea that will be implemented.
    - ■ Creating Opportunities to Get to Know Each Other – Social opportunities where parents can get to know the staff and each other such as cookouts, coffee times, and celebrations.
    - ■ Celebrations of Learning – Having a winter and spring evening that is a Celebration of Learning where parents of all backgrounds come and see the great things that students have created and are presenting is a great way to get parents to the school and to help them see that parents of other backgrounds also care about what their students are doing.
    - ■ Parent Council – Intentionally creating a true Parent Advisory Council that is representative of the diverse backgrounds in the school is critical. This does take intentional recruiting.
- ○ **Staff training on how to listen powerfully.**
- ○ **Tiered Infraction System** - Attached
- ○ **Empowering vs Negative Penalties**
- ○ **Consistent Words and Definitions**

- ○ **Positive Clarity** & **Non-Violent Communication**
- ○ **Training on how to Share your Story**
- ○ Focus on **When I Grow Up** - There will be posters of students from the school professionally dressed and photographed as if they already achieved the future career they are working towards. This allows students to see that they can reach these goals and become who and what they want. Often students in struggling and high poverty schools believe that other kids get to reach these goals and have these careers, so it is important for them to see and visualize the fact that they too can become what they strive to be.
- ○ **Levels of Citizenship** - Framing both participation and leadership as citizens. The focus of celebrations and citizenship badges is creating a powerful place for everyone to be their best self.
- ○ **Culture of Serving** - Everyone serving and helping the community, teachers, students, and peers.

The Matchbook philosophy of discipline is to have a tiered discipline system in place, but to ensure it is rarely necessary. Through our intentional focus on social emotional learning, continual parent communication and involvement, as well our practice of pausing to listen and find out the why of a student's actions prior to discipline, we will address the root of student discipline without utilizing our discipline tiers.is in place but rarely necessary. The tiered discipline system the school will utilize entails a tracking system of major and minor infractions and is attached (Attachment 2)**.** If a student has a major infraction the school's policy is that they will first see a counselor who will listen to them and help ascertain the root of the problem and develop a positive plan moving forward prior to any disciplinary actions occurring. In all previous Matchbook Learning schools the number of annual suspensions decreased and there were no expulsions. Additionally, the school will have a certified teacher to assist students when they are not able to immediately return to the regular classroom as an alternative to suspension because Matchbook believes that learning must continue for every student.

F. Special Student Populations

Below-grade level

As previously described, the Matchbook academic model was designed to meet each student where they are and propel them forward at an advanced rate whether they are advanced or below grade level. Additionally, the Matchbook Learning School has a detailed Response to Intervention program that helps teachers, tutors, administrators, and parents know the roles in assisting, monitoring, and the identification process for students. The Matchbook model of instruction also provides more than one support and/or pathway for progressing forward so that it works for all students and varied types of learners. If a student is not progressing with the current "playlist" or educational pathway, then a new individualized "playlist" and learning path is customized for the student.   Matchbook schools meet students, especially those who are below level, where they are in their logic and academic development and help them to obtain on grade level content through small groups, cognitively guided instruction, assessments for learning, reciprocal reading, and other research based best practices.

Gifted and Talented

The Matchbook model of instruction and curriculum succeeds with gifted and talented students and those who need accelerated learning opportunities, as it is designed to specifically meet students at the individual's academic level as well as progress the student forward at their own pace. In order to identify accelerated students, the school uses Scantron's Performance Series, an adaptive assessment, as well as Illuminate's nationally vetted benchmark assessments. Once identified, the school allows a student to move forward at an

individual pace so that the student is challenged. If a student finishes the current grade level standards halfway through the year, the school seamlessly moves the student on to the next level of standards continuing the individual learning progression. Further, the school organizes additional learning experiences and real world challenges for additional learning opportunities through project based learning, technology challenges, and community opportunities.

English Language Learners
Matchbook utilizes online content providers during the independent and blended portions of the instructional blocks to individualize for the needs of English Learners (EL) through program language options, the utilization of video, and the ability to adjust the reading Lexile levels of the presented material or concepts. Additionally, the Engage NY curriculum gives teachers guidance and modifications that specifically cater to the needs of EL students and struggling readers. Compliance monitoring, goal setting, growth monitoring, and exiting the EL program is conducted by a team comprising of the EL case manager, a parent, and in accordance with all state and federal laws.

An additional part of the Matchbook Learning enrollment process is identifying English Language Learners by our requirement to administer the Home Language Survey (HLS) to first time enrollees (i.e. Preschool Kindergarten). The HLS is administered only once in any student's educational career. Home Language Surveys for all new enrollees are required to be kept in the student's' file, regardless of the languages recorded. A new HLS is administered to any student ONLY if the student is transferred from another state.

HLS questions will include:

- What is the native language of the student
- What language(s) is spoken most often by the student
- What language(s) is spoken by the student in the home

Special Education
When making educational placement decisions for students with disabilities, the Matchbook Learning School will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team and together the team will make decisions that are subject to requirements regarding provision of the least restrictive environment. When determining how services will be delivered to students with disabilities, the Matchbook Learning school will follow all Special Education rules in Article 7 and regulations as issued by the Indiana Department of Education. If a child with a current IEP enrolls in the Matchbook Learning School, the school will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA") as well as state laws and regulations. Additionally, the Matchbook Learning school will utilize the training materials and videos provided by the Indiana Department of Education's Office of Special Education and the Indiana IEP Resource Center.

The Matchbook Learning School will fully comply with federal laws and regulations governing children with disabilities as follows:

1.   The school is responsible for providing a free appropriate public education to children with disabilities enrolled in the school that have been determined through an IEP to require Special Education programs and services.

2.   The school will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in "Article 7" and articulated by the Indiana Department of Education Office of Special Education. Additionally, children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.

3.   When a multidisciplinary team determines that a special education student requires Special Education programs and services, the school will ensure that the IEP is fully implemented in accordance with IDEIA, and reviewed on an annual basis, or more frequently as determined by the IEP team.

Further, the Matchbook model allows for more "push in" and inclusion of students with special needs in the traditional classroom. The individualized and small group instruction constantly occurring in the regular classroom with the Matchbook tools and structures allows for special education teachers to "push in" classrooms, pull small groups, and conduct "one-on-one" instruction or conferencing to discuss and establish goals. The Matchbook model also provides, when needed, "pull out" services and extended one-on-one or small group instruction or assessments in special needs classroom settings. A Director of Special Education also works with leadership, staff, students, and parents to review all IEPs, perform re-evaluations, monitor programs and progress, ensure constant communication with stakeholders, and ensure compliance with state and federal regulations. Compliance monitoring, goal setting, growth monitoring, and exiting the special education program is completed by a team which includes the special education director, the student's case manager, a parent, and in accordance with all state and federal laws.

G. Goals

The Matchbook Learning School will ask the 4 core questions from the Performance Framework to gauge progress towards reaching the goals and expectations of the Performance Framework during the monthly leadership meetings while reviewing school data in order to make course corrections where needed. For each of the questions the leadership team will answer the question and provide evidence answering the follow up questions to each which are, "how do we know?" and "what are we going to do about it?"

> Core Question 1: Is the educational program a success?
> Core Question 2: Is the organization in sound fiscal health?
> Core Question 3: Is the organization effective and well-run?
> Core Question 4: Is the school providing the appropriate conditions for success?

After reviewing the Performance Framework, the four school-specific goals aligned to the school's mission (two academic, and two non-academic) that the Matchbook Learning School will focus on are the following (full goal sheets attached):

1. **Academic** - 100% of students will obtain 1 or more years' worth of growth according to Scantron's Performance Series in math.
2. **Academic** -100% of students obtaining 1 or more years' worth of growth according to Scantron's Performance Series in reading.
3. **Organizational/Non-Academic Outcome -** 85% of parents feel the school has communicated with them about events and their child's progress utilizing parent survey data as a data point/measurement tool. Sample parent engagement activities listing and survey are attached.
4. **Organizational/Non-Academic Outcome –** 100% of students earn at least 1 citizenship badge during the school year. Sample student citizenship badges attached

III. Organizational Viability and Effectiveness

B. Human Capital

We have a non-traditional model and so we seek non-traditional teachers. All teachers must possess threshold competence levels in pedagogy, content expertise, classroom management and an evident belief in every child's potential and passion to realize that potential in every child under their care. Using data from a scientific, research based survey assessment called the "Judgment Index", we have analyzed our past teachers' judgment index profiles, cross referencing these profiles with each teacher's class wide student achievement gains and

their qualitative observational data (over 40 observational data points per teacher per year). We have found that the most successful teachers in our model exhibit 3 intangible qualities: grit, curiosity and coachability. See this recent description of how we recruit for these 3 specific qualities in our selection process and why it is important to our model's success:

http://blogs.edweek.org/edweek/next_gen_learning/2017/09/recruiting_teachers_for_personalized_competency-based_schools.html (Attachment 30)

To make the pool of candidates as wide as possible to select from, we will begin target marketing our job postings with social media outreaches (i.e. similar to the Edweek article above) that link to those job postings both locally in Indiana as well as nearby Midwestern States (i.e. KY, OH, MI, IL, etc.) to generate traffic, interest and both passive and active candidates in various alumni job boards and other teacher frequented sites. We partner with an HR platform and service called "JAZZ" that assists with this viral marketing and social media effort.

In addition to an intentional and focused recruiting system Matchbook Learning focuses year round on the development and retention of teachers. In the same way Matchbook Learning believes in student centered learning, we also believe in teacher centered learning and growth. In order to help meet the needs of all of our teachers we have developed an aligned evaluation and support system that goes hand in hand helping to move teachers along our teaching continuum. Most teachers new to a Matchbook Learning School start as "Minimally Effective" Teachers in our Development Continuum. They can and will progress from there to become "Effective" and eventually "Highly Effective" teachers according to the seven core dimensions of our student-centered, competency based blended model: i) vision and goal setting, ii) planning and strategy, iii) personalized learning, iv) monitoring student progress, v) building student agency, vi) classroom management, vii) student products and outcomes. Our teacher development and support begins with 2 intense weeks of teacher training prior to the school year starting, plus a minimum of 40 observations and 20 individualized coaching sessions for every teacher every year. In addition to individually helping our teachers grow, we also help our teachers grow in teams with weekly content and progress monitoring professional learning community meetings.

Key Elements of the Teacher Evaluation & Support System

Administration Evaluations	Coaching Support
•Annual Formal Evaluations •90 day review cycles •2 Annual Formal Observations •On Going Formative Observations & Conferencing •Mid-Year Formative Evaluation & Conference •Assistance with Professional Growth Planning •Annual Summative Evaluation & Conference	•3-4 Observations Every 2 Weeks (minimum 40 per year) by an Academic Focused Administrator •Feedback & Short Term Goal Setting Sessions Every 2 Weeks with an Administrator •On-Demand Individualized PD & Training •Long Term Career Counseling & Goal Setting •Weekly Professional Learning Community Development & Collaboration Sessions

Further details on our complete evaluation and support system can be read in our Matchbook Teacher Evaluation System, Attachment 11.

While the actual number of staff will vary according to actual enrollment, we anticipate a total of 45 full-time staff to be hired, which includes 19 teachers, 4-5 teacher aides, 4 paraprofessionals, 1 Principal, 1 Director of Math and 1 Director of ELA Instruction & PD, 1 SPED Director, 1 Dean of Culture, 1.5 IT and 2 Office Admin, 2 Ops Managers, 1 Nurse, 1 Social Worker, 1 Custodian, 1 Parent Coordinator and supported by 1 CEO, 1 CTO and 1 Developer.

We intend to benchmark our compensation to what is considered competitive for Mayor authorized charter schools in the city, striving to be in the top half (50th percentile or higher) of those average ranges, indexed somewhat for experience level. We will provide a comprehensive health, dental, vision, counseling support and liability insurance package. We will also provide a 403b plan.

We will have a full time Special Ed Director. Special ed staff will be based on our enrollment and IEP population and specific IEP needs. We will outsource related services (i.e. PT, OT, Speech). All special ed staff will be certified with current training and qualifications submitted as proof prior to employment. We will perform a diagnostic review of all IEPs on file and engage a third party to perform additional reviews and IEP completions at the start of the year (i.e. special ed "audit" to ensure an accurate and complete baseline from which to start our special ed services).

C. Governance and Management

Matchbook Learning is a national 501(c)3 non-profit that is governed by a national board of 7 members who are experts in the areas of charter schools, school turnarounds, next generation learning and assessments, education technology, strategy, finance and leadership.

Matchbook Learning's Founder & CEO, Sajan George, also serves on the national Board. This national Board sets policy, determines strategy and informs changes to Matchbook's innovative model. The national Board meets quarterly and includes an annual strategic planning retreat on the site of the school.

We have formed and incorporated a completely independent, local non-profit, Matchbook Learning Schools of Indiana, Inc., (MBLI) to hold the school's charter and oversee the local school. This Indy-based non-profit will apply to the IRS for a 501(c)3 status and will be governed by a separate local Indy Board that will meet monthly. MBLI will be a completely separate legal entity and not a subsidiary of the national non-profit, Matchbook Learning Solutions, Inc (MBL). MBL will license the technology platform Spark to MBLI for a 5% licensure fee that will include all of Spark's continuing development, maintenance, R&D, training and inclusion in annual Accelerator cohort and alumni gatherings for best practice sharing and competency-based innovation dissemination. A draft services agreement between Matchbook Learning Solutions Inc. (MBL) and Matchbook Learning Schools of Indiana (MBLI) has been included as Attachment 23. This agreement covers the licensure and use of MBL's innovative education model and accompanying Spark technology platform from MBL to MBLI. Note, a final agreement will be subject to MBLI Board's input and negotiation, therefore, the draft agreement is included in Attachment 23 for framing purposes only.

Matchbook Learning Schools of Indiana's leadership currently consists of a Chief Executive Officer, Chief Academic Officer/Principal, Chief Technology Officer and Spark Developer/Full Stack Engineer.   Our Chief Academic Officer, Dr. Amy Swann, will serve as the proposed school's full-time Principal. Dr. Swann will report to Sajan George as CEO, and she will have under her a team that will consist of two Directors of Personalized Learning, a Dean of Culture, a Special Ed Director, a Director of Operations, and a Parent Coordinator. This entire leadership team and the remaining school based staff (i.e. teachers, etc.) will be employed by MBLI. MBL will collect Spark license fees (5%) that will fund Spark's continued development as well as the design of Matchbook Learning's Accelerator for future scale to future schools seeking to partner with our technology platform. We hope that eventually we can create an Indianapolis-based Accelerator to scale the efforts of MBLI to other potential Indianapolis schools that we assist/support but do not run.

Governance & Management Attachments Include: Organizational chart, Articles of incorporation, By-laws, and Evidence of operating under not-for-profit status

Collective Qualifications for Running High Quality Charter

Matchbook Learning has been iterating on its personalized, competency based model across 7 schools in three different cities, Detroit, Newark and Washington, DC, for over six years. We have launched charter restarts/turnarounds in both Newark and Detroit where we took stewardship of public funds. Together, the leadership team has a combined 35 years of experience restarting schools.

Since we do not yet know the location of our charter restart school and the community it will specifically serve, we've initially recruited a Board with strong ties across the entire city of Indianapolis. The confirmed board members below bring a total 65+ combined years of governance experience and/or experience managing public funds.

Craig Burton - Board Chair. Craig earned his mechanical engineering degree locally at Vincennes University, management degree at Purdue and doctorate at Indiana University. His professional career has spanned some of the most influential companies in Indianapolis including Eli Lilly, SalesForce and Employindy. He has volunteered and served on the Board of more than half a dozen organizations including serving as the Board chair for the Harrison Center for the Arts. Craig's doctorate in instructional systems technology and experience with learning management systems will help ensure that Spark is appropriately contextualized for Indianapolis.

Russell Menyhart - Board Secretary. Russell received his J.D. from IU. In his capacity as a partner with Taft Stettinius & Hollister, Russell services a wide variety of social entrepreneurial ventures in the city trying to improve the quality of life in the city. Russell's **legal background** will ensure that we are building and managing our school in ways that are appropriately structured, governed and wisely stewarded.

Maureen Krauss - Board Member. Maureen leads a nine county regional economic development effort in Indianapolis, working alongside Indianapolis' major corporations on initiatives business and talent attraction, retention and expansion. Through Maureen we will be able to network with those corporations that have foundations and/or other areas of their organization that we can cross-collaborate with regarding education (i.e. volunteers, funding, donated materials, expertise, mentorship, apprenticeship opportunities, etc.).

Douglas Hairston - Prospective Board Member. Douglas has served as the President of Jobs Partnerships of Greater Indianapolis, the Indy Mayor's Director of Front Porch Alliance and the Sagamore Institute. Douglas has worked with over 200 local community based non-profit organizations in Indianapolis. Douglas will lead our community development efforts on our Board and through his past relationships in the community, identifying strong and suitable partners for our school.

In addition to the 5 Board members above, we have also recruited two additional Board members from Matchbook Learning's national Board to join our local Matchbook Learning Schools of Indiana Board.

Michael Cosack - Michael is a social impact investor who, in addition to being a Matchbook Learning Board member, has also served as the Board chair of Matchbook's former Newark charter school, Merit Prep. Mike brings a level of continuity that can accelerate the MBLI Board members' learning curve on our team and model. Mike can also assist our Board chair, Craig Burton, in how to effectively govern a charter school, hold management accountable for results and set up the right Board accountability structures, policies and processes to effectively govern the school and manage to the charter's expectations. Mike is based in Pennsylvania.

Jennifer Davis Poon - Jenny has worked with the Council for Chief State School Officers (CCSO) and ran the Innovation Lab Network. Jenny has deep experience working with State Superintendents and building, monitoring and evaluating personalized learning models and their effectiveness. She brings a national education perspective to the MBLI Board and her education chops will ensure that our school remains on the cutting edge of innovation and effective 21st century learning.

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We would like to reserve 2 Board seats for community members from the community our school will be located in. We will fill these two seats once we are matched with an IPS school. We have begun meeting several potential candidates with deep community engagement experience across varied backgrounds of public, civic and private service who have come recommended to us from our trusted community partners who can vouch for each candidate's long standing civic participation in Indianapolis community life. Our goal is to meet with 30 to 40 possible candidates from these referrals, narrow the list down to our top three or four, and then further refine this to at least one Board member with deep community engagement experience working with impoverished communities.

Our CEO Sajan George and our Chief Academic Officer & Principal Dr. Amy Swann have moved to Indianapolis along with their families, bought homes in Indianapolis, and Sajan's 3 children are attending public schools in the city of Indianapolis. They will lead our school and also help convince future potential funders and employees alike, of Matchbook Learning's commitment to the city of Indianapolis.

Matchbook's existing leadership team will serve as the leadership team in the school, filling four key positions: CEO, Chief Academic Officer/Principal, Chief Technology Officer & Spark Developer. Our remaining administrative and teaching staff positions will be posted and we will heavily market/recruit from our two previous cities of Detroit and Newark as there are numerous potential candidates there familiar with our model already, many of whom continue to follow us through social media and have expressed interest in rejoining Matchbook in Indianapolis when we have a school ready. We will post these key personnel positions in numerous job search sites, alumni associations and on social media.

Roles and Responsibilities

The MBLI Board will be responsible for governing the school, setting policy, holding MBLI and its CEO, Sajan George, accountable to the goals and objectives in the charter contract, and annually or more frequently reviewing the performance of MBLI.

The CEO will be responsible and accountable to the proposed school's Board, ensuring and reporting monthly on the school's progress vis-a-vis its charter contract goals to ensure the highest levels of fiscal integrity and transparency, academic growth and stakeholder accountability are maintained and timely addressed. The CEO will also be responsible for ensuring the Matchbook model is appropriately contextualized for Indiana and implemented as intended. The CEO will be accountable to the school Board.

The school leader, Dr. Amy Swann, will be responsible for the day to day running of the school, the safety and academic achievement of all students, the safety and career development and growth of all school staff and the engagement and service of parents and families that choose our proposed school. Dr. Swann will be accountable to the CEO, Sajan George.

Three sets of guiding principles will inform our actions and help delineate responsibility and roles between the Matchbook Learning national Board and the local Matchbook Learning Schools of Indiana Board and the synergies between these two separate legal entities.

I.   Forest, not trees.
Matchbook Learning (MBL) has a national Board that meets quarterly to help Matchbook see beyond the curve of its current school, current school year and day-to-day operational matrix of running a turnaround school. This national Board helps pull the leading science, research and practice in education reform, school turnaround, educational technology design, next generation learning and performance assessment, human capacity development and strategy to ensure that our proposed school not only learns from its current practice but from the best practice from wherever in the country such practice is proven. Matchbook Learning's core leaders

routinely attend, speak and participate in national conferences and gatherings in education reform to ensure the best of what is being practiced and proven will be known and exposed to our proposed school. Our national Board will meet annually in Indianapolis to meet with our local Board so they can build relationships, share learnings and co-design and co-plan what making Indianapolis a national proof point for school turnaround and innovative competency based learning could look like. This national Board will help us develop strategy, funding and vision for potential scale of our Spark platform to other schools in need of turnaround or transformation.

II.   Trees, not forest.

Matchbook has always had a separate local Board that governs its schools under management. This local perspective is important because we need local advocates who bring local influence, advocacy, funding and support to our school. We need to contextualize our approach and methodology for Indiana standards, culture and preferences. We need to build our learning curve on what living and working in the Hoosier State and the Circle City is really like. Our school must reflect the fabric of community that it is already a part of and so we deeply value this local perspective to inform and ground our work appropriately. Our local Board is made up of local leaders all from Indianapolis. The local Board always hold the charter and therefore is the final decision maker about the Indianapolis school.

III.   Simple Template Reporting & Accountability

To keep two Boards humming at high efficiency and effectiveness while enabling management to focus on both the tactical and strategic challenges and opportunities of the work, we simplify our monthly and quarterly reporting into templatable "dashboards" where our key academic, enrollment, financial, operational and community goals are tracked in green, yellow or red colors so that any Board member can quickly summarize where the school and our organization stands relative to our agreed upon goals at any Board meeting in a matter of seconds. Additionally, our CEO prior to each Board meeting provides a narrative 2 page summary or CEO update that quickly brings the Board up to speed on the key issues or challenges facing the school/organization and where either a decision or discussion or both are warranted. This ensures Board members are adequately prepared and briefed BEFORE each Board meeting to ensure that the Board meetings themselves are not exercises in one-way communication or lengthy presentations but rather engage in meaningful, productive dialogue and learning. Board members of Matchbook Learning and its schools have often commented how well managed the schools are and how well governed the Board meetings are. The national Board is licensing the intellectual property (i.e. Spark and the Matchbook model, logo, branding, etc.) of Matchbook Learning to the charter school and its local Board. Apart from this licensing agreement, there are no other decisions that the national board will be involved in with respect to the charter school and therefore no potential disagreements to resolve. The licensing agreement will be independently negotiated between both Boards but otherwise no other negotiations or agreements will require joint consent.

Board Process for Policy Development & Decision Making

The governing Board will meet monthly and all policies and decisions will be subject to public meetings, with consent agendas approved in advance, documents for discussion issued one week prior to the board meeting and public comments and board and management discussion held at every meeting. Our experience with public charter Boards in the past suggests that there are 3 key processes that ensure policies and decisions are made wisely, efficiently and effectively:

I. Board training
The Board is adequately trained on the kinds of policies and decisions it should be presiding over (see development plan below). Boards are most effective when they set policy - academic, operational and financial - but then hold management accountable for the execution of those policies.

II. Vision + Mission = A Guiding Set of Priorities and Explicit Tradeoffs
Policies must flow from an overarching, coherent and synergistic vision and mission that reinforces a core set of guiding priorities. HR Policies for example must be set from a guiding premise or set of

priorities on the kind of staff the Board would like to recruit, develop and deploy in the school. Often these priorities have implicit tradeoffs embedded in them and the more explicit they can become, the clearer the execution (i.e. more experienced staff require higher salaries and a higher proportion of the budget and the converse is also true and so policy stems from whatever originating priority you set).

III. Evaluation = evidence

The soundness or effectiveness of any policy must be evaluated and that requires a recurring post-mortem on the question - did the policy set and the decisions that flowed from it result in maximizing our priorities, minimizing the tradeoffs and achieving our desired outcomes such that our vision and mission as a school were advanced? This type of question requires data, or evidence, not anecdotal answers, to properly answer. Too often founding incorporation articles and charter documents state certain policies that are never revisited or challenged with new evidence. Annually, we intend to review all Board policies with the Board to ensure the evidence supports the policy's continuance or it does not.

FORMULATION, ADOPTION, AMENDMENT OF POLICIES

The governance of the charter school through policies directed toward providing a thorough and efficient education for its students is one of the most important functions of the board of trustees. Therefore, the board shall establish a careful process to ensure:

A. Development of clear, workable, legal policies that reflect mature consideration of the will and needs of the school community, and

B. Timely, accurate evaluation of the effectiveness of the policies in the achievement of school objectives and progress toward goals.

In order to ensure that the total policy process is implemented effectively, the board appoints a lead person as policy coordinator. In cooperation with the board, he/she shall establish procedures to implement this bylaw that shall include an action plan for the careful development of policies and their regular review; appropriate policy goal-setting; a process for evaluation of the school and its progress toward or achievement of policy goals; and appropriate standards of measurement and criteria for judging such progress.

The procedures shall conform in all respects to the bylaws of the board concerning agenda and meetings. The procedures shall provide a means whereby all interested parties in the school community may submit proposals for additions and amendments to the school governance manual, and may contribute opinions and information for the board's consideration.

The policy coordinator shall ascertain any conflicts between proposed and existing policies and bring them to the attention of the board at the first reading of the draft. Policies may be adopted on second reading by a majority vote of the members of the board present and voting or may be further revised until consensus is reached. NOTE: FIRST READING MEANS THE FIRST TIME THE POLICY IS PRESENTED, NOT THE FIRST TIME A POLICY IS APPROVED IN ITS FINAL FORM.

In the interest of efficient administration, the lead person shall have the power to decide all matters of detail that may arise for which no specific provision is made in the policies adopted by the board, but no emergency action shall constitute official board policy. The lead person shall present the matter at the next board meeting, so the board can consider policy to deal with that situation in the future. The board reserves to itself the right to final determination of what shall be the official policy of the School.

High performing schools come from high performing Boards. We do not believe you can have a high performing school without it. However, high performing boards in our experience are more than just talented people who serve, but such Boards are foundationally built upon consistent, thorough board development strategies. We employ two such strategies.

1. **Initial Board Training Partner**
Matchbook will explore a partnership with an organization such as Boardable or Board On Track to provide initial training to the local board. This training provides the groundwork on how to run a public meeting, Indiana State requirements, the role of Board members, charter school finance, etc. We believe it is best to outsource this initial "bootcamp" training BEFORE formal Board meetings commence to a respected third party. By leveraging a third party (i.e. local Chamber of Commerce), it provides a necessary level of separation between management/CMO and the Board to ensure their roles are adequately defined and segregated otherwise the Board can become too dependent upon management and not sufficiently hold management accountable for the results it is expecting.

2. **Continuous Board Training**
This will happen both formally and informally. Formally, each year at a Board retreat, the same outsourced training partner mentioned above can be re-engaged to provide both a refresher course as well as advanced courses and training as Boards evolve through various life cycle stages (i.e. planning, launch, start-up, iterate, sustain, scale). Informally, Matchbook's CEO will meet individually with each Board member between Board meetings so that every Board member is met 1:1 at least quarterly or more. In addition to relationship building, this is an opportunity for the Board member to dig deeper into a particular area(s) of interest (i.e. school finance, performance assessment, HR recruitment, community engagement, school discipline statistics, etc.). These informal lunches or coffees coupled with site visits and classroom tours expand the Board's knowledge into the deeper areas that may interest them and be relevant and needed by the school and its management.

Matchbook Learning will continue to recruit local individuals to govern Matchbook Learning Schools of Indiana (MBLI). MBLI will reserve two board seats until the final location has been determined to ensure that its immediate community is represented.

The Board sets policy, approves all financial, operational and academic decisions as reflected in the annual budget and updated each month on actual versus budget reports, and any variances therein. The Board holds the CEO responsible for adhering to the school budget, selecting and managing the school Principal and ensuring the Matchbook model is being implemented effectively.

The CEO manages the Principal and reports to the Board each month on its actual expenditures vs budget, seeks approval on all hiring, vendor selection and expenditure decisions and reports quarterly on the academic progress of the school vis-a-vis its charter contract.

The school leader manages the school and is responsible for ensuring the Matchbook model is implemented according to its design by MBL and the budget set by the school's Board. The school leader works in concert with the CEO to recommend for approval by the Board all curriculum selection, personnel decisions, budget allocations and vendor selections.

D. Community Partnerships
Through local events and community meetings, Matchbook has been working to learn the Indianapolis context and created broad partnerships across communities. Additionally, Matchbook Learning looks forward to engaging a specific school community through hosting social events, learning sessions for parents, students, and stakeholders, as well as informational meetings, and volunteering in community service organizations.

Once IPS has identified a restart school, our local team is committed to working in shared office space in that particular building to meet community partners, to routinely host breakfasts and lunches with local stakeholders and influencers, and to participate in or host monthly neighborhood initiatives to attend local events, venues and high traffic areas to solicit ideas, information and demographic and social trends unique to that neighborhood. Our experience with other turnaround efforts and neighborhood outreaches led us to many of the unique aspects of our model today. Key aspects of our brand including our company name ("Matchbook"), logo, "When I Grow Up…" tagline, school staff uniforms, end-of-year teacher appreciation gala, etc. all came from countless design sessions of listening and empathizing with the needs of local stakeholders in our past schools. While the design of our school model has been honed and iterated on over six years and six schools, how the model is communicated, the various community partnerships, internships and school based experiences that shape and bind a school to a community and a community to a school (i.e. extracurricular programs, field trips, incentives, volunteers, school clubs, student activities, athletic, art and music programs, parent councils, student councils, community days, etc.) will be contextualized around community feedback and input.

For existing parents at our school, we will partner with Stand for Children Indiana and their partnership with IPS on IPS' restart schools to prepare parents on the future restart. Stand for Children Indiana will be invaluable in helping organize and facilitate meetings and listening sessions with parents. We will hire a full time Parent Coordinator ideally from that neighborhood community that we are matched with in this planning year to further build relationships and readiness for our partnership with this community. This Parent Coordinator will be co-trained by Stand for Children Indiana's Parent Training Institute and Matchbook Learning to help build parents' capacity, leadership and power in our school through volunteer pathways (i.e. tutor, mentor, teaching aide, hallway monitor, bilingual translator, parent council, etc) that leverages their unique experiences and skills so they can learn our school culture and model to advocate better for it, and we can learn from them the culture of the community and be better advocates for them.

We will seek to take an office in the school as soon as our IPS contract is finalized. From there, we will work with IPS to attain access to student records so we can inform every parent via personal letter that we send home with students inviting them to a series of "coffee and donuts" with the Matchbook Principal. These sessions will be designed around drop-off and pick-up times so parents can put a face(s) behind the Matchbook name, brand and announcement. Our past experience is that we will need to follow up the letters, the coffee & donuts meet-and-greet sessions with an end-of-school celebration on the school's premises complete with bbq, fun games, DJ, and additional face time. We will also plan to go door to door in the neighborhood, to visit parents in their homes and in particular, those that could not make any of our prior opportunities. Lastly, we will do a back-to-school social event in the community to again reinforce who we are, why we are here and to listen to their concerns, needs and hopes for the future. We will need at least these 5 tiers or designs of engagement to communicate this partnership and transition to parents at our school.

Identifying all the key stakeholders that are involved in the future of a restart school's success is paramount to our community engagement process. In the communities we seek to serve there are six categories of stakeholders: District (IPS) & City (Mayor's Office), School (staff), Teachers, Community Members (including churches and associations), Parents/Families and Students. Each of these stakeholders want the restart school to be successful, however, they each have a slightly different need as it relates to the restart's success. Through our custom designed listening sessions and empathy tours, we will listen to and try and discern what the most critical need is. Once we capture the community's expressed needs, we then design customized ways to meet each need, personalizing for the community just as we personalize for the individual student. A visual of a stakeholder map from previous community engagement efforts by Matchbook Learning is below.

Stakeholder Map
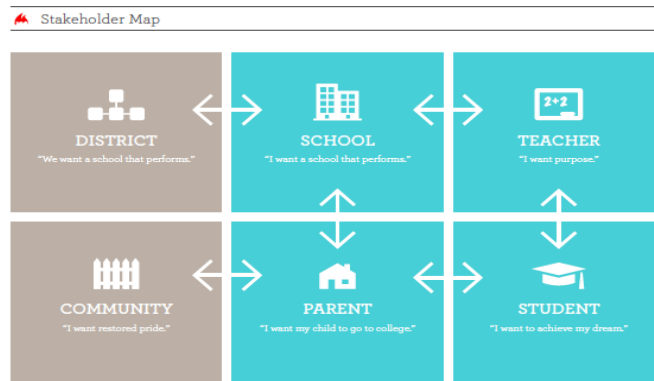
Additionally, we will build numerous community partnerships once a specific community has been identified through our Board members and their connections(Maureen Krauss for corporate partners; Douglas Hairston for local community based organization partners, Craig Burton for EmployIndy Workforce Development Mentorship partners). In addition, there are 3 city-wide partnerships we are currently exploring more deeply:

Joanna Taft, Harrison Center for the Arts - Joanna has expressed a willingness to connect us to their network and numerous ways the Harrison Center for the Arts can partner with our school to renew the city. First Fridays. Local artist exhibitions, co-working space for entrepreneurs, artist studios, city-based art productions and themed initiatives are all current examples of ways that our school could benefit from partnering with Joanna and her team on efforts they already produce.

Jay Hein, Sagamore Institute. Jay has offered Sagamore's historic mansion office space to house meetings, recruiting sessions, parent seminars, etc. Jay also offered ways that Sagamore's research team could partner with our school and innovative model to research various aspects of our model design, our students' results against prevailing benchmarks around the world and other ways that an action tank could bring to bear the more than 50 Fellows around the world that are in its fold.

Lauren Peterson, Enroll Indy. We would like to participate in the citywide enrollment system that is coming. Our experience with the same in other cities and our CEO's experience with the same in New Orleans could be valuable to Enroll Indy. In return, Lauren has offered help in connecting us with folks in the community we will ultimately have our school in to help us connect with leaders locally that can champion our school and its parent engagement efforts.

E. Financial Management
Matchbook Learning's Founder & CEO, Sajan George, prior to founding Matchbook Learning, was a Managing Director and Head of Education Practice of the turnaround firm Alvarez & Marsal. In that role, Sajan managed several large urban district restructurings (St. Louis, New York City, New Orleans, Washington, DC, Detroit etc.) and therefore has one of the deepest experiences in school finance and fiscal management in the country. Matchbook Learning commits to the following to ensure our proposed school has the highest levels of fiscal transparency, integrity and solvency:

 1. **Outsource**
We outsource the financial bookkeeping and reporting to an independent accounting firm that specializes both in non-profits and schools. This separation of responsibility even with a single school is important because it

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creates an appropriate separation of duties, seamless reporting and eliminates any potential for conflicts or weak internal controls. We believe strongly in this and do not try to keep this function inhouse.

Matchbook Learning is currently vetting Jitasa, in partnership with Brian Anderson. Matchbook Learning currently uses Jitassa (http://jitasagroup.com). Jitassa focuses on back-office outsourced accounting services for non-profits with numerous school district and school clients across K-12. They've automated a number of processes related to accounting, cash management, vendor payables, deposits, e-banking, etc. We've had great success with them in the past. However, they are not local (based in Boise, ID with outsourced personnel in Thailand and Bosnia) and so they would have a learning curve with respect Indiana charter school finance. We have asked several other CMO's and professionals and none have been able to recommend a local firm that specializes in Indiana charter school finance outsourcing that they believe are of quality. Most CMO's hire inhouse a person or contract with a single CPA individual. We believe this approach makes us vulnerable to that single person's availability which also raises concerns about quality control and sustainability. One option might be to hire Brian Anderson to oversee JItassa, help their learning curve in Indiana, etc. We are still vetting to see if we can find a local firm rather than individual with the kind of quality and sustainability we've come to enjoy with Jitassa.

2. Days Cash on Hand
Every single week our CEO reviews the cash position of the school and works with our outsourced accounting firm and management team to project our cashflows weekly on a rolling 13 week basis. Cash is the lifeblood of any organization and this ensures that we are constantly monitoring the key drivers of cash inflows (i.e. enrollment) and cash outflows (i.e. payroll). This kind of deep tactical review and focus on cash ensures the school is always fiscally viable and solvent.

3. Budget vs Actual Tracking & Adjusting
We will develop an annual budget in 3 phases:

Phase I: Estimate forecasted enrollment based on current enrollment and most recent trends. Utilize the most conservative estimates (i.e. prior year) for per pupil funding amounts. Baseline staffing to the current year student:teacher ratios. Forecast modest cost of living increases with appropriate performance bands (low, mid, high) for salary increases. Every line item in the budget will have an narrative assumption identifying the basis on which the line item is staying the same, increasing or decreasing.

Phase II: Perform sensitivity analyses on the various revenue and expenditure assumptions including per pupil funding, staffing ratios and compensation levels. Identify the mix of assumptions that provide for adequate cushion for contingency while maximizing the resources in the classroom.

Phase III: Present to the Board for discussion and eventual vote, the Phase I budget, the Phase II sensitivity analyses and confirm and approve the sensitivity analyses that best reflects the level of safety/cushion the Board would like to proceed on.

Every single month we produce a budget versus actual report to the Board and make adjustments based on where we see the annual trend. We do not wait to adjust budgets say at just mid-year or hope we make it to the end of the year with no more "surprises". Unexpected expenditures like facility repairs or employee terminations can and do arise. It is just the nature of running a school. However, while we cannot anticipate when or how those surprises occur, we can always and routinely adjust for them when they happen.

Our CEO will lead fundraising efforts. Local efforts will partner with Maureen Krauss of the Indy Chamber of Commerce. National efforts will tap into our CEO's network of national philanthropic funders many of whom

submitted letters of support in our charter prospectus with the City. We do not seek philanthropic funds to manage the day to day operations of the school but rather for catalytic investments in further developing and refining Spark both for our charter school's use as well as others who may down the road be interested in using this technology platform in their schools. In the past, this type of work has been funded by NewSchools Venture Fund, Draper Richards Kaplan Foundation, Chan Zuckerberg Initiative, the Gates Foundation & Educause's Next Generation Learning Grant Challenges, CityBridge Foundation, etc.

The school will develop an annual budget that the Board will approve. Every month, revenues and expenditures will be tracked against this annual budget with any material variances highlighted for Board discussion and management action. Each month the Board will receive a packet of financial information that will include budget vs actual vs YTD spend against this annual budget, along with a listing of every check/disbursement and a monthly bank reconciliation. Cash will be monitored daily and weekly cash flow projections tracked on an actual versus budget rolling 13 week model that will tie to the annual budget, quarter by quarter.

We will ensure there is an adequate segregation of duties between collecting any receipts/deposits and disbursing funds. All checks must be signed by a minimum of two employees (i.e. Ops Manager & CEO) before presenting to the Board for a third signature.

An annual audit will be completed by an independent accounting firm engaged by the Board. A management representation letter will be signed every year along with a conflict of interest policy annually signed by all Board members and key management personnel.

F. Budget

A copy of our initial budget workbook can be found in the attachments (28).

G. Facility
We intend to work with Indianapolis Public Schools (IPS) to restart a low performing school and will evaluate the restart potential facilities in collaboration with the district against our facilities criteria. Our facilities criteria include:
- Classroom capacity for 500+ students
- Playground & outdoor space for learning experiences
- Fixtures (i.e. bathrooms, water fountains) suited for primary grade students (K-3)
- Existing or ease of additional wiring, hot spots, and electric for technology needs (i.e. charging, strong internet access points for all classrooms)

IPS' published timeline indicates that the administration will recommend Innovation Partner matches at the January board meeting. Matchbook will then develop its agreement with IPS for approval from both the IPS board and MBLI board in March. Traditionally, Innovation Partners have then secured full use of the facility in June prior to the school opening. We do not anticipate any renovations or construction.

H. Transportation
We will work with IPS to restart a low performing school and will engage the district to ensure we offer transportation to those students who live in the boundary of the school, as well as explore a partnership with IndyGo to offer student bus passes for those students who live outside the boundary.

Finally, we are exploring a free local app that easily facilitates potential carpooling among willing parents who live proximate to each other (the app connects parents whose children attend the same school and live close by to each other) that may not fit either IPS or city bus routes.

I. Risk Management

No risk can be appropriately managed or mitigated if the personnel over those areas of risk are not both well qualified and well trained. Every person we hire goes through a background check, multiple interviews, an independent and scientific assessment and a probationary period before full-time employment. Our risk management philosophy starts with excellent, slow hiring.

Every decision our school will make is vetted through a minimum of two filters:

I. Is it consistent with our Board policy, charter contract and academic model and vision? A member of our management team ensures this for every decision.
II. Is it consistent with our Board approved annual budget and current cash availability? A member of our management team vets this initially and the Board approves it subsequently.

We realize that even the multiple levels of scrutiny and risk mitigation above are not enough. Consequently, we do carry insurance for our Board and management (D&O) and employees (workers comp, general liability, educator malpractice, etc.) and have included an Insurance Quote Letter for the school, Attachment 29. Every Board meeting we report on a dashboard "red, yellow or green" each area of the school's operations including academics and special ed, operations, attendance, discipline, etc.. Red items are discussed in detail at each Board meeting. Every week, every staff member is met weekly with their supervisor to go over their responsibilities and key risks areas. These weekly touch points ensure that no risk ever grows to levels that are surprising in terms of timing, and material in terms of size/impact.

J. Timeline

TIMELINE [green = completed]	START-UP PLAN ACTION STEPS [YEAR 0]
July 2017	*Relocating Matchbook Learning to Indianapolis*
	CAO/Principal Dr. Amy Swann moves to Indianapolis
	Commence TMT Fellowship
	Commence Community Outreach
	Identify Potential Board Member Candidates
	Begin vetting several potential Board Candidates via network/relationships
	Short-list initial Board members
August 2017	*"Matchbook Learning Schools of Indiana" Non-Profit Org Formation*
	CEO Sajan George moves to Indianapolis
	Meet with potential Board members
	Meet with 20+ Community Based Organizations.
	Identify possible "office space" at Sagamore Institute and Switchboard Co-working Space

	Draft and submit charter prospectus to OEI
	Form local non-profit "Matchbook Learning Schools of Indiana" and file articles of incorporation with IN
	Draft by-laws and first Board meeting resolutions
	Frame Board expectations, timeline and key upcoming action steps for the Board
September 2017	**Spark & Accelerator Indy Market Relevance and Viability**
	Recruit and confirm Board chair, Craig Burton
	Invest in Board Chair's learning curve re: our model, vision and methodology
	Recruit and confirm two national Board members to the MBLI Board
	Schedule and hold 1st Board meeting - adopt by-laws, resolutions, etc.
09/13	OEI Interview
	Draft and file with IRS our 501c3 application
	Connect with 20+ community members to cast vision, build support, listen
	Identify additional local and national philanthropic funding sources
	Visit Nashville schools to learn best practices - social emotional learning at Valor Academy, etc.
October 2017	**Personalizing Content for Indiana**
10/3	Charter Board prospectus hearing
	Fine-tune charter school budget - identify additional funding sources; sensitivity analysis, etc.
	Vet 2018 curriculum selections
	Commence EngageNY ELA & Math Curriculum integration with Spark
	Map curricular choices to IN State Standards
	Prioritize and rank order IPS priority schools for possible restart
	Build local relationships in restart candidate communities
	Connect with 20+ community members to cast vision, build support and listen
10/27	Submit Full Charter Application to OEI
November 2017	**Charter Approval & School Match**
	Identify community based members to advocate for MBLI and their school
11/13	Full Charter Application Hearing & Vote
	Build grass-roots support in 1-2 communities that expect a charter restart

	Understand possible school building facilities' existing IT broadband capacity
	Understand possible school building facilities' existing IT hardware
	Adjust pro forma financials for identified school(s), enrollment and operating costs
December 2017	**School Design**
	Work with IPS on building preview to observe staff, understand school history, culture and community
	Commence grass-roots local community engagement - surveys, 1:1's convo's and local meet n greet
	Identify local places to work/office: coffee shops, co-working space, etc to build relationships
	Design student and employee recruiting and marketing campaign
	Design community brochures on school, vision and model
	Design a multi-layered, multi-stakeholder set of listening sessions with the community
	Market the listening sessions to commence next month
	Identify transportation solution with IPS
	Identify likely outsourcing or IPS contracting needs including:
	- maintenance
	- food services
	- contracted related services for special ed (physical therapy, occupational therapy, speech therapy)
	- potential shared services (nursing/health, special education IEP reviews, counseling, etc.)
	Work with IPS on their 2018 e-rate grant
	Confirm number of employee (teacher, admin, ops) positions to be filled
	Draft job descriptions
	HR platform, Social Media & HR recruiting website blast of all positions
	Blog on job postings to raise their profile nationally of the job openings here in Indianapolis
January 2018	**School Leadership Recruitment & Student Enrollment Campaign Kickoff**
	School leadership positions recruited, interviewed and 100% filled for school launch
	Engage IPS on their hopes and desires for the community
	Engage key community stakeholders - churches, local businesses, library
	Complete classroom observations - identify retention candidates
	Make offers to retention candidates at restart school

	Blog, market and push on social media remaining opening positions
	30% of all school positions filled
	Finalize HR Benefits plan (medical, dental, vision, retirement, counseling, vacation, personal days, etc.)
	Finalize HR Personnel Manual and Policies
	Schedule and hold 20+ listening sessions
February 2018	**School Staff Recruitment**
	Interviews, demos and school staff selection
	40% of all school positions filled
March 2018	**Community Listening Tours**
	Have a community member/leader kick-off and facilitate each session (non-Matchbook person/leader)
	Attain feedback questionnaires, surveys and poll members on their vision/desire for the school
	Building growing consensus and share results of each prior session and cumulative feedback
	Obtain a 90%+ satisfaction rating for each listening session based on the following key dimensions:
	- humility (I sensed gratitude from MBLI)
	- respect (I felt valued by MBLI)
	- empathy (I felt heard by MBLI)
	- hope (I feel inspired by MBLI's model)
	- motivated (I want to support/help MBLI in our school)
	Finalize any additional philanthropic funding
	Spark Development UI/UX Iteration and Indianapolis Finalization
	50% of all school positions filled
April 2018	**Student Recruitment & Re-enrollment**
	Synthesize community listening tour results and share with Board, IPS, City, & Community
	Design specific and key strategies and tactics to address concerns and hopes from listening sessions
	Craft and design marketing and recruiting efforts around the listening tour themes
	Identify school branding and refresh needs (i.e. school uniforms, landscaping, painting, posters)
	Door to door campaign to recruit and enroll students

	Re-enroll campaign at school for current students
	80%+ student retention rate
	10%+ new student enrollment
	95% of all school positions filled
May 2018	**Operations & Logistics**
	Finalize Indy version of Spark
	100% of all school positions filled
	Enrollment targets achieved
	Design Back-to-School PD for all staff
	Confirm all insurance selections (employee benefit, school organization, etc.)
	Confirm one month interest free advance of per pupil funding from IPS
	Confirm and finalize all banking arrangements
	Confirm and finalize back office accounting and payroll providers and service agreements
	Finalize employee onboarding process
	Finalize IPS school transition and handover logistics (building access, keys, security, etc.)
	Social media push to announce school's new model design
	Finalize all outsourcing agreements - food, transportation, facility maintenance, etc.
June 2018	**90 Day Launch Plan**
	100% of all positions remain filled
	90 day daily plan to school opening finalized - approved by MBLI Board. Key workstreams include:
	- HR Onboarding, Back to School PD
	- Parent Engagement, Orientation, Enrollment
	- Technology Management
	- Facility Re-Opening/Back-to-School Operations
	- Finance, Payroll and Cash Management
	- Student Orientation, First Day, MBL U for Students
	Finalizing all accounting policies, reporting milestones, etc.
July - August 2018	**First Day of School Re-opening**

	Continue Executing 90 Day Daily Launch Plan
	First Day of School Grand Reopening

IV. Summary of Strengths

We do not know yet the specific community to which we will be matched. However, we do know that the educational needs of those students in that to be named community will be characterized by a history of low performance that puts the overwhelming majority of students behind or significantly behind their expected grade level as well as for the rigors of preparing them for the next phase of education and future career attainment. We are well suited to create an excellent charter school because we have deep experience working in similar turnaround environments and we have deep experience working to meet every student where they are, particularly those that are behind grade level and accelerating their growth to mastering the competencies required of them.

We have designed a school model and personalized learning platform to meet every student where they are. The promise of personalized learning is to meet every student where they are and no other approach has the potential to meet the both the depth and breadth of learning deficits our students have accumulated individually while accelerating their progress and growth collectively. We intend to show that our students, while starting further back than most of the peers, will have the fastest growth rates in the city.

We have proven this school model and personalized learning platform in the toughest of conditions in Detroit and Newark. We have tested and refined this model in 7 different school turnarounds. We are not new to high need, high poverty, high minority and low capacity environments. Our top 3 leaders have more than 50 years of combined experience doing this work. We thrive in environments desperate for new vision, new culture and a new trajectory.

Appendix 1 – Attachments Referenced in Narrative

Attachment 1: Survey Questions

Neighborhood Survey Questions:

1. Are you satisfied with the services and education provided by the neighborhood schools?

<div align="center">Yes or No</div>

2. We know that "one size fits all" t-shirts don't really fit everyone and similarly we think that education should be personalized to fit every student's needs and meet every student where they are regardless of age or grade level. Do you agree with that?

<div align="center">Yes or No</div>

3. Do you want your child to have a personalized education that also prepares them with technology skills starting in elementary that they will need to be successful in high school, in college, and in the job market when they grow up?

<div align="center">Yes or No</div>

Optional Open Ended Survey Questions:

4. Is there something that is really important to you for your child's education that you want us to think about?

5. Does anything come to mind in the community that you want to make sure that the schools in the neighborhood know about or preserve?

Attachment 2: Tiered Behavior System

Tiered Behavior & Academic Referral Plan

The school's tiered behavior and academic referral plans have been developed for the small fraction of students who need additional supports in order to be successful in the classroom setting.

TIER I – After the 3rd Behavior or Academic Referral
- Parent phone call after any referral by teacher and Administration.
- School counselor and Dean of Culture conference to develop intervention recommendations.
- Student conference with Administration to discuss future consequences.
- Student conference with mentor weekly.
- Anecdotal monitoring by each teacher.
- Grade/academic check by counselor and Dean of Culture for possible class adjustment.

TIER II – After the 5th Behavior or Academic Referral
- Teacher, Mentor, & parent conference with Administration over behavior, academics, and possible future consequences.
- Referred to Student Assistance Team by teacher or grade level and mentor.
- Each teacher creates individual specific behavior intervention for student in their classroom.
- Goal chart created by the student with their mentor and monitored by mentor weekly.
- Anecdotal notes by each teacher or grade level team who will send the parent and administrators an academic and behavior weekly report each Friday.

TIER III – After the 8th Behavior or Academic Referral
- Daily period with counselor and behavior modification instructor.
- Possible staff escort from classes.
- Student responsible for own BIP (Behavior Intervention Plan). Parent signature each night
- Anecdotal notes by teacher provided to Dean of Culture on Thursdays after school for parent contact Friday.

The following Merit and Demerit system also helps teachers, students, and parents learn what a major and minor infraction are:

Demerit/Merit System

Demerits

In realizing that no situation will ever be the same the number of demerits per occurrence will be based on the professional judgment of the teacher. For example, the dress code could be a minor *or* major offense, based on the student's conduct.
- Minor infractions are occurrences that are resolved in the classroom, 1-2 demerits. Major infractions are situations that require an office referral, five (5) demerits.
- Earning five (5) demerits in a week will result in the loss of weekly celebration time and an office referral.

Merits

A merit is a point given back to a student by the teacher who gave the demerit. A teacher cannot give back more merits than demerits in a given week. Merits should be *earned*. Students should go above and beyond to make-up for the infraction caused. Each teacher will decide what is necessary for the student to receive a merit. For example, in science the student may come to the teacher to clean a mess that students made during a lab. A student may also earn a merit by cleaning desks after school or other random acts of kindness.

MINOR INFRACTION (1 Demerit)	MINOR INFRACTION (2 Demerits)	MAJOR INFRACTION (5 Demerits)
· Coming to class unprepared · Disruption in class · Dress Code · Gum in prohibited areas · Off task in class · Physical contact · Tardy	· Abusive/ inappropriate language · Disrespect / non-compliance · Property misuse – abusing school or peer's property · Inappropriate language · Technology/Cell Phone misuse or use without teacher permission (May also be collected and held by the teacher for the remainder of the class period.)	· Abusive / inappropriate language to staff · Any write-ups · Disrespect / non-compliance / defiance · Fighting / physical aggression · Harassment · Theft · Threats

Attachment 3: Matchbook Learning School Calendar 2018-19

JULY

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

AUGUST

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

SEPTEMBER

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

OCTOBER

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

NOVEMBER

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

DECEMBER

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

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

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

MAY

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

JUNE

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

Legend

Color	Description
Professional Development Days	All instructional personnel report. Students DO NOT attend.
School Opening Preparation Days	All school-based employees attend to prepare for the opening of school. District Convocation, school staff meetings, full teacher workday.
Days of Student Attendance	
Parents in Touch Day	
Holidays	Holiday pay distributed according to employee group contract.
Records and Close-out	
Flex Days	As needed to make up days of school closure.
Break	
Summer School	
Summer Break	

Summary of Days

Students	
Semester 1	81
Semester 2	99
Total	**180**

Staff	
PD days	4
Workdays	4
Student days	81
Semester 1	**89**
PD days	1
Workdays	1
Student days	99
Semester 2	**101**
Total	**190**

Attachment 4: Sample Daily School Schedules

The students' day will look like the following with independent study times built into the Matchbook instructional blocks and extra curricular time built into the rotation periods:

Time	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade		5th & 6th Grade
8:00 - 8:15	Breakfast & Morning Meeting which includes Celebrations, Earned Citizenship Badges, & Respectful Ways Daily Intro	Breakfast & Morning Meeting which includes Celebrations, Earned Citizenship Badges, & Respectful Ways Daily Intro	Breakfast & Morning Meeting which includes Celebrations, Earned Citizenship Badges, & Respectful Ways Daily Intro	Breakfast & Morning Meeting which includes Celebrations, Earned Citizenship Badges, & Respectful Ways Daily Intro	Breakfast & Morning Meeting which includes Celebrations, Earned Citizenship Badges, & Respectful Ways Daily Intro		Breakfast & Morning Meeting which includes Celebrations, Earned Citizenship Badges, & Respectful Ways Daily Intro
8:15 - 10:15	Reading & Language Arts Block	Reading & Language Arts Block	Reading & Language Arts Block	Reading & Language Arts Block	Reading & Language Arts Block		Reading & Language Arts Block
10:15 - 12:15	10:15 – 11:00am	Math	10:15 - 11:05 am Math	Math	Math		Math
12:15 – 12:37	11:05 -11:25	Lunch	11:05 - 11:25 Recess	Recess	Recess		Lunch
	11:30 - 12:37	Math	11:30 - 11:50 Lunch			12:37 - 1:32	PE/Chess/Art/Coding Rotation
12:37 – 1:00	Recess	Recess	11:55 - 1:00 pm Math	Lunch	Lunch		
1:00 - 1:20	Respectful Ways Lesson (https://respectful.myshopify.com/pages/guide-curriculum) & Community Activity Rotation	Respectful Ways Lesson (https://respectful.myshopify.com/pages/guide-curriculum) & Community Activity Rotation	Respectful Ways Lesson (https://respectful.myshopify.com/pages/guide-curriculum) & Community Activity Rotation	Respectful Ways Lesson (https://respectful.myshopify.com/pages/guide-curriculum) & Community Activity Rotation	Respectful Ways Lesson (https://respectful.myshopify.com/pages/guide-curriculum) & Community Activity Rotation	1:32 – 1:55	Respectful Ways Lesson (https://respectful.myshopify.com/pages/guide-curriculum) & Community Activity Rotation
1:20 – 2:00	Social Studies with PBL Integrated (1 community project per semester)	Social Studies with PBL Integrated (1 community project per semester)	Social Studies with PBL Integrated (1 community project per semester)	Social Studies with PBL Integrated (1 community project per semester)	Social Studies with PBL Integrated (1 community project per semester)	1:55 – 2:45	Social Studies with PBL Integrated (1 local or world community project per semester)
2:00 – 2:	PE/Chess/Art/Coding Rotation	PE/Chess/Art/Coding Rotation	PE/Chess/Art/Coding Rotation	PE/Chess/Art/Coding Rotation	PE/Chess/Art/Coding Rotation	2:45 –	Science with Exploration, Inquiry, and Labs (FOSS Kits)

40						3:35	
2:40 – 3:20	Science with Exploration, Inquiry, and Labs (FOSS Kits)	Science with Exploration, Inquiry, and Labs (FOSS Kits)	Science with Exploration, Inquiry, and Labs (FOSS Kits)	Science with Exploration, Inquiry, and Labs (FOSS Kits)	Science with Exploration, Inquiry, and Labs (FOSS Kits)		
3:20 - 3:35	Read Allowed	Read Allowed	Read Allowed	Read Allowed	Read Allowed		

A Teacher's day will look like the following:

Time	Sample Teacher 4th Grade	Sample Teacher 5th & 6th Grade	
7:35 – 8:00am	Arrive & Report to Morning Station by 7:50am	Arrive & Report to Morning Station by 7:50am	
8:00-8:15	Breakfast & Morning Meeting – Announce Class Celebrations, Occasionally Lead Daily RW Intro with Personal Story	Breakfast & Morning Meeting – Announce Class Celebrations, Occasionally Lead Daily RW Intro with Personal Story	
8:15 - 10:15	Reading & Language Arts Block (All Teachers Support Core Teachers)	Reading & Language Arts Block (All Teachers Support Core Teachers)	
10:15- 12:15	Math (All Teachers Support Core Teachers)	Math (All Teachers Support Core Teachers)	
12:15 – 12:37	**Parent Contact**	**Lunch**	
12:37 – 1:00	**Lunch**	12:37 - 1:32	**Planning or on Wed & Thurs. PLC Time**

1:00-1:20	Respectful Ways Lesson (https://respectful.myshopify.com/pages/guide-curriculum) & Community Activity Rotation	1:32 – 1:55	**Parent Contact Time**
1:20 – 2:00	Social Studies with PBL Integrated (1 community project per semester)	1:55 – 2:45	Social Studies with PBL Integrated (1 local or world community project per semester)
2:00 – 2:40	**Planning or on Wed & Thurs. PLC Time**	2:45 – 3:35	Science with Exploration, Inquiry, and Labs (FOSS Kits)
2:40 – 3:20	Science with Exploration, Inquiry, and Labs (FOSS Kits)		
3:20-3:35	Read Allowed		
3:35 – 3:45	Dismissal Stations		Dismissal Stations

Matchbook Learning Citizenship Badge Categories

Habits of Mind Badges **Habits of Work Badges** **Habits of Heart Badges**

Badge Examples:

- **Perspective--***Examining various viewpoints & creating and understanding one's own perspective.* What is the viewpoint presented? What is my viewpoint, and why?
- **Analysis--***Interpreting evidence & finding evidence to support one's own arguments.* What is my interpretation of the material presented? What is the evidence?
- **Connections--***Making connections to self, peers, other school subjects, and the world.* How does this connect to my own experience? Does it connect to the larger community?
- **Expression**--*Personalizing your work and engaging your audience.* How is individuality and creativity incorporated into this work? Is it compelling?

Badge Examples

- **Resourcefulness--***Finding solutions to problems & knowing where to go for help.* How can I take initiative and where do I go to solve problems?
- **Organization--***Managing time, paperwork and self-organization in order to be successful.* How can I manage my time to achieve my goals? How can I be punctual and professional?
- **Perseverance--***Working hard & never giving up.* How can I continually improve my work? How can I set goals that will motivate me every day?
- **Eagerness--** *Demonstrating excitement and readiness.* How can I celebrate success in myself and in others? How can I become involved in school activities?
- **Self-Awareness--** *Understanding your decisions & being conscious of how you behave.* How can I understand my strengths and weaknesses so that I can help myself and others?

Badge Examples

- **Flexibility--***Knowing how to adapt when things change.*
- **Insight--***Having a vision of your future and keeping yourself on track to get there.*
- **Role--***Understanding the needs of the community and how your actions affect it.*
- **Empathy--***Understanding the needs and thoughts of others.*

Example Pathways to Badges:

Habit	Start Line	Pathway Highlights	Finish Line
Presence	Most scholars have little intentional presence.	Scholars explore and demonstrate 1.) an understanding of the natural tendencies of the human mind (i.e., the chattering mind, impact on attention, etc.) and 2.) the "trainability" of the mind. Scholars learn to post, or anchor, their attention through use of their senses and their breath. Scholars demonstrate the ability to witness the workings of their minds, remain unattached to the happenings of the mind, label the happenings, and kindly return to the present moment - for increasing long durations of time.	Scholars demonstrate an ability to bring an intentional, non-judgmental, and curious quality of attention to present moment experiences and are able to focus attention on an object of awareness for 15-30 minutes.
Balance	There is wide variance in equanimity and balance among scholars. Most have little sense of an inner world. Some scholars have internalized healthy self-regulation via healthy attachment with family, while others have not.	Scholars demonstrate competency regarding emotional awareness. Scholars explore a variety of self-regulation/management practices and demonstrate the ability to sit with both balanced and and imbalanced inner states. Scholars demonstrate a commitment to proactively develop balance (i.e., through a regular practice of balancing practices)/structure day to optimize a sense of balance (i.e., plan rest, other balancing practices, physical exercise, etc.) and continue to regain balance in a variety of contexts. Scholars demonstrate the ability to maintain a baseline sense of balance, re-balance as necessary, and continuously reflect and improve their ability to move towards balance.	Scholars 1.) demonstrate a sense of balance, or inner calm, in the face of a variety of stressors and in many contexts, 2.) feel confident identifying these stressors and their own states of regulation/balance and dysregulation/off-balance, and 3.) use practices and skills to self-regulate/find balance when needed.

Identity	Almost all scholars have little sense of their preferred life story, however many have some grounding in religious-based self-stories and/or family value-systems.	Scholars explore and share about their history, culture, religion, or other aspects of themselves/their background. Scholars develop a beginning understanding of their strengths and their ability to author their self-story. Scholars recognize the danger of a single story and the power of a multi-storied identity and explore their multi-storied identitieies through personal reflection and connection with those they trust.	Scholars are able to create new relationships with negative self-stories from the past - created by self and others - by 1.) externalizing problems and 2.) re-authoring via connecting to what they value. Scholars can identify relationships and communities that support their values and preferred storylines and can utilize these relationships and communities to support them when necessary.	Scholars deepen their sense of self as individuals and sense of self as part of a community regarding preferred future outcomes and goals. Scholars arrive at a preferred identity and publicly share this with their community.	Scholars can articulate a clear set of personal values and can define a multi-storied, preferred self-narrative. They can provide evidence for ways they have and will continue to live their lives from these self-narratives.
Joy	Almost all have a sense of joy, most mistake happiness and pleasure for joy.	Scholars connect with joy/feel joy through sharing an artifact of importance with their community. Scholars make a commitment to intentionally explore curiosities about joy and to explore pathways towards this state of being.	Scholars explore understandings and practices that support the development of joy (i.e., begin to build a "joy toolbox"): human need for joy, joy as a natural state, the connection of joy and motivation, gratitude, reframing to pay attention to	Scholars explore and commit to ways that they can give regularly (i.e., community service, within family, as a friend, etc.) to cultivate joy.	Scholars can articulate the difference between joy, pleasure, and happiness and can give concrete examples of the ways that living out their preferred life stories/living in alignment with their values brings them joy.

		positives, externalizing (i.e. this negative feeling is not me), kindness, self-compassion, equilibrium/balance and joy, reflecting on what produces joy as clues to developing self-storylines, etc.			
Integrity	Most scholars understand integrity as a rule-based ethic. Some have internalized this rule-based ethic and experience right and wrong only in relationship to others (i.e., being caught or not).	Scholars create deeper connections to their values, skills, and dreams, communicate stories that provide evidence of their values. Scholars demonstrate an understanding of values (generally) and can identify their personal values.	Scholars hold themselves and others accountable to community commitments, or values.	Scholars live according to their values/intentions in conjunction with intentionally weaving the concept of service to others into their life stories.	Scholars consistently make choices that are aligned with their personal values and self-narrative and can describe practices and skills they use, and strengths and relationships they draw on, when enacting these values is difficult.
Determination	Wide variance exists among scholars in their ability to sustain focus and effort.	Scholars demonstrate an understanding of what skills and mindsets support determination. Scholars draw relationships between effort and achievement.	Scholars utilize the principles of deliberate practice towards growth. Scholars utilize goal setting as a means towards habit development and growth.	Scholars invent a personal system to maintain focus and recover from failure.	Scholars demonstrate the ability to independently sustain their focus on a long-term goal and can describe the skills and practices they use, and strengths and relationships they

		Scholars develop and strengthen [x] by planning, getting feedback, revising, and/or trying a new approach.			draw on when sustaining this focus is difficult.
Courage	Most scholars have an ability to be vulnerable within a safe context (some adult protective structures have not developed yet). Scholars' depth of vulnerability is greatly impacted by level of self-awareness.	Scholars identify courage and fear as natural states and demonstrate a basic understanding of the value of each (i.e., fear is meant to keep us safe and courage supports our growth).	Scholars commit to growth through courage by 1.) taking appropriate risk on an identified set of tasks that may produce fear or anxiety/engaging with appropriate stress-inducing situations, 2.) applying strengths and courage tools to manage fears, and 3.) reflecting on growth.	Scholars show the courage to approach their imperfections [e.g., physical imperfections, academic performance imperfections, family imperfections, etc.], articulate the fears and anxiety that are provoked, and utilize skills to show vulnerability, seek support in the face of imperfections, and reconnect with values to direct attention.	Scholars demonstrate an ability to articulate the ways in which they are imperfect and how fear or anxiety manifests in their lives in the face of this awareness. Scholars demonstrate an ability to seek out support and learn skills to help them take risks and act with integrity and vulnerability in the presence of fear or anxiety.
Kindness	Scholars exhibit a wide variance in ability to resonate with and recognize states/needs in others. Some have internalized ethics and	Scholars demonstrate recognition of the "basic goodness" of self and others. Scholars explore ways in which they are kind and un-kind to themselves and to others in thoughts, speech,	Scholars understand kindness as a habit to be built and explore tools towards 1.) greater self-kindness (i.e., positive self-talk, acts of kindness towards self, gratitude, loving-kindness, self-	Scholars develop the ability to articulate what self-kindness "looks like" and what kindness towards others (i.e., friends and others who are not as close relationally) "looks like" and	Scholars demonstrate an ability to resonate with other's experience, identify own and other's needs, and act in a way that meets those needs in a supportive and generous way.

	enact these. Others are still fairly self-centered.	and actions.	compassion, and forgiveness - find what is soothing and enjoyable) and 2.) kindness to others. Scholars commit to a leadership role in the Valor community where they can exhibit/model and teach kindness (i.e. as a tutor, trainer, etc.).	put this into action for extended periods of time.	
Curiosity	Most scholars still have a strong connection to curiosity with regard to content/world, but many have not been exposed to curiosity with regards to inner experience. There is a deep sense of curiosity among most scholars regarding peers and peer relationships.	Scholars explore their commit to maintaining a curious attitude about themselves, their relationships, and their environment over time.	Scholars show curiosity within a new skill of interest [e.g., learning to type, playing a sport, playing an instrument, cooking, meditating, etc.] and gain understanding of the role that curiosity plays in building new skills, knowledge, confidence, and more exploration. (i.e., Scholars intentionally seek out novel experiences in an effort to build their "curiosity muscle".)	Scholars exhibit a need or a desire to know about themselves, their relationship, and their environment. Scholars identify the value of curiosity as they apply the scientific method/approach to cause and effect situations and reflect on the outcomes. i.e., If I do "x", then I hypothesize "y" will happen in management of inner experiences, in relationships, academic tasks, etc.	Scholars demonstrate a deep, onging desire to know more about their inner experience, relationships, and the world, beyond that which is novel and of immediate interest and are not deterred by confusion, or the unknown.

				Scholars predict when curisoity may wane and experiment with creating conditions (e.g., finding an interesting or joyous aspect; adjusting the level of challenge) to enhance curious behaviors.	
Diversity of Perspective	Some scholars are capable of taking others' perspective and are capable of valuing/honoring those perspectives. Many scholars cannot fully articulate their own perspective (i.e., they carry the perspectives of others in their lives).	Scholars gain awareness of the diversity that exists in the Valor community.	Scholars recognize the similarities and differences between themselves and others in the Valor community. Scholars recognize the strength that lies in diversity through identification of the values of those different from themselves.	Scholars gain an understanding that values are foundational to shaping opinions and perspectives. Scholars seek to understand and appreciate others' points of view by identifying values that underlie, or are foundational to others' opposing perspectives.	Scholars demonstrate an ability to describe their perspective, relationships, and the world within an inclusive worldview based on the principle of "true but partial" and demonstrate a respect for and desire to seek out different perspectives as a way of strengthening their understanding of an issue, relationship, or subject.

Attachment 6: Sample Competency Based Report Card

Student Name

Homeroom Teacher: **Zhanae Seaton**   Reporting Period **4** of **4**

MATCHBOOK
LEARNING

3	**0**123456789	**25**	**22**	**3**	97%	4 Excused 5 Unexcused	0 Excused 3 Unexcused
Grade	Student ID	Merits	Demerits	SparkBucks	Attendance Rate	Absences	Tardies

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English Language Arts
ELA3-2

Progress This Period:	A	Progress This Year:	A	Performance Series:	3 Fall	4 Winter	5 End Year

STUDENT HAS COMPLETED 4 STANDARDS   **GOAL: 4**

- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS.ELA-LITERACY.L.2.4B)
- Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS.ELA-LITERACY.L.2.1E)
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. (CCSS.ELA-LITERACY.L.4.5A)
- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (CCSS.ELA-LITERACY.W.2.1)

NOTES

"Student is a very strong reader, and is able to comprehend at a fifth grade level. Please make sure she is reading chapter books over the summer to continue increasing her comprehension, and discussing her understandings with an adult."

Zhanae Seaton, English Language Arts

Math MATH3-2

Progress This Period:	A	Progress This Year:	A	Performance Series:	2 Fall	3 Winter	4 End Year

STUDENT HAS COMPLETED 3 STANDARDS   **GOAL: 2**

- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (CCSS.MATH.CONTENT.2.MD.C.7)
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (CCSS.MATH.CONTENT.3.MD.C.6)
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (CCSS.MATH.CONTENT.3.MD.C.7A)

NOTES

"Student finished the year strong in math, and is prepared for the challenge of fourth grade mathematics."

Zhanae Seaton, Math

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Social Studies SS3-2

	Progress This Period:	Progress This Year:	Performance Series:	— Fall	— Winter	— End Year
	A	A				

STUDENT HAS COMPLETED 1 STANDARD GOAL: 1

- Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment. (G3.G1.0.1)

NOTES

"Student is able to locate places on a map, based on cardinal directions."

Zhanae Seaton, Social Studies

Science SCI3-2

	Progress This Period:	Progress This Year:	Performance Series:	— Fall	— Winter	— End Year
	A	A				

STUDENT HAS COMPLETED 1 STANDARD GOAL: 1

- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1)

NOTES

"Student discussed and displayed evidence on their understanding of animal classifications."

Zhanae Seaton, Science

Physical Education PHYSED3-2

	Progress This Period:	Progress This Year:	Performance Series:	— Fall	— Winter	— End Year
	A	A				

STUDENT HAS COMPLETED 3 STANDARDS GOAL: 3

- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. (2.6.2.A.2)
- Explain what it means to demonstrate good sportsmanship. (2.5.2.C.1)
- Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons) (2.5.P.A.3)

NOTES

"Student completed spring testing, focusing on Muscular Strength, Muscular Endurance, CardioRespiratory Endurance, Flexibility and Body Composition."

James Watkins, Physical Education

Technology tech3-2

	Progress This Period:	Progress This Year:	Performance Series:	— Fall	— Winter	— End Year
	A	A				

STUDENT HAS COMPLETED 1 STANDARD GOAL: 1

- Use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase) (3-5.CT.1)

NOTES

"Displays good citizenship by assisting other students. Follows classroom rules."

Tiffany McCullough, Technology

Character Camp MORALS3-2

	Progress This Period:	Progress This Year:	Performance Series:	— Fall	— Winter	— End Year
	A	A				

STUDENT HAS COMPLETED 1 STANDARDS GOAL: 1

NOTES

"This quarter we continued to work on the virtue of compassion as well as integrity to tie all virtues taught this year together."

Amanda Wade, Character Camp

Overall Notes

"Student was an eager learner and very helpful asset to our classroom this school year, and I have no doubt that she will flourish as a fourth grade student."

— Zhanae Seaton, 3rd Grade Advisory

GRADE 6: MODULE 2A: UNIT 1: LESSON 2
Figurative Language and Word Choice:
A Closer Look at Bud, Not Buddy (Chapter 2)

Indiana Academic Standards Targeted & Long-Term Targets Addressed
Indiana Academic Standard: 6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text. I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4) I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4) I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5)

Supporting Learning Targets	Ongoing Assessment
• I can determine the meaning of figurative language in *Bud, Not Buddy*. • I can explain how the author's word choice affects tone and meaning in the novel.	• Tracking Bud's Rules graphic organizer • Figurative Language in *Bud, Not Buddy* graphic organizer • Selected Response Questions: Word Choice in Chapter 2 • Exit ticket: Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy*

Agenda	Teaching Notes

1. Opening
   A. Engaging the Reader: Tracking Bud's Rules: Rule 118 (8 minutes)
   B. Unpacking Learning Targets (4 minutes)
2. Small Group & Independent Work Time (80 minutes)
A. Small Group - Introducing Figurative Language in Bud, Not Buddy (10 minutes) & Explaining How Word Choice Affects Tone: Strategies for Answering Selected Response Questions (15 minutes)
   B. Independent Learning – Spark Playlist
   C. Literacy Circle Reading & Discussion Group ("Reading this section I'm thinking about…."), Peer Conference
   D. Module Task Group Work
3. Closing and Assessment
   A. Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (5 minutes)
4. Homework
	• In the opening of this lesson, students look closely at the new routine in which they examine "Bud's Rules and Things." Bud's rules show up throughout the novel and offer students another insight into him as a character.
	• Students are asked to consider what the rule means, how he uses it, and where it may have originated. Bud's rules will provide a bridge connecting the novel to texts students will be reading in the second half of Unit 1 and in Unit 2.
	• During Work Time, students begin to think, talk, and write about how word choice affects tone and meaning in the novel. They do this primarily in the context of identifying and interpreting the use of figurative language in a passage of Chapter 2.
	• They also work with their triads to answer selected response questions about an excerpt from Chapter 2.
	• In advance: Prepare the Strategies for Answering Selected Response Questions anchor chart.
	• Post: Learning targets.

A. Read Chapter 3. Add to the Tracking Bud's Rules graphic organizer.	

Lesson Vocabulary	Materials
figurative language, tone, meaning; slug, swat, tap, ilk, race, vermin, survive, thrive	• *Bud, Not Buddy* (book; one per student) • Word-catcher (from Lesson 1) • Tracking Bud's Rules graphic organizer (from Lesson 1) • Figurative Language in *Bud, Not Buddy* graphic organizer (one per student) • Strategies for Answering Selected Response Questions anchor chart (new; co-created with students in Work Time B; see supporting materials) • Selected Response Questions: Word Choice in Chapter 2 (one per student) • Selected Response Questions: Word Choice in Chapter 2 (Suggested Answers, for Teacher Reference) • Exit Ticket: Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy* (one per student) • Exit Ticket: Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy* (Sample Response for Teacher Reference)

Opening	Meeting Students' Needs – Modifications
A. Engaging the Reader: Tracking Bud's Rules: Rule Number 118 (8 minutes) • Tell students that an important component of this novel introduced in Chapter 2 are "Bud Caldwell's Rules and Things for Having a Funner Life and Making a Better Liar Out of Yourself." These rules are another way the reader gets to know Bud. • Pair students up. Ask them to Think-Pair-Share: 　* "According to their name, what are the two purposes for Bud's rules?" • Listen for students to explain that for him, the rules are for having a funner ("more fun") life and for making a better liar out of himself. Explain that the word "funner" is not an actual word. The use of this word a use of language that signifies more about the narrator: his young age and lack of consistent education. • Ask students to Think-Pair-Share: 　* "Why might Bud need to learn to be a better liar?" 　* "How is the purpose of becoming a better liar different from the purpose of having a 'funner' life?" • In this question, you are guiding students toward the idea that Bud probably had to learn to lie to survive difficult and changing circumstances, and he needs a 'funner' life because his life is difficult and challenging. • Explain that all the "Rules to Live By" students will be studying in the coming weeks (in this text and in others) fall into two broad categories: rules to *survive* and rules to *thrive*. Ask students to Think-Pair-Share: 　* "What does it mean to *survive*?" 　* "What does it mean to *thrive*?"	• Consider posting new vocabulary words where all students can see them. • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before you begin asking questions.

- If students do not know these words, define the difference between them: survive, meaning to "remain alive," and thrive, meaning to "grow, develop, and be successful."
- Write two examples on the board:
  - * "Look both ways and listen before crossing the road."
  - * "Don't settle until you have found what you love in work and in personal relationships."
- Ask students to discuss in their pairs:
  - * "Which rule is a survive rule? Which rule is a thrive rule? How do you know?"
- Cold call students to share their answers. Confirm that the first rule is a *survive* rule and the second is a *thrive* rule.

Opening (continued)	Meeting Students' Needs - Modifications
- Ask students to add *survive* and *thrive* to their **word-catcher.** - Tell students that Chapter 2 contains two of Bud's rules. Today they will focus on one of them. - Ask students to look at page 18 in their copies of **Bud, Not Buddy**. Read aloud as students read along: "Rules and Things Number 118: You Have to Give Adults Something That They Think They Can Use to Hurt You by Taking It Away. That Way They Might Not Take Something Away That You Really Do Want. Unless They're Crazy or Real Stupid They Won't Take Everything Because if They Did They Wouldn't Have Anything to Hold Over Your Head to Hurt You with Later." - Have students work through each of the three columns on their **Tracking Bud's Rules graphic organizer** with their partner, pausing to check for understanding between each column. Think-Pair Share: * "What does rule number 118 mean in your own words?" * "How does Bud use rule number 118? To survive or to thrive?" - Students' answers will vary on this question, as it asks them to take a side; what is important is that they can use evidence to support their answer. - Think- Pair-Share: * "Where do you think this rule came from? What does it tell us about Bud?" - Guide students toward the idea that this rule most likely means that Bud has had many things taken away from him by adults in his life already, and he has learned how to protect the things that are important to him. - Give students 1 to 2 minutes to record any new thinking about Bud's rule number 118 on their Tracking Bud's Rules graphic organizer.	

Opening (continued)	Meeting Students' Needs – Modifications

B. Unpacking Learning Targets (4 minutes)
 	
• Invite students to read the learning targets with you:
 	
    * "I can determine the meaning of figurative language in *Bud, Not Buddy*."
 	
    * "I can explain how the author's word choice affects tone and meaning in the novel."
 	
• Ask:
 	
    * "What is *figurative language*?"
 	
    * "How will determining the meaning of *figurative language* help us understand a text?"
 	
• If students have not encountered the phrase figurative language, explain that it is language that uses figures of speech to create images of what something looks, sounds, or feels like. It is different from *literal* language because literal language means exactly what it says. One common form of figurative language is when you describe something by comparing it to something else.
 	
• Assure students that they will be learning more about this later in the lesson.	

Work Time – Small Group Lesson (Students not in Small group are in Agenda Independent Learning Items B-D)	Meeting Students' Needs – Modifications

A. Introducing Figurative Language in Bud, Not Buddy (10 minutes)
 	
• Remind students that the *narrator* of a story is the one who tells the story. This can be an omniscient narrator, also known as "eye in the sky," or a character who tells the story from his or her own perspective, with his or her own voice, like Percy in *The Lightning Thief*. Ask:
 	
    * "Who is the *narrator* of this story?"
 	
• After students identify Bud as the narrator, invite them to Think-Pair-Share:
 	
    * "How might having Bud tell the story affect the language of the novel?"
 	
    * "How might having Bud tell the story affect a reader?"
 	
• Guide students toward the idea that having a character, like Bud, as narrator means we, as readers, hear the story in the particular way that character talks. In this story, we hear the voice of a ten-year-old boy in a particular time period, and in a particular region of the country. His age, his experiences, his personality, and his setting all affect the way he speaks, the way he tells a story, and the words he chooses.
 	
• Explain that all of this adds to the concept of a story's *tone*. Ask:
 	
    * "Where have you heard the word *tone*?"
 	
• Students have probably encountered this word in music, or in the phrase "tone of voice." Explain that the use of the word *tone* when discussing literature is more like "tone of voice" because, as with our voices, *tone* in writing conveys feelings. In the absence of an actual voice, authors use words to create a *tone* and convey feeling.
 	
• Define *tone* as "the feelings a narrator has toward a character or subject in the story." Ask
	• Consider providing select students a partially completed graphic organizer. This will allow them to focus their time and attention on the most important thinking columns.

students to add the word *tone* to their word-catcher. • Tell them that, because Bud is the narrator, over the next few lessons they will be looking closely at Bud's language and the impact that his language has on the story. • Invite students to open their books to page 1. Read aloud this sentence: "All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little firecrackers going off on the wooden floor." Ask: * "How does Buddy describe the woman's walk in this excerpt?"	

Work Time (continued) – Small Group Lesson (Students not in Small group are in Agenda Independent Learning Items B-D)	Meeting Students' Needs – Modifications

• Listen for responses such as: "He compares her shoes to firecrackers going off on the wooden floor." Tell the class that comparing two things in order to describe is a form of *figurative language* called *simile*. A *simile* compares two things that are not alike using the words "like" or "as." For example: "Her eyes are as blue as the sky."
 	
• Distribute the **Figurative Language in *Bud, Not Buddy* graphic organizer**. Review each column of the form with students. Ask them to fill in the first column, Example of Figurative Language, with the quote from the book on page 1.
 	
• Ask students to discuss in their triads:
 	
    *   "What is the *literal* meaning of this description? What is Bud trying to describe using this figurative language?"
 	
• After students have discussed, invite a whole class share. Listen for responses like: "Her shoes were making a loud pop/tap on the floor as she walked."
 	
• Invite students to fill in the second column of the graphic organizer.
 	
• Finally, tell them that Bud's use of figurative language is a deliberate choice on the part of the author, and therefore worth reading closely. The use of figurative language is helpful because it helps reveal the tone of a scene; because Bud is the narrator, his word choice can be used to detect his tone in a particular scene.
 	
• Ask students to discuss in triads:
 	
    *   "How does figurative language affect the tone of the excerpt in which the woman is walking down the hall? What inference can we make about Bud's feelings, based on his use of figurative language in this excerpt?"
 	
• Guide students toward the idea that we can infer that Bud sees the woman in a negative way. Her walk is not soft; it is forceful and loud. This shows that Bud sees her as official and intimidating, not caring and gentle. Invite students to fill in the third column of the graphic organizer.
 	
• Ask them to place their work in their folder or binder, where they can easily access it in future lessons.	

Work Time (Condinued)– Small Group Lesson (Students not in Small group are in Agenda Independent Learning Items B-D)	Meeting Students' Needs – Modifications

Objective 2; Explaining How Word Choice Affects Tone: Strategies for Answering Selected Response Questions (18 minutes)
 	
• Tell students that figurative language is just one way in which authors affect the tone of a scene in a novel. Another way is through character word choices.
 	
• Invite students to open their book to page 4. As they follow along, read aloud the passage from "It's at six that grown folk don't think you're cute" to "The first foster home I was in taught me that real quick." Ask:
 	
    * "What is Bud explaining in this excerpt?" Listen for responses like: "Bud is explaining how things change when you turn six."
 	
• Now ask students to zoom in on the part of the sentence that reads, "… 'cause it's around six that grown folks stop giving you little swats and taps and jump clean up to giving you slugs that'll knock you right down." Ask triads to discuss:
 	
    * "What do *swat* and *tap* mean?"
 	
    * "What is the meaning of the word *slug*?"
 	
    * "What is the difference between a *swat* and a *tap* and a *slug*?"
 	
• Guide students toward the idea that *swat* and *tap* imply light hits, without malicious or bad intent. *Slug* implies a hard hit with the intent to hurt.
 	
• Tell the class that the use of these specific words was a deliberate choice on the part of the author, and they affect the tone and meaning of the text. Ask the triads to discuss:
 	
    * "How does the use of these three words affect the tone? What does this show about Bud?"
 	
• Students should begin to recognize that the tone becomes more serious and malicious with the word *slug*. The meaning changes because the force and severity of the hit changes. The meaning also changes because Bud's mom died when he was six; therefore, his mom would have been the one *tapping* him, and strangers were the people *slugging* him.
 	
• Tell students they will work with their triads to answer a series of selected response questions about word choice and tone. Explain that selected response questions are also called multiple-choice questions, so they are given a question and have to choose the correct answer from a list. Ask:
 	
    * "What do you already know about strategies to answer selected response questions?"
	• Inviting students to think about and paraphrase the content of an excerpt before digging into the precise language helps those who may struggle with comprehension of the novel.
	
	• Anchor charts, such as the Strategies for Answering Selected Response Questions anchor chart, provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.

Work Time (continued) – Small Group Lesson (Students not in Small group are in Agenda Independent Learning Items B-D)	Meeting Students' Needs – Modifications

• Call on volunteers. Record appropriate student responses on the **Strategies for Answering Selected Response Questions anchor chart** and be sure these bullets are included:
 	
    * Underline or circle key words or phrases when reading the questions.
 	
    * Closely read the text/passages, keeping the questions in mind.
 	
    * Eliminate any answers that you know are not correct.	

* Determine which of the remaining choices best answers the question. * Reread the questions and passages to double-check your answer. • Distribute **Selected Response Questions: Word Choice in Chapter 2** to each student. Tell the class that all the questions are from an excerpt of the novel on pages 14 and 15. Review the questions with students. Point out that each question has multiple parts. The first part of the question asks them to identify the meaning of a word. The second part asks them to consider how that word choice affects the tone or meaning of the text. • Invite students to open their book to page 14. Read aloud, as students read along, from "'Boy,' Mrs. Amos said" to "'… attack my poor baby in his own house.'" • Give students the next 10 minutes to work with their triads on the selected response questions. Circulate and support students as they work. One way to support students in thinking about a word's effect on meaning or tone is to have them consider how the sentence would be different without that single word, or with another word in its place. • Refocus the whole group and select volunteers to share their answers. Confirm which answers are correct and why the other answers are not correct. Refer to the **Selected Response Questions: Word Choice in Chapter 2 (Suggested Answers, for Teacher Reference).**	

Closing and Assessment	Meeting Students' Needs – Modifications
A. Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (5 minutes) • Distribute the **Exit Ticket: Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy*** to each student. • Tell students that this exit ticket is just like the Figurative Language in *Bud, Not Buddy* graphic organizer they started working on earlier in the lesson and should be completed in the same way. Tell them the page numbers are indicated in case they want to read more of the context around the quote, but that it can be done without the novel as well. • Collect students' exit tickets. These can be used to determine students who will need greater levels of support in Lessons 3 and 4 as they continue to work with figurative language.	• Using exit tickets allows a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs before the next lesson.
Homework	**Meeting Students' Needs – Modifications**
A. Read Chapter 3 of *Bud, Not Buddy*. Identify the rules Bud refers to in the chapter and complete your Tracking Bud's Rules graphic organizer. *Note: Lesson 3 has a Carousel of Quotes: Figurative Language for Chapter 3. Glance at students' exit tickets from this lesson to determine if there is a group of students who will need a greater amount of support or an additional mini lesson on figurative language before they engage in this activity.*	

Example of figurative language… (from the text)	What this means literally	What this example shows me about Bud (tone)

- Underline or circle key words or phrases when reading the questions.
- Closely read the text/passages, keeping the questions in mind.
- Eliminate any answers that easily don't apply.
- Determine which of the remaining choices best answers the question.
- Reread the questions and passages to double-check your answer

Read each question and choose the best answer from the answer choices. Remember, you may need to return to the text to read the section around the provided passage in order to choose the best answer.

1. On page 15, Mrs. Amos says, "But take a good look at me because I am one person who is totally fed up with you and your *ilk*." In this context, what is the meaning of the word *ilk*?

   A. old suitcase
   B. poor manners
   C. kind of people
   D. type of fun

   What kind of tone does Mrs. Amos use when she says this?

   How does that affect the meaning of this excerpt?

2. On page 15, Mrs. Amos says, "I do know I shall not allow *vermin* to attack my poor baby in his own house." What are *vermin*?

    A. disease-carrying animals
    B. orphaned children
    C. dishonest person
    D. man-eating beasts

    Why does the author choose to use the word *vermin*?

    E. It shows that Mrs. Amos will not let animals attack Todd.
    F. It shows that Mrs. Amos considers Bud to be less than human.
    G. It shows Mrs. Amos thinks Bud will make Todd sick.
    H. It shows that Mrs. Amos does not want to put Bud in the shed

1. On page 15, Mrs. Amos says, "But take a good look at me because I am one person who is totally fed up with you and your *ilk*." In this context, what is the meaning of the word *ilk*?

   A. old suitcase

   B. poor manners

   C. **kind of people**

   D. type of fun

   What kind of tone does Mrs. Amos use when she says this? *Suggestions include mean, impatient or angry.*

   How does that affect the meaning of this excerpt? *It makes Mrs. Amos sound mean, hard and cruel.*

2. On page 15, Mrs. Amos says, "I do know I shall not allow *vermin* to attack my poor baby in his own house." What are *vermin*?

   A. **disease-carrying animals**

   B. orphaned children

   C. dishonest person

   D. man-eating beasts

   Why does the author choose to use the word *vermin*?

   E. It shows that Mrs. Amos will not let animals attack Todd.

   F. **It shows that Mrs. Amos considers Bud to be less than human.**

   G. It shows Mrs. Amos thinks Bud will make Todd sick.

   H. It shows that Mrs. Amos does not want to put Bud in the shed

Read each excerpt from the novel. Think about what the figurative language literally means, and how it affects the tone
(how it reveals Bud's feelings).

Example of figurative language (from the text)	What this means literally	How this language reveals Bud's feelings? (tone)
"He started huffing and puffing with his eyes bucking out of his head and his chest going up and down so hard that it looked some kind of big animal was inside of him trying to bust out." (p. 10)		

Example of figurative language (from the text)	What this means literally	How this language reveals Bud's feelings? (tone)
"He started huffing and puffing with his eyes bucking out of his head and his chest going up and down so hard that it looked some kind of big animal was inside of him trying to bust out." (p. 10)	*Bud is describing how Todd looks when he has lost his temper—breathing hard, chest heaving, eyes wide, etc.*	*Even in an intimidating and scary situation, Bud's tone remains humorous.*

Math Grade 4 Module 3 Lesson 1

Indiana 4th Grade Math Target Standard:

4.M.4: Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems.

Objective: Investigate and use the formulas for area and perimeter of rectangles.

Suggested Lesson Structure

Fluency Practice	(15 minutes)
Concept Development Small Group Lessons &	
Independent Learning Time	(95 minutes)
■ Student Debrief	(10 minutes)
Total Time	**(120 minutes)**
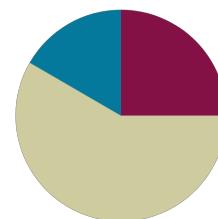
Fluency Practice (15 minutes)

- Perimeter and Area **4.MD.3**   (3 minutes)
- Multiply a Number by Itself **4.MD.3**   (5 minutes)
- Group Counting **4.OA.4**   (3 minutes)
- Find the Unknown Factor **4.OA.4**   (4 minutes)

Perimeter and Area (3 minutes)

Materials: (T) Grid paper (with ability to project or enlarge grid paper)

Note: This fluency activity prepares students for this lesson's Concept Development.

T: (Project grid paper with a rectangle of 5 units by 2 units shaded.) What's the length of the longest side?

S: 5 units.

T: (Write *5 units*. Point to the opposite side.) What's the length of the opposite side?

S: 5 units.

T: (Write *5 units*.) What's the sum of the rectangle's two longest sides?

S: 10 units.

T: What's the length of the shortest side?

S: 2 units.

T: (Write *2 units*. Point to the unknown side.) What's the length of the unknown side?

S: 2 units.

T: (Write *2 units*.) What's the sum of the rectangle's two shortest sides?

S: 4 units.

T: What's the perimeter?

S: 14 units.

T: How many square units are in one row?

S: 5 square units.

T: How many rows of 5 square units are there?

S: 2 rows.

T: Let's find how many square units there are in the rectangle, counting by fives.

S: 5, 10.

T: What's the area?

S: 10 square units.

Repeat the process for 3 × 4 and 7 × 3 rectangles.

Multiply a Number by Itself (5 minutes)

Note: Multiplying a number by itself helps students quickly compute the areas of squares.

T: (Project 1 × 1 = _____.) Say the complete multiplication equation.

S: 1 × 1 = 1.

Repeat the process for 2, 3, 4, 5, 6, 7, 8, 9, and 10.

T: I'm going to call out a number. You say the answer when it's multiplied by itself. 2.

S: 4.

Repeat the process for this possible sequence: 1, 10, 5, 3, 6, 8, 4, 7, and 9.

Group Counting (3 minutes)

Note: Group counting helps review multiples and factors that students need to recall during the lesson.

Direct students to count forward and backward, occasionally changing the direction of the count, using the following sequence: threes to 24, fours to 24, and sixes to 24.

    T: Count by threes. Ready? (Use a familiar signal to indicate counting up or counting down.)

    S: 3, 6, 9, 12, 9, 12, 9, 12, 15, 18, 21, 18, 21, 18, 21, 24, 21, 18, 21, 18, 15, 12, 9, 12, 9, 6, 3.

Find the Unknown Factor (4 minutes)

        Materials: (S) Personal white board

        Note: Finding the unknown factor in isolation prepares students to solve *unknown side* problems when given the area.

    T: (Project 3 × ____ = 12.) On your personal white boards, write the unknown factor.

    S: (Write 4.)

    T: Say the multiplication sentence.

    S: 3 × 4 = 12.

Repeat the process with the following possible sequence: 4 × ____ = 12, 4 × ____ = 24, 3 × ____ = 24, 6 × ____ = 12, 6 × ____ = 24, and 3 × ____ = 18.

Concept Development Small Group Lesson During Independent Learning Time Rotations (95 minutes)

        Students rotate to the following during this time: A) Small Group Concept Development Lesson (Below), B) Independent Standard Skill Learning & Practice on Spark, C) Group Application Task, D) Individual Assessments

        Materials: (T) Grid paper (with ability to project or enlarge grid paper), chart paper (S) Grid paper, personal white board

Problem 1: Review and compare perimeter and area of a rectangle.

    T: Draw a rectangle on your grid paper that is four units wide and seven units long.

    S: (Draw the rectangle on grid paper.)

    T: (Monitor to see that students have drawn the rectangle correctly.) Tell your partner what you notice about your
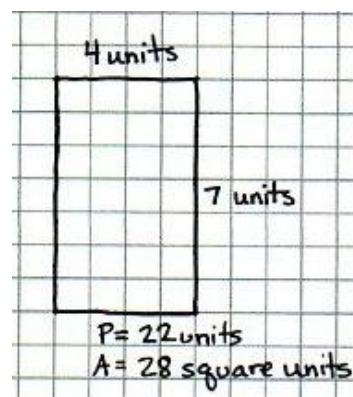
rectangle.

S: The opposite sides are the same length.   It has four right angles.   The area of the rectangle is 28 square units.
      The perimeter of the rectangle is 22 units.

T: Place the point of your pencil on one of the corners of the rectangle. Now, trace around the outside of the rectangle until you get back to where you started. What do we call the measurement of the distance around a rectangle?

S: The perimeter.

T: Trace the perimeter again. This time, count the units as you trace them. What is the perimeter of the rectangle?

S: 22 units.

T: When we know the measurements of the length and width of a rectangle, is there a quicker way to determine the perimeter than to count the units while tracing?

S: We could add the measurements of all four sides of the rectangle.

T: Take your pencil and count all of the squares within your rectangle. These squares represent the area of the rectangle. How do I find the area of the rectangle?

S: You count the squares.   You can multiply the length times the width of the rectangle. Four units times 7 units is 28 square units.

Problem 2: Use the formula 2 × (l + w) to solve for perimeter and to find an unknown side length of a rectangle.

T: Draw a rectangle on your graph paper that is 3 units wide and 9 units long. (Draw and display the rectangle.) Watch as I label the length and width of the rectangle. Now, label the length and width of your rectangle. How can I find the perimeter?

S: Add up the lengths of all of the sides. 3 + 9 + 3 + 9 = 24. The perimeter is 24 units.   You could also add 3 + 3 + 9 + 9. The answer is still 24 units. The order doesn't matter when you are adding.

T: Use your pencil to trace along one width and one length. Along how many units did you trace?

S: 12 units.

T: How does 12 relate to the length and width of the rectangle?

S: It's the sum of the length and width.

T: How does the sum of the length and width relate to finding the perimeter of the rectangle?

S: It's halfway around.   I can double the length and double the width to find the perimeter instead of adding all the sides (2l + 2w).   I could also add the length and the width and double that sum,
      2 × (l + w).   Both of those work since the opposite sides are equal.

T: You have just mentioned many **formulas**, like counting along the sides of the rectangle or

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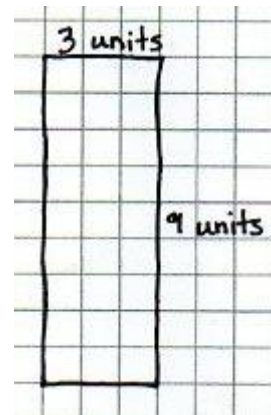
adding sides or doubling, to find the perimeter. Let's create a chart to keep track of the formulas for finding the perimeter of a rectangle. Talk to your partner about the most efficient way to find the perimeter.

S: If I draw the shape on grid paper, I can just count along the edge.   I am good at adding, so I will add all four sides.   It is faster to double the sum of the length and width. It's only two steps.

T: We can write the formula as P = 2 × (*l* + *w*) on our chart, meaning we add
      the length and width first and then multiply that sum by 2. What is the length plus width of this rectangle?

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Formulas for
Perimeter
_____
$P = L + w + L + w$

$P = 2L + 2w$

$P = 2 \times (L + w)$

</div>

S: 3 plus 9 equals 12. 12 units.

T: 12 units doubled, or 12 units times 2, equals …?

S: 24 units.

T: Now, draw a rectangle that is 2 units wide and 4 units long. Find the perimeter by using the formula I just mentioned. Then, solve for the perimeter using a different formula to check your work.

S: 2 + 4 = 6 and 6 × 2 = 12. The perimeter is 12 units.   Another way is to double 2, double 4, and then add the doubles together. 4 plus 8 is 12 units. Both formulas give us the same answer.

Repeat with a rectangle that is 5 units wide and 6 units long.

Instruct students to sketch a rectangle with a width of 5 units and a perimeter of 26 units on their personal white boards, not using graph paper.

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[sketch of a rectangle labeled 5 units on the right side and X units on the bottom]

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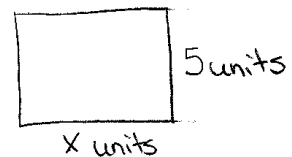
T: Label the width as 5 units. Label the length as an unknown of *x* units. How can we determine the length? Discuss your ideas with a partner.

S: If I know that the width is 5, I can label the opposite side as 5 units since they are the same. If the perimeter is 26, I can take away the widths to find the sum of the other two sides. 26 − 10 = 16. If the sum of the remaining two sides is 16, I know that each side must be 8 since I know that they are equal and that 8 + 8 = 16, so *x* = 8 (shows sketch to demonstrate her thinking).

S: We could also find the length another way. I know that if I add the length and the width of the rectangle together, I will get half of the perimeter. In this rectangle, because the perimeter is 26 units, the length plus the width equals 13 units. If the width is 5, that means that the length has to be 8 units because 5 + 8 = 13.   26 ÷ 2 = 13, *x* + 5 = 13 or 13 − 5 = *x*, so *x* = 8.

Repeat for P = 28 cm, *l* = 8 cm.

Problem 3: Use the area formula (*l* × *w*) to solve for area and to solve for the unknown side length

of a rectangle.

T: Look back at the rectangle with the width of 3 units and the length of 9 units. How can we find the area of the rectangle?

S: We can count all of the squares.   We could also count the number of squares in one row and then skip-count that number for all of the rows.   That's just multiplying the number of rows by the number in each row.   A quicker way is to multiply the length times the width. Nine rows of 3 units each is like an array. We can just multiply 9 × 3.

T: Talk to your partner about the most efficient way to find the area of a rectangle.
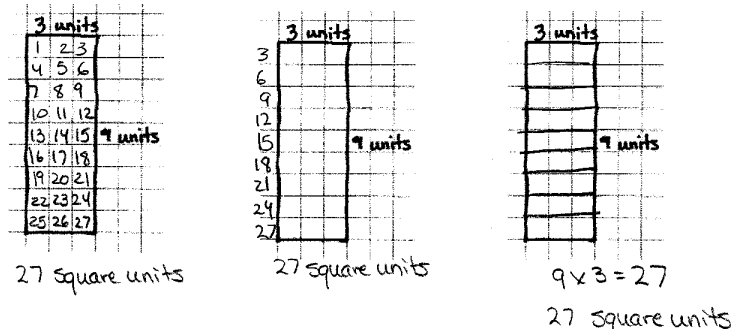
Discuss how to find the area for the 2 × 4 rectangle and the 5 × 6 rectangle drawn earlier in the lesson. Encourage students to multiply length times width to solve. Ask students to tell how the area of each rectangle needs to be labeled and why.

T: We discussed a formula for finding the perimeter of a rectangle. We just discovered a formula for finding the area of a rectangle. If we use *A* for area, *l* for length, and *w* for width, how could we write the formula?

S: *A = l × w.*

T: (Sketch a rectangle on the board, and label the area as 50 square centimeters.) If we know that the area of a rectangle is 50 square centimeters and that the length of the rectangle is 10 centimeters, how can we determine the measurement of the width of the rectangle?

S: I can use the area formula. 50 square centimeters is equal to 10 centimeters times the width. 10 times 5 equals 50, so the width is 5 centimeters.   The area formula says 50 = 10 × ____. I can solve that with division! So, 50 square centimeters divided by 10 centimeters is 5 centimeters.
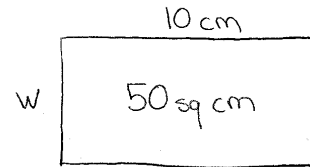
Repeat for *A* = 32 square m, *l* = 8 m and for *A* = 63 square cm, *w* = 7 cm.

98
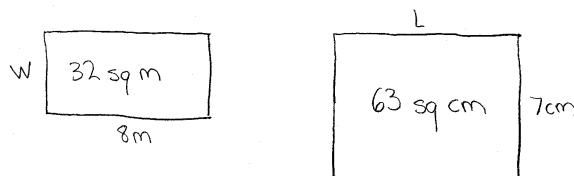
Problem 4: Given the area of a rectangle, find all possible whole number combinations of the length and width, and then calculate the perimeter.

> T: If a rectangle has an area of 24 square units, what whole numbers could be the length and width of the rectangle? Discuss with your partner.

> S: The length is 3 units, and the width is 8 units.   Yes, but the length could also be 4 units and the width 6 units. Or, the other way around: length of 6 units and width of 4 units.   There are many combinations of length and width to make a rectangle with an area of 24 square units.

> T: With your partner, draw and complete a table similar to mine until you have found all possible whole number combinations for the length and width.

Circulate, checking to see that students are using the length times width formula to find the dimensions. Complete the table with all combinations as a class.

> T: Now, sketch each rectangle, and solve for the perimeter using the perimeter formula.

Circulate, checking to see that students draw rectangles to scale and solve for perimeter using the formula. Check answers as a class.

Problem Set (10 minutes)

Students should do their personal best to complete the Problem Set within the allotted 10 minutes. Some problems do not specify a method for solving. This is an intentional reduction of scaffolding that invokes MP.5, Use Appropriate Tools Strategically. Students should solve these problems using the RDW approach used for Application Problems.

For some classes, it may be appropriate to modify the assignment by specifying which problems students should work on first. With this option, let the purposeful sequencing of the Problem Set guide your selections so that problems continue to be scaffolded. Balance word problems with other problem types to ensure a range of practice. Consider assigning incomplete problems for homework or at another time during the day.

Student Debrief (10 minutes)

Lesson Objective: Investigate and use the formulas for area and perimeter of rectangles.

The Student Debrief is intended to invite reflection and active processing of the total lesson experience.

Invite students to review their solutions for the Problem Set. They should check work by comparing answers with a partner before going over answers as a class. Look for misconceptions or misunderstandings that can be addressed in the Debrief. Guide students in a conversation to debrief the Problem Set and process the lesson.

Any combination of the questions below may be used to lead the discussion.

- What is a **formula** for solving for perimeter? What formula is most efficient?
- Compare the units used to measure perimeter and the units used to measure area (length units and square units).
- What was challenging about solving Problems 6(a) and 6(b)? How did the process of solving Problems 4 and 5 help you to figure out how to solve Problems 6(a) and 6(b)?
- The perimeters of the rectangles in Problems 2(a) and 2(b) are the same. Why are the areas different?
- The areas of the rectangles in Problems 6(a) and 6(b) are the same. Why are the perimeters different?
- How did you find the answer for the length of the unknown side, x, in Problems 4(a) and 4(b)?
- What was your strategy for finding the length of the unknown side, x, in Problems 5(a) and 5(b)? Discuss with your partner.
- What significant math vocabulary did we use today to communicate precisely?

Exit Ticket (3 minutes)

After the Student Debrief, instruct students to complete the Exit Ticket. A review of their work will help with assessing students' understanding of the concepts that were presented in today's lesson and planning more effectively for future lessons. The questions may be read aloud to the students.

Sample Parent Math Tip Sheet English Version
GRADE 3 | MODULE 3 | TOPIC A | LESSONS 1–3

KEY CONCEPT OVERVIEW

Lessons 1 and 2 focus on the commutative property. This property helps students recognize, for example, that if they know $3 \times 6 = 18$, then they also know $6 \times 3 = 18$. Lesson 3 introduces the use of a letter to represent unknown values in **equations**.

You can expect to see homework that asks your child to do the following:

- Use **arrays** to write two multiplication facts.

- Match **expressions** that show the commutative property, for example, $3 \times 6 = 6 \times 3$; 3 sixes = 6 threes; 10 twos = 2×10.

- Find the value of the unknown (or letter) in simple equations and in word problems (as shown in the Sample Problem below).

SAMPLE PROBLEM *(From Lesson 3)*

Each equation contains a letter representing the unknown. Find the value of the unknown.

$12 \div 3 = c$	$c = \underline{\ 4\ }$
$4 \times a = 24$	$a = \underline{\ 6\ }$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

- Give your child a blank multiplication chart (ask your child's teacher for one, or search online for a printable), and ask him to fill in as many facts as possible in five minutes. Ask your child what strategies he used to fill in the chart quickly.

×	1	2	3	4	5	6	7	8	9	10
1		2	3							
2		4		8				16		
3					18					
4				20						
5										50
6		12								
7										
8										
9										
10										

- Play The Product Dice Game with your child.

  1. Player 1 rolls two dice and multiplies those two numbers together. On a piece of paper, write the multiplication equation and the product for that turn, which represents the score.

  2. Pass the dice to Player 2, who does the same.

  3. When the dice return to Player 1, add the product of the new roll to the previous score. The player who reaches 500 first is the winner.

     For example:

     Player 1 Roll 1: $5 \times 4 = 20$

     Player 1 Roll 2: $6 \times 5 = 30$; $20 + 30 = 50$, so Player 1's score is now 50.

     Player 1 Roll 3: $2 \times 3 = 6$; $50 + 6 = 56$, so Player 1's score is now 56.

- Variation: Use one die and a deck of playing cards up to the 10's (no aces or face cards). Roll one die, and then choose one card and multiply the two numbers together. This will help your child practice larger facts.

TERMS

Equation: A statement that two expressions are equal, for example, $3 \times 4 = \underline{\quad}$ or $3 \times 4 = 12$.

Expression: Any combination of sums, differences, products, or divisions of numbers that evaluates to a number. Expressions do not have an equal sign. For example, $3 + 4$, 3×4, and $12 \div 4$ are all expressions.

MODELS

Array: An arrangement of objects in rows and columns.

GRADO 3 | MÓDULO 3 | TEMA A | LECCIONES 1–3

RESUMEN DE CONCEPTOS CLAVE

Las Lecciones 1 y 2 se enfocan en la propiedad conmutativa. Esta propiedad ayuda a los estudiantes a reconocer, por ejemplo, que si saben que $3 \times 6 = 18$, entonces también saben que $6 \times 3 = 18$. En la Lección 3, se presenta el uso de una letra para representar las incógnitas en las **ecuaciones**.

Espere ver tareas que le pidan a su hijo/a que haga lo siguiente:

- Usar **matrices** para escribir dos operaciones de multiplicación.

- Relacionar **expresiones** que muestren la propiedad conmutativa, por ejemplo, $3 \times 6 = 6 \times 3$; 3 seises = 6 treses; 10 doses = 2×10.

- Encontrar el valor de la incógnita (o letra) en ecuaciones simples y en problemas escritos (como se observa en la Muestra de un problema a continuación).

MUESTRA DE UN PROBLEMA *(Tomado de la Lección 3)*

Cada ecuación contiene una letra que representa la incógnita. Encuentra el valor de la incógnita.

$12 \div 3 = c$	$c = \underline{\ 4\ }$
$4 \times a = 24$	$a = \underline{\ 6\ }$

Puede encontrar ejemplos adicionales de problemas con pasos de respuesta detallados en los libros de *Eureka Math Homework Helpers*. Obtenga más información en GreatMinds.org.

CÓMO PUEDE AYUDAR EN CASA

- Dele a su hijo/a una tabla de multiplicar en blanco (pídale una al maestro/a o busque una que se pueda imprimir en línea) y pídale que complete cuantas operaciones pueda en cinco minutos. Pregúntele a su hijo/a cuáles estrategias usó para completar la tabla rápidamente.

×	1	2	3	4	5	6	7	8	9	10
1		2	3							
2		4		8				16		
3						18				
4				20						
5										50
6		12								
7										
8										
9										
10										

- Juegue con su hijo/a al Juego del producto con los dados.

  1. El Jugador 1 lanza dos dados y multiplica esos dos números. En un pedazo de papel, escribe la ecuación de multiplicación y el producto para ese turno, el cual representa la puntuación.

  2. Pase los dados al Jugador 2, quien hace lo mismo.

  3. Cuando los dados regresen al Jugador 1, sume el producto del lanzamiento nuevo a la puntuación anterior. El jugador que obtenga 500 primero es el ganador.

     Por ejemplo:

     Lanzamiento 1 del Jugador 1: $5 \times 4 = 20$

     Lanzamiento 2 del Jugador 1: $6 \times 5 = 30$; $20 + 30 = 50$, así que la puntuación del Jugador 1 es ahora 50.

     Lanzamiento 3 del Jugador 1: $2 \times 3 = 6$; $50 + 6 = 56$, así que la puntuación del Jugador 1 es ahora 56.

- Variación: utilice un dado y un mazo de cartas hasta las de 10 (sin los ases ni las figuras). Lance un dado y luego seleccione una carta y multiplique los dos números. Esto le ayudará a su hijo/a a practicar operaciones más grandes.

VOCABULARIO

Ecuación: un enunciado que indica que dos expresiones son iguales; por ejemplo, $3 \times 4 =$ ___ o $3 \times 4 = 12$.

Expresión: cualquier combinación de sumas, diferencias, productos o divisiones de números que equivalen a un número. Las expresiones no tienen un signo de igual. Por ejemplo: $3 + 4$, 3×4 y $12 \div 4$ son expresiones.

REPRESENTACIONES

Matriz: un arreglo de objetos en filas y columnas.

Attachment 10: School-Specific Goals

Math

School-Specific Goal for: Matchbook Learning School

Mission Statement: *The mission of our charter school is to develop a learning community in which we continually improve student academic outcomes through personalization to meet our individual students' academic needs. In addition to continued growth in academic outcomes the Matchbook Learning school will develop global citizens by providing all students with real world experiences that help them understand other perspectives, the world around them, and the world beyond them.*

Goal: What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance) *Increasing student math achievement as measured by All students making a minimum of 1 year's worth of growth according to Scantron's Performance Series. Information on Performance Series adaptive testing is attached.*

Annual Targets: How will we know that we have achieved this goal?
Below is the scale that the Mayor's Office will apply in evaluating a school's attainment of (or progress toward) a particular goal. Schools should apply the same scale in describing their 3rd - and 6th year targets, while defining the specific performance levels that would earn each rating.

- *Does not meet standard*: School has clearly not met its school-specific goal.
- *Approaching standard:* School is making good progress toward meeting its school-specific goal.
- *Meets standard:* School has clearly met its school-specific goal.
- *Exceeds standard:* School has clearly exceeded its school-specific goal.

Goal: All students will achieve 1 year's growth between beginning of the year administration and end of year administration in mathematics according to Scantron's Performance Series.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-19	More than 70% of students in the 3rd grade and higher have met the goal.	65% to 70% of students in the 3rd grade and higher have met the goal.	50% to 65% of students in the 3rd grade and higher have met the goal.	Fewer than 50% of students in the 3rd grade and higher have met the goal.
2	2019-20	More than 80%of students in the 3rd grade and higher have met the goal.	75% to 80% of students in the 3rd grade and higher have met the goal.	60% to 75% of students in the 3rd grade and higher have met the goal.	Fewer than 60% of students in the 3rd grade and higher have met the goal.
3	2020-21	More than 90% of students in the 3rd grade and higher have met the goal.	85% to 90% of students in the 3rd grade and higher have met the goal.	70% to 85% of students in the 3rd grade and higher have met the goal.	Fewer than 70% of students in the 3rd grade and higher have met the goal.
4	2021-22	More than 90% of students in the 3rd grade and higher have met the goal.	85% to 90% of students in the 3rd grade and higher have met the goal.	70% to 85% of students in the 3rd grade and higher have met the goal.	Fewer than 70% of students in the 3rd grade and higher have met the goal.
5	2022-23	More than 95% of students in the 3rd grade and higher have met the goal.	90% to 95% of students in the 3rd grade and higher have met the goal.	80% to 89% of students in the 3rd grade and higher have met the goal.	Fewer than 80% of students in the 3rd grade and higher have met the goal.
6	2023-24	More than 95% of students in the 3rd	90% to 95% of students in the 3rd	80% to 89% of students in the 3rd	Fewer than 80% of students in the 3rd

		grade and higher have met the goal.	grade and higher have met the goal.	grade and higher have met the goal.	grade and higher have met the goal.
7	2024-25	More than 95% of students in the 3rd grade and higher have met the goal.	90% to 95% of students in the 3rd grade and higher have met the goal.	80% to 89% of students in the 3rd grade and higher have met the goal.	Fewer than 80% of students in the 3rd grade and higher have met the goal.

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)? *This goal will be measured and monitored by the Performance Series assessment result reports.*

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) *Information on Performance Series adaptive testing is attached.*

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences) *Performance Series guides instruction by first giving each student's starting point in the fall, then showing how students, departments, and the school as a whole are growing and progressing in the winter and the spring. This shows if the school is on track towards the mission of improving the school and moving both the school and individual students along a steady path of academic successes and gains. If gains are not seen for a student, a department, or a grade level it also informs of adjustments that need to be made to the instructional focus and/or program.*

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** *Performance Series is a nationally normed adaptive assessment that demonstrates student growth. Information and research on Scantron's Performance Series can be found at: http://www.performanceseries.com/.*

Baseline Data: What is our beginning data point? *Baseline data will be collected in 2018.*

Reading
School-Specific Goal for: Matchbook Learning School

Mission Statement: *The mission of our charter school is to develop a learning community in which we continually improve student academic outcomes through personalization to meet our individual students' academic needs. In addition to continued growth in academic outcomes the Matchbook Learning school will develop global citizens by providing all students with real world experiences that help them understand other perspectives, the world around them, and the world beyond them.*

Goal: What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance) *Increasing student reading achievement as measured by All students making a minimum of 1 year's worth of growth according to Scantron's Performance Series.*

Annual Targets: How will we know that we have achieved this goal?
Below is the scale that the Mayor's Office will apply in evaluating a school's attainment of (or progress toward) a particular goal. Schools should apply the same scale in describing their 3rd - and 6th year targets, while defining the specific performance levels that would earn each rating.
- *Does not meet standard*: School has clearly not met its school-specific goal.
- *Approaching standard:* School is making good progress toward meeting its school-specific goal.
- *Meets standard:* School has clearly met its school-specific goal.

● *Exceeds standard:* School has clearly exceeded its school-specific goal.

Goal:*Increasing student reading achievement as measured by All students making a minimum of 1 year's worth of growth according to Scantron's Performance Series.*					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2018-19	More than 70% of students in the 3ʳᵈ grade and higher have met the goal.	65% to 70% of students in the 3ʳᵈ grade and higher have met the goal.	50% to 65% of students in the 3ʳᵈ grade and higher have met the goal.	Fewer than 50% of students in the 3ʳᵈ grade and higher have met the goal.
2	2019-20	More than 80%of students in the 3ʳᵈ grade and higher have met the goal.	75% to 80% of students in the 3ʳᵈ grade and higher have met the goal.	60% to 75% of students in the 3ʳᵈ grade and higher have met the goal.	Fewer than 60% of students in the 3ʳᵈ grade and higher have met the goal.
3	2020-21	More than 90% of students in the 3ʳᵈ grade and higher have met the goal.	85% to 90% of students in the 3ʳᵈ grade and higher have met the goal.	70% to 85% of students in the 3ʳᵈ grade and higher have met the goal.	Fewer than 70% of students in the 3ʳᵈ grade and higher have met the goal.
4	2021-22	More than 90% of students in the 3ʳᵈ grade and higher have met the goal.	85% to 90% of students in the 3ʳᵈ grade and higher have met the goal.	70% to 85% of students in the 3ʳᵈ grade and higher have met the goal.	Fewer than 70% of students in the 3ʳᵈ grade and higher have met the goal.
5	2022-23	More than 95% of students in the 3ʳᵈ grade and higher have met the goal.	90% to 95% of students in the 3ʳᵈ grade and higher have met the goal.	80% to 89% of students in the 3ʳᵈ grade and higher have met the goal.	Fewer than 80% of students in the 3ʳᵈ grade and higher have met the goal.
6	2023-24	More than 95% of students in the 3ʳᵈ grade and higher have met the goal.	90% to 95% of students in the 3ʳᵈ grade and higher have met the goal.	80% to 89% of students in the 3ʳᵈ grade and higher have met the goal.	Fewer than 80% of students in the 3ʳᵈ grade and higher have met the goal.
7	2024-25	More than 95% of students in the 3ʳᵈ grade and higher have met the goal.	90% to 95% of students in the 3ʳᵈ grade and higher have met the goal.	80% to 89% of students in the 3ʳᵈ grade and higher have met the goal.	Fewer than 80% of students in the 3ʳᵈ grade and higher have met the goal.

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)? ***This goal will be measured and monitored by the Performance Series assessment result reports.***

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) ***Information on Performance Series adaptive testing is attached.***

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences) ***Performance Series guides instruction by first giving each student's starting point in the fall, then showing how students, departments, and the school as a whole are growing and progressing in the winter and the spring. This shows if the school is on track towards the mission of improving the school and moving both the school and individual students along a steady path of academic successes and gains. If gains are not seen for a student, a***

department, or a grade level it also informs of adjustments that need to be made to the instructional focus and or program.

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** *Performance Series is a nationally normed adaptive assessment that demonstrates student growth. Information and research on Scantron's Performance Series can be found at: http://www.performanceseries.com/.*

Baseline Data: What is our beginning data point? *Baseline data will be collected in 2018.*

Parent Involvement
School-Specific Goal for: *Matchbook Learning School*

Mission Statement: *The mission of our charter school is to develop a learning community in which we continually improve student academic outcomes through personalization to meet our individual students' academic needs. In addition to continued growth in academic outcomes the Matchbook Learning school will develop global citizens by providing all students with real world experiences that help them understand other perspectives, the world around them, and the world beyond them.*

Goal: What will our school accomplish? *Starting in the first year of operation the Matchbook Learning School will strive for the involvement of all parents. Parent involvement will be measured by tracking that All parents are involved in at least 1 engagement or volunteer activity. Additionally, parent surveys will show that All parents feel the school has communicated with them about events and their child's progress utilizing parent survey data as a data point/measurement tool.*

Annual Targets: How will we know that we have achieved this goal? *We will know the goal is achieved when there is evidence of the involvement of All parents and the parent survey data shows positive results.*

Below is the scale that the Mayor's Office will apply in evaluating a school's attainment of (or progress toward) a particular goal. Schools should apply the same scale in describing their 3rd - and 6th year targets, while defining the specific performance levels that would earn each rating.
- *Does not meet standard*: School has clearly not met its school-specific goal.
- *Approaching standard:* School is making good progress toward meeting its school-specific goal.
- *Meets standard:* School has clearly met its school-specific goal.
- *Exceeds standard:* School has clearly exceeded its school-specific goal.

Goal: All Parents have been involved in at least 1 parent activity during the school year. Additionally, parent surveys will show that All parents feel the school has communicated with them about events and their child's progress utilizing parent survey data as a data point/measurement tool.					
Charter Year	**Calendar Year**	**Exceeds Standard**	**Meets Standard**	**Approaching Standard**	**Does Not Meet Standard**
1	2018-19	More than 70% of parents will have met the goal.	65% to 70% of parents will have met the goal.	50% to 65% of parents will have met the goal.	Fewer than 50% of parents will have met the goal.
2	2019-20	More than 80% of parents will have met the goal.	75% to 80% of parents will have met the goal.	60% to 75% of parents will have met the goal.	Fewer than 60% of parents will have met the goal.
3	2020-21	More than 90% of parents will have met the goal.	85% to 90% of parents will have met the goal.	70% to 85% of parents will have met the goal.	Fewer than 70% of parents will have met the goal.
4	2021-22	More than 90% of parents will have	85% to 90% of parents will have	70% to 85% of parents will have	Fewer than 70% of parents will have

		met the goal.	met the goal.	met the goal.	met the goal.
5	2022-23	More than 95% of parents will have met the goal.	90% to 95% of parents will have met the goal.	80% to 89% of parents will have met the goal.	Fewer than 80% of parents will have met the goal.
6	2023-24	More than 95% of parents will have met the goal.	90% to 95% of parents will have met the goal.	80% to 89% of parents will have met the goal.	Fewer than 80% of parents will have met the goal.
7	2024-25	More than 95% of parents will have met the goal.	90% to 95% of parents will have met the goal.	80% to 89% of parents will have met the goal.	Fewer than 80% of parents will have met the goal.

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)? *The data/measurement for the achievement of this goal will be in the form of parent sign-in sheets, call/email logs, newsletters, volunteer and activity agendas, and parent surveys.*

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor's Office once it is developed.) **Attach sample parent engagement activities listing and parent survey.**

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences) *Parent involvement in education is widely recognized as important, yet it remains weak in many low-income urban communities (Chavkin & Williams, 1993; Henderson & Mapp, 2002). In order to ensure the school focuses on the importance of building and fostering parent relationships and parents as partners, the school is setting parent engagement activities and communication as a high priority goal. The Matchbook Learning School will as Warren (2009) states, go "beyond the bake sale" and in this plan put (1) an emphasis on relationship building among parents and between parents and educators, (2) a focus on the leadership development of parents, and (3) an effort to bridge the gap in culture and power between parents and educators."*

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** *The Matchbook School will utilize parent survey methods that have been developed and implemented in Matchbook Learning Schools since 2014. The surveys will be automatically scored utilizing rater scale and Likert type standardized questions.*

Baseline Data: What is our beginning data point? *The Matchbook Learning School will be a restart and will not have baseline data to share until 2018.*

Culture
School-Specific Goal for: Matchbook Learning School

Mission Statement: *The mission of our charter school is to develop a learning community in which we continually improve student academic outcomes through personalization to meet our individual students' academic needs. In addition to continued growth in academic outcomes the Matchbook Learning school will develop global citizens by providing all students with real world experiences that help them understand other perspectives, the world around them, and the world beyond them.*

Goal: What will our school accomplish? *Improving the school community and culture through the celebration of All students earning at least 1 citizenship badge. Sample student citizenship badges attached.*

Annual Targets: How will we know that we have achieved this goal?

Below is the scale that the Mayor's Office will apply in evaluating a school's attainment of (or progress toward) a particular goal. Schools should apply the same scale in describing their 3rd - and 6th year targets, while defining the specific performance levels that would earn each rating.
- *Does not meet standard*: School has clearly not met its school-specific goal.
- *Approaching standard:* School is making good progress toward meeting its school-specific goal.
- *Meets standard:* School has clearly met its school-specific goal.
- *Exceeds standard:* School has clearly exceeded its school-specific goal.

Goal: *Improving the school community and culture through the celebration of All students earning at least 1 citizenship badge.*					
Charter Year	**Calendar Year**	**Exceeds Standard**	**Meets Standard**	**Approaching Standard**	**Does Not Meet Standard**
1	2018-19	More than 70% of students have met the goal.	65% to 70% of students have met the goal.	50% to 65% of students have met the goal.	Fewer than 50% of students have met the goal.
2	2019-20	More than 80% of students have met the goal.	75% to 80% of students have met the goal.	60% to 75% of students have met the goal.	Fewer than 60% of students have met the goal.
3	2020-21	More than 90% of students have met the goal.	85% to 90% of students have met the goal.	70% to 85% of students have met the goal.	Fewer than 70% of students have met the goal.
4	2021-22	More than 90% of students have met the goal.	85% to 90% of students have met the goal.	70% to 85% of students have met the goal.	Fewer than 70% of students have met the goal.
5	2022-23	More than 95% of students have met the goal.	90% to 95% of students have met the goal.	80% to 89% of students have met the goal.	Fewer than 80% of students have met the goal.
6	2023-24	More than 95% of students have met the goal.	90% to 95% of students have met the goal.	80% to 89% of students have met the goal.	Fewer than 80% of students have met the goal.
7	2024-25	More than 95% of students have met the goal.	90% to 95% of students have met the goal.	80% to 89% of students have met the goal.	Fewer than 80% of students have met the goal.

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)? *We will be utilizing a spreadsheet to monitor and track the number of students receiving badges as well as the number of badges they obtain. By the end of year 1 the Spark platform will begin tracking the badges for us and each student will have a portfolio of badges virtually on their login sites as well as the physical badges that they may attach to their backpacks, school shirts, binders, etc.*

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences) *In order to build a positive learning community and teach students how to become global citizens, we must focus on intentionally teaching students what that means, what it looks like, and how to be part of it. In order to do this we are going to use a positive badging system in which actions supporting and helping the community through active citizenship are celebrated. Additionally, this goal and badges are obtainable for all students regardless of age or ability which will allow all students the opportunity to be celebrated for what they are able to contribute to the community.*

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Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?** *The consistency and reliability will be tracked through the number of badges/celebrations and the qualitative notes attached to each.*

Baseline Data: What is our beginning data point? *This will be a new system and set of celebrations for the Matchbook Learning restarted school which means the baseline data will begin in 2018. The increase and systemization of celebrations should show a decrease in the school's behavior infractions and reported incidents from previous school years.*

The Evaluation System

The purpose of Matchbook Learning's teacher evaluation system is to help us grow and develop teaching and education leaders in our competency based student centered learning model. Matchbook Learning defines "highly effective" teachers and "effective" based on both student growth data and our teacher development competencies and indicators including their performance in each of the seven *Baldrige Framework for Excellence* aligned categories contained in those competencies and indicators (see pages 2-6 for full description of our teacher development continuums). The categories and content within each category of the continuums were developed and reviewed for alignment with the *Baldrige Framework for Excellent Organizations*, the *Council for Chief State School Officers' InTASC Model Core Teaching Standards*, as well as the Indiana Developmental and Content Standards for Educators in order to ensure that the competencies encompass the critical performances, knowledge, and dispositions defined in those sets of standards. Additional alignment was reviewed in comparison to the National Board for Professional Teaching Standards, Middle Childhood Generalist Standards.

The Core of Teaching

Teachers serve as facilitators, coaches, and guides for students as they progress along individualized learning paths. Teachers use real-time data to meet individual student needs and monitor student progress in the Matchbook Learning competency based model. Teachers also work with student groups to model, on the application of learning, for demonstrations of mastery, and higher order 21st century skills.

Key Elements of the Teacher Evaluation & Support System
Teachers as Learners:

Administration Evaluations
- Annual Formal Evaluations
- 90 day review cycles
- 2 Annual Formal Observations
- On Going Formative Observations & Conferencing
- Mid-Year Formative Evaluation & Conference
- Assistance with Professional Growth Planning
- Annual Summative Evaluation & Conference

Coaching Support
- 3-4 Observations Every 2 Weeks (minimum 40 per year) by an Academic Focused Administrator
- Feedback & Short Term Goal Setting Sessions Every 2 Weeks with an Administrator
- On-Demand Individualized PD & Training
- Long Term Career Counseling & Goal Setting
- Weekly Professional Learning Community Development & Collaboration Sessions

Meeting Teachers Where They Are

Matchbook Learning believes in teacher centered learning and growth. In order to help meet the needs of all of our teachers we have developed an evaluation and support system that go hand in hand helping to

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move teachers along our teaching continuum. Most teachers new to a Matchbook Learning School start as "Minimally Effective" Teachers in our Development Continuum. They can and will progress from there to become "Effective" and eventually "Highly Effective" teachers according to the seven core dimensions of our student-centered, competency based blended model: i) vision and goal setting, ii) planning and strategy, iii) personalized learning, iv) monitoring student progress, v) building student agency, vi) classroom management, vii) student products and outcomes.

Our administrators form a supportive team to ensure that the individual teachers are getting the coaching, professional development, and supports they need to become effective teachers, teacher leaders, and beyond.

Teacher: Competencies & Indicators

	Indicators			
	Not Effective 1	Improvement Necessary 2	Effective 3	Highly Effective 4
Class Vision & Goal Setting (B1)	Not Effective	· Belief in the value of the work as evidenced by the teacher articulating their belief in the value of the work internally to school leadership and guests. · Expectations are high and supported/evidenced through both verbal and nonverbal behaviors (i.e. class and students goals and pathways, class and project expectations, when speaking with parents and students). · Expectation for all students to participate as demonstrated by actions, procedures, and articulation during classes. · All students know their current standards goals for the report period. All students can articulate their current standards and where they are in the learning cycle.	· Belief in the value of the work as evidenced by the teacher articulating their belief in the value of the work internally to school leadership and guests. · Expectations are high and supported/evidenced through both verbal and nonverbal behaviors (i.e. class and students goals and pathways, class and project expectations, when speaking with parents and students). · Expectation for all students to participate as demonstrated by actions, procedures, and articulation during classes. · All students know their current standards goals for the report period. All students can articulate their current standards and where they are in the learning cycle.	· All students can articulate their learning pathway and how what they are currently working on connects to obtaining their goals. · 95% of students show initiative/committed learning. · All students are engaged in the learning cycle. · All students are or have the opportunity to earn celebrations inside the classroom. · All students have engaged with the teacher in progressive goal-setting conversations.

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| Planning, Content Curating, Designing (B2) | Not Effective | · All students utilizing the content provided in Spark to progress through the learning cycle.
· Absence of content errors and clear explanations of concepts in small group instruction and learning target guides.
· Reviewed content and plans for all students that is aligned with the each individual student's needs, pacing, and pathways.
Clear directions and procedures on teacher created content both online and offline. | · All students utilizing the content provided in Spark to progress through the learning cycle.
· Absence of content errors and clear explanations of concepts in small group instruction and learning target guides.
· Reviewed content and plans for all students that is aligned with the each individual student's needs, pacing, and pathways.
· Clear directions and procedures on teacher created content both online and offline. | · Clear standards alignment for all content created and utilized in learning targets, small group, and 1:1 instruction.
· Correct and imaginative use of language and vocabulary extension in all small groups, standards learning targets, project outlines, and procedures.
· Verbally or through examples, connects purpose of small groups and learning targets to student interest and pathways.
· Explains content in conferences and small groups in relation to prior knowledge.
· Clear expectations on teacher created content both online and offline including rubrics where appropriate (i.e. apply projects and PBL). |

Personalized Learning (B3)	Not Effective	· Each student has his or her own learning pathway and goals. · Students take assessments when they are ready for them not as a whole class (unless for state or MBL required adaptive testing). · All students move forward along their learning pathway when they have mastered their current standard(s). If a student has not mastered a standard, received a 4 on an apply, or demonstrated understanding in their conference, they are given feedback, small group or 1:1 instruction, and directed by the teacher on what they need to do to demonstrate mastery of the standard or move forward through the learning cycle.	· Each student has his or her own learning pathway and goals. · Students take assessments when they are ready for them not as a whole class (unless for state or MBL required adaptive testing). · All students move forward along their learning pathway when they have mastered their current standard(s). If a student has not mastered a standard, received a 4 on an apply, or demonstrated understanding in their conference, they are given feedback, small group or 1:1 instruction, and directed by the teacher on what they need to do to demonstrate mastery of the standard or move forward through the learning cycle.	· Instruction is always individualized based on data and delivered individually or in small groups. · Instruction is not generalized for the entire class so whole group instruction does not occur except for giving operational directions. Student progression through the learning cycle is modified based on individual needs (i.e. 5 learns or practices may not be appropriate for every student).

Progress Monitoring (B4)	Not Effective	· The teacher pays close attention to evidence of student understanding in notes, products, small groups, and conferences as evidenced in teacher notes, feedback, and progression of students. · The teacher circulates when not conferencing or small grouping to monitor student learning and to offer feedback as evidenced in observations. Teacher knows, can articulate, and has evidence of where each student is on his or her individualized learning pathway.	· The teacher pays close attention to evidence of student understanding in notes, products, small groups, and conferences as evidenced in teacher notes, feedback, and progression of students. · The teacher circulates when not conferencing or small grouping to monitor student learning and to offer feedback as evidenced in observations. Teacher knows, can articulate, and has evidence of where each student is on his or her individualized learning pathway.	· The teacher poses questions specifically created to elicit evidence of student understanding as evidenced by teacher notes, planning documents, and/or observations. · Students assessing their own work against established criteria are evidenced through observations and rubrics. · Teachers are knowledgeable of student pacing and progress through the learning cycle and actively use this information for conferencing, acceleration, and motivational purposes as evidenced through teacher articulation and observation. · Teacher uses data to inform small grouping as evidenced by small grouping tracker or documentation.
Student Agency (B5)	Not Effective	· All students can identify their learning targets and are able to select from appropriate choices to build their learning paths. · All students can speak to their learning or describe where they are in the learning cycle as well as in relation to their goals. · 95% of the students observed are actively engaged in learning cycle rather than "watching" work.	· All students can identify their learning targets and are able to select from appropriate choices to build their learning paths. · All students can speak to their learning or describe where they are in the learning cycle as well as in relation to their goals. · 95% of the students observed are actively engaged in learning cycle rather than "watching" work. ·	· 90% of students observed in peer conferences and groups (i.e. literacy circles and PBL) contribute to extending understanding for others. · 90% of students can articulate the expectations for each learning target, set their personal learning goals, and are able to direct their learning paths.

Classroom Management (B6)	Not Effective	· 100% of the time respectful teacher body language and 90% of the time respectful student body language. · Physical proximity is utilized 100% of the time as a deterrent or encouragement when appropriate. · Clear standards of conduct posted, and referred to during a small group and/or transition. · Absence of acrimony between teacher and students concerning behavior.	· 100% of the time respectful teacher body language and 90% of the time respectful student body language. · Physical proximity is utilized 100% of the time as a deterrent or encouragement when appropriate. · Clear standards of conduct posted, and referred to during a small group and/or transition. · Absence of acrimony between teacher and students concerning behavior.	· Respectful talk occurs in the classroom at all times. · 100% of students are actively listening in small groups. · Fairness is constantly demonstrated by the teacher and understood by the students. · Smooth functioning of all routines at all times. · Little (under 5 minutes per hour) or no loss of instructional time during class periods. · All students play an important role in carrying out the classroom routines. · All students know what to do, where to move and how to request help. · Teacher has constant awareness of student conduct as evidenced by immediate corrections or reinforcements. · Preventive action when needed by the teacher is always done. School wide behavior management system and tools are utilized in the classroom on a consistent daily basis.
Student Products & Outcomes (B7)	Not Effective	· All student products displayed with clear criteria. · Student work products from the current month are displayed (previous month if it is the first week of a new month). · All student work is differentiated and aligned to standards and targets.	· All student products displayed with clear criteria . · Student work products from the current month are displayed (previous month if it is the first week of a new month). · All student work is differentiated and aligned to standards and targets.	· Student product displayed and that the students are observed to be working on, represents a range of appropriate DOK levels. · All PBL work and/or literacy circle (guiding or open response questions) are reflective, real-world applicable, and designed to facilitate critical thinking and problem-solving.

Once teachers have reached "Highly Effective" on a competency, they do not stop progressing just because they have mastered teaching in our model. We continue to refine, develop and advance these "Highly Effective" or master teachers with their own development set of competencies and indicators (see below) that focus on how they can become a "Teacher Leader". Teacher Leaders are developed along seven Baldrige aligned dimensions critical to leading in our model: i) mentoring & modeling our model for other teachers, ii) networking and collaborating beyond the walls of their classroom and school, iii) challenging themselves, their students and their colleagues to new heights achievable by only taking risks with their learning, iv) listening and v) empowering stakeholders they touch.

Teacher Leadership Competencies & Indicators

Competencies & Potential Roles	Indicators			
	Not Effective	Minimally Effective	Effective	Highly Effective

	Not Effective			
Modeling (B1)	Not Effective	· Models effective student centered learning teaching practices, structures, and strategies for practicing teachers. (i.e. small group instruction, planning, transitioning students through the learning cycle, classroom management, and any of the B1-7 other Competencies) at least 4 times.	Models effective skills in listening, presenting new ideas, leading discussions (teachers & small groups in classrooms), clarifying (with teachers and students), mediating (staff and students), and identifying the needs of self and others in order to advance shared goals and the professional learning of colleagues. As evidenced by documentation of 4 instances and the increased badge and goal attainment of colleagues.	Serves, as a content facilitator who models how to address curricular expectations and student learning needs in the school during at least 3 Friday PDs and one in person or virtual demonstration for other MBL schools. Models and develops at least 2 effective video/on-line modeling examples for teachers beyond the school.
Collaborating & Designing (B2)	Not Effective	Creates and maintains meaningful relationships colleagues, families, community members throughout the school year. Assists colleagues in designing student experiences and learning connections to the outside world as evidenced through the documented design plans at least 3 times.	Uses documented personal, school, national, and web-based networks to connect with other professionals and design at least 4 pieces of content as well process and/or school experience that furthers the school's or MBL goals. Employ facilitation skills to create trust among colleagues, develop and document collective wisdom, and build collaborative leadership and action that supports student learning and is evidenced through survey data and increase student achievement levels.	Utilizes and documents group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change. · Creates and documents an inclusive culture where diverse perspectives are welcomed in addressing challenges. Collaborates with school leadership on the topics, direction, and development of weekly PLCs.

entoring (B3)	Not Effective	Supportive of new teachers and provides with documented bi-weekly constructive back and suggestions. Teaches and supports eagues during at least mentoring sessions to lect, analyze, utilize, nd communicate data m their classrooms to improve teaching and learning.	ncreases the capacity of colleagues in the classrooms and as collaborative rtners as evidenced by increase badge ttainment by the mentee and student outcomes in the mentees classes. · Documentation of identifying and addressing both the needs and mplishments of mentees and others in order to support the improvement of teaching and learning.	Serves as a team leader who uments and helps colleagues to ness and share their own skills, tise and knowledge with others as practicing mentors
ata Resource (B4)	Not Effective	Documents helping lleagues identify and e student data in the lopment of individual student pathways. Assists colleagues in reating and adjusting student goals based dividual student data ends as evidenced by mentee feedback and mentee class goals. Assists colleagues in entifying small group nstructional needs as mented and observed in mentee's class.	ocument increases student pacing and eleration through assisting colleagues with o Student data monitoring and specific need identification o Teacher and class data trends. Help lead content or grade level data lysis after adaptive testing and before & after state testing. · Assist with whole school data toring, analysis, and trend evaluations at least 3 times a year. ·	Develop 2 tools and resources t help model data utilization in L schools for teachers and staff members beyond the assigned school. r at least 4 presentations (1 per arter), assist with tools for and acquiring quantitative and tative ways to capture data and lop clear ways to represent the hool, teacher, stakeholder, and individual student data trends collected.

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listening (B5)	Not Effective	...ocuments effectively ...stening to colleagues, ...ents, and community members to identify ..., strengths of others, new ideas, concerns, ...ations, and potential growth areas.	· Helps colleagues individually and ...ctively to reflect on their professional ...owth, instruction, student work, data, ...student centered learning techniques during at least 4 Friday PD sessions. While listening to colleagues, helps ...uide them in shifting their thinking to ...ution-minded thinking" during at least 2 documented mentoring sessions.	...ectively listens to self and helps others do the same in order to ...flect, manage fears, and ensure ...everything they do is based on ...hat is best for kids and aligned ...personal as well as Matchbook ...values as demonstrated through reflections and actions.
Empowering (B6)	Not Effective	· Collaborates with ...colleagues and school ...eaders to help plan at least 5 professional ...ning sessions that are aligned with content ...ards as well as school goals and visions. · Actively supports students and staff in ...ning lifelong learners ...npowering them with documented ways to ...come responsible for own learning, as well ...ith documented ways to research, problem ..., and find answers to ...estions not yet posed.	Identifies staff needs for professional ...opment supported by data, and works to develop, plan, and facilitate ...ssional development during at least 4 Friday PD sessions. Works with colleagues to analyze the quality of professional development ...ties and the impact it has on teaching ...d learning as evidenced by data and a presentation to leadership. Participates in shared responsibility ...d decision making with colleagues and ...dents as evidenced by documentation.	...ps colleagues with the ability to ...plan and facilitate professional ...rning around information about ...rging education, economic, and ...social trends that would help to better prepare students for the future workforce as evidenced through mentee's delivery of professional development.

allenging for Improving & Increasing Results (B7)	Not Effective	Makes time to read and online resources continue learning and growing as evidenced through reflections. ttacks at least 2 new challenges and takes nable risks trying new egies and techniques at are grounded with nquiry and reflection.	Encourages and supports students and ast 2 colleagues to try new things and take reasonable risks. · Challenges colleagues to read rofessional materials and join learning nunities lead by the teacher leader or documented by the mentee.	· Engages colleagues in enging research & conversations t student learning that leads to olutions for at least 2 identified issues. lps colleagues with information and discussions regarding local, state, and national trends and icies that can impact classroom practices and expectations for udent learning during at least 1 Friday PD session.
*Networking	Not Effective	Assists staff members h internal networking by planning and plementing at least 1 or staff & stakeholder networking event. Assists school with munity networking by ing and implementing at least 1 school & community event.	· Assists colleagues and self in collaborating with higher education institutions and other organizations ged in researching critical educational s, which is presented during at least 1 Friday PD session. ssists the school through developing a rtnership with at least one community eholder (business, non-profit, parent, or education institution)	ssists in the national Matchbook ecruiting and retention efforts, h leads to at least one national partnership or two new hires.

Story Telling	Not Effective			
		...ogs or writes at least one piece per quarter ...ut the teacher leader ...rience at Matchbook.	Presents at local, regional, or national ...nts at least once per calendar year on Teacher Leader role in the Matchbook model. Shares the MBL story and model at ...tudent and teacher recruiting events.	...hares work with the Matchbook ...rd through presenting at one of annual meetings as well as the individual school's board. ...ps prepares other teachers and ...dents for external story telling.

Indicates a role that an individual my elect to get credentialed in while serving as a Teacher Leader.

Teacher Leaders, once they have reaching the "Highly Effective" levels of our Teacher Leadership Development Competencies, in turn become eligible to be a Matchbook Learning Academic Administrator (i.e. who will in turn perform 40 observations/teacher/year and bi-weekly coaching and quarterly goal setting) or work towards becoming a Matchbook Learning School Principal.

Support & Coaching Cycle

<u>Observing</u>

·   The assigned Administrator will observe classrooms for 2 weeks in a continuous cycle.

·   Competency "Baldrige Badge" evidence will be reviewed during coaching sessions and in 90 day review cycle meetings for achievement.

·   During the 2-week period, each instructor should be expected to receive 3-4 observations:

o   Self-contained classrooms: 1-2 observations for ELA; 1-2 observations for Math

o   Departmentalized classrooms: 1-2 AM observations; 1-2 PM observations

·   Observation notes/evidence will be captured in the Matchbook Learning coaching app. This technology app contains the competency categories, coaching questions, and scale scores to not only document where teachers are along the continuum but also allows for progress monitoring.

·   Feedback will be reserved for discussion during coaching sessions unless warranted by the situation.

<u>Coaching</u>

·   Following each 2-week observation period, the Matchbook Learning Administrator will schedule coaching sessions with each teacher.

·   The duration of each coaching session is 30-45 minutes in length.

·   Several points of discussion take place during the session:

o   Provided feedback from observations

o   Review previously agreed upon short-term goals

o   Set 1-2 new short-term goals

o   Provide on-demand training and/or PD

o Discuss Performance Series goals and results

§ Performance Series is a nationally normed adaptive diagnostic assessment that is aligned with the Common Core State Standards. The assessment gives proficiency levels and data for individualized targeted instruction.

o Discuss and Analyze student formative and summative data.

· Quarterly, the focus shifts to the "Instructional Coaching" tool. Professional ambitions and long-term goals are shared in order to gain insight on the individual. These sessions allow for individualized coaching and learning for each teacher so that all Matchbook teachers are continually learning and reaching for their personal goals with support. This is critical to the culture of a learning community and helps to ensure that our teachers are continually striving for their goals with support and not going stagnate as they move along in their careers.

Student Achievement

Students enter the school at various performance levels. In a system that focuses on personalization, our individual teachers' abilities to analyze student data, student work, and move students along their personal learning paths to ensure their students are making academic gains is at the heart of what we do. Therefore growth in student performance is included as a measure in our evaluation system. As teachers work to grow students at their individualized levels we recognize that student growth and achievement must be measured by more than a grade level standardized test. The grade level state test is included but as only one component of the over student achievement measure. While the state test measures student performance at grade level, the work of the school is to move and grow each student, regardless of their starting level of performance.

Types of Assessments:

· Annual State Standardized Assessment

· Performance Series - Nationally Normed Diagnostic Assessment 3 Times Per Year – Individualized Student Growth & Progress

· Competency Based Performance Assessments by Standards and Units

At Matchbook Learning we recognize that there are numerous variables that go into student performances on assessments on specific days. A students' growth is not entirely due to one teacher and their specific classroom since multiple people inside and outside the school affect student progress. We also recognize that effective teachers should show overall classroom growth despite the variables. Additionally, we know that beginning teachers are not likely to show as much growth in their students as accomplishing experienced teachers. Matchbook Learning meets every teacher where they are and our goal is to help each teacher grow and increase their individual effectiveness. Therefore, in alignment with our beliefs we put 50% of the teacher's individual evaluation on their progress and development along the teacher continuums. We also believe that even beginning teachers should positively affect student achievement and since student growth and achievement is our primary concern, it is also included in our teacher evaluation weighted at 50%.

Teacher End of Year Evaluations
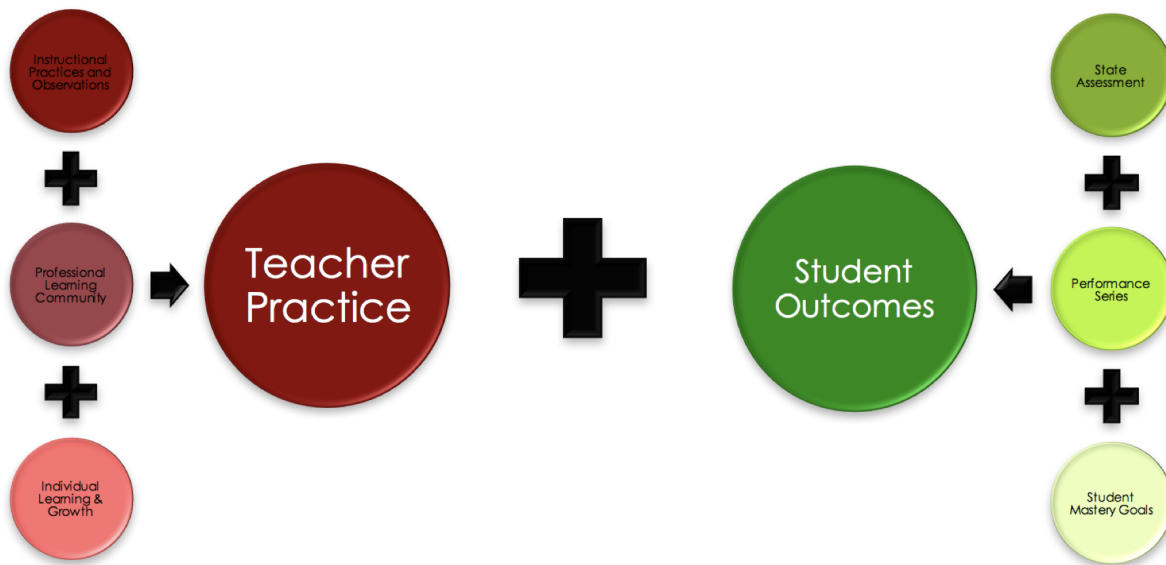
The Summative Evaluation

The summative evaluation combines the multiple measures of teacher practice from the teacher development in the competency categories and the various types of student achievement data. All teachers with the support of the Administrators and the feedback from the Administrator assigned to coaching them will develop individual growth and achievement goals. All teachers are expected to be collaborators, adhere to administrative expectations, and be professional team players as well as professional learners. The data and evidence utilized for the summative evaluation will come from the Matchbook Learning Observation App., the Matchbook Learning customized data warehouse, "Spark," Performance Series, and state assessments. The school administrators will utilize the Matchbook Learning Observation Apps to capture, store, and monitor all observation data and notes. "Spark" captures student learning with data from student daily on-line activities as well as the student assessment data. The administrators for summative evaluations will also review the internal competency based assessments.

Teacher Summative Year-End Evaluation Form

Teacher: _____ Summative Conference Date:_____

Evaluating Administrator:_____

Area	Performance Level			
	Not Effective 1	Improvement Required2	Effective 3	Highly Effective 4
Teacher Practice 50%				
Instructional Practices & Observations 20%				
Professional Learning Community 15%				
Individual Learning & Growth 15%				
Student Outcomes 50%				
State Proficiency (ILEARN, IREAD, ISTAR, ISTAR – KR) 20%				
Performance Series Student Growth 15%				

Student Mastery Goals 15%				

If teaching a non-core subject area, student outcomes are solely based on student growth objectives in your area.

Teacher Comments:

_____

_____

_____

Evaluator Comments:

_____

_____

_____

_____   _____
Teacher Signature   Date   Evaluator Signature   Date

Teacher Signature Acknowledges Conference & This Summative Evaluation but Does Not Signify Teacher's Agreement with Ratings and Evaluator Comments.

Attachment 12: Organizational Chart

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│   Matchbook Learning     │- - - - - - - - - - │  Matchbook Learning School  │
│    National Board        │                    │        Indy Board           │
└─────────────────────────┘ ┌──────────┐       └─────────────────────────────┘
                            │ MBL IP & │
                            │  Spark   │
                            │ License  │
                            └──────────┘
                                              ┌──────────────────────┐
                                              │ Matchbook Learning CEO│
                                              └──────────────────────┘

                    ┌───────────────────────────┐          ┌─────────────────────┐
                    │ Matchbook Learning         │          │  Chief Technology   │
                    │ CAO/School Principal       │          │      Officer        │
                    └───────────────────────────┘          └─────────────────────┘

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  │ 2 Directors of│ │ Director of│ │ Director of│ │ Director of  │ │ Spark        │ │ School       │
  │ Personalized  │ │ Opperations│ │  Culture   │ │  Special     │ │ Developer/Full│ │ Technology   │
  │Learning/Assistant│            │            │ │  Education    │ │ Stack Engineer│ │ Manager      │
  │  Principals   │ │            │ │            │ │              │ │              │ │              │
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  │ General Ed    │ │ Opps Staff │ │   Social   │ │ Special      │ │ Instructional│
  │  Teachers     │ │            │ │ Worker/    │ │ Education     │ │   Aides      │
  │              │ │            │ │ Counselor  │ │ Teachers      │ │              │
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Attachment 13: Community Partnerships Template

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Is a letter of support included in the application?
Sagamore Institute	Jay Hein & Douglas Hairston			Y
Switchboard	Rex Shipman & Emily Vanest			Y
Charter School Growth Fund	Kathy Hamel & Eric Chan			Y
NewSchools Venture Fund	Scott Benson			Y
Chan Zuckerberg	Jon Deane			Y
Collaborosity	Wesley Cate			Y
Educause/NGLC	Andy Calkins			Y
EA Industries	Kathy Hubbard			Y
Monon Capital	Doug Wilson			Y
DCPS	Michael Gaal			Y
Washington, DC Public Schools	Dr. Jackson-Carolyn King			Y
CityBridge Foundation	Mieka Wick			Y
CCSO	Jenny Poon			Y
State of IN - Governor's Office	Jason Dudich			Y
Fountain Square Church	Pat Hickman			Y
The Mind Trust	Brandon & Kristin			Y

Attachment 14: Matchbook Learning School Support Letters

NEXT GENERATION
LEARNING CHALLENGES

August 5, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am writing to recommend Matchbook Learning in its application to manage a charter school in the city of Indianapolis. I've known Sajan George, the CEO, and other members of the Matchbook staff, including Amy Swann, for several years, and find them to be exceptionally thoughtful school and system designers with very deep experience you'd find completely relevant for your principal fellowship in Indianapolis.

In terms of my history with Matchbook, we became acquainted with their work through our Next Gen Learning Challenges (NGLC) launch grants in 2012. After thorough vetting, the NGLC executive committee awarded them a grant of $450,000, including a $300K 1:1 match. Since that time, it has been exciting to watch them learn and iterate on their model. They believe, as we do, that schools should organize themselves around serving students in personalized ways, engaging them in owning their learning and achieving at high standards. They've also developed their own platform for these kinds of schools, called Spark.

The schools we have sought to catalyze nationally are creating models of learning that help students develop a rich, deep, broad set of competencies – skills that include core academic knowledge, but also the capacity to apply and transfer that knowledge and the habits of mind necessary to persist and succeed in college and beyond. Matchbook exemplifies this commitment and I know the school(s) they manage in Indianapolis would make the city proud – and would put the kids they're serving on a road to success in the world they'll encounter after high school graduation.

Should we need to chat further, I can provide additional context on Matchbook or my endorsement of Matchbook's or Sajan's work. Please do not hesitate to call me at 978-821-2575 or email me at acalkins@educause.edu.

All the best,

Andrew Calkins
Director, NGLC

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CHAN ZUCKERBERG INITIATIVE

August 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. We are happy to partner with the Matchbook leadership team as they develop a high quality, personalized school to support students in Indianapolis.

The Chan Zuckerberg Initiative's mission is to increase human potential and promote equality. We believe that education is one of the core pillars in driving towards that mission, and that the best path forward is through supporting high quality, personalized learning environments for all students, like we see at Matchbook. We provided financial support to continue developing the SPARK platform, because we believe education should be personalized to fit every student's needs and meet every student where they are. Students in a Matchbook school gain content knowledge through a rigorous curriculum, but they also get so much more. Matchbook students develop social emotional skills and personalized pathways towards their future careers. We're excited for students in Indianapolis to have the incredible opportunity to attend an Matchbook Learning school.

Sincerely,

Jon Deane
Deputy Director- Education, the Chan Zuckerberg Initiative

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. As a board member of Matchbook and a Managing Partner at NewSchools Venture Fund, I believe Indianapolis is a great fit for the organization to operate an excellent 21st century school.

My relationship with Matchbook began when they received an NGLC award in 2011 while I was a Program Officer at the Gates Foundation. While I did not directly manage the investment in Matchbook, I followed their work in Detroit with the EAA and later their takeover of Merit Prep in Newark closely. Then, in April 2015, I joined the Matchbook board shortly after I joined NewSchools Venture Fund. Our organization had funded Matchbook previously and was on the cusp of making a subsequent investment to support the development of the Spark technology platform, which led me to join the board. In my capacity as board member over the past two years, I have worked closely with CEO Sajan George and his team to refine the organization's strategic focus, which has led us to Indianapolis.

We all know that successful turnarounds take the right conditions – strong models, patience, committed partners and a common-sense accountability system – which is what makes this partnership with City of Indianapolis and The Mind Trust so attractive. The environment you have created in Indianapolis, coupled with the MindTrust fellowship, will give the Matchbook team the time and resources it needs to further refine its competency-based model to emphasize not only personalization, but also the right level of rigor. With another full year prepare through this program, I am confident that the Matchbook team will be ready to lead a successful turnaround of their first school in Indianapolis in Fall 2018.

Thank you for your consideration of Matchbook, and please do not hesitate to reach out to me if you have additional questions.

Sincerely,

Scott Benson
Managing Partner, NewSchools Venture Fund

October 18, 2017

Brian Dickey
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E Washington Street
Indianapolis, IN 46202

Dear Mr. Brian Dickey,

This letter confirms Indianapolis Public School's commitment to continue exploring an Innovation Network Partnership with **Matchbook Learning** as they open their first school in Indianapolis. We recognize the strong background of **Mr. George and Ms. Swann** and their experience with school turnaround across the country, and are excited to have school leaders of their caliber interested in serving our students.

The mission of Indianapolis Public Schools is to prepare and empower all students for life with the goal of becoming the flagship in innovative urban education. It is through unique partnerships, like the one we could possibly have with Matchbook Learning as an Innovation School Charter Partner, that we believe we will accomplish this goal.

Matchbook was co-selected for the Innovation School Fellowship by a panel of representatives including IPS leadership, so we are confident of their vision and fellowship support to execute on that vision.

We look forward to a possible partnership with **Matchbook Learning** as we collaborate to change the educational narrative of Indianapolis.

Sincerely,

Aleesia Johnson
Innovation Officer
Indianapolis Public Schools

SAGAMORE INSTITUTE

INNOVATIVE IDEAS. REAL RESULTS.

August 8, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. Sagamore was deeply honored to support Herron High School in its formation a little over 10 years ago. I vividly recall working with Mayor Peterson and David Harris to advance Joanna Taft's proposal. Once granted, Sagamore senior fellow Rex Bolinger became the founding CEO of Herron.

We are equally enthused to support Sajan George's leadership and Matchbook's innovative personalized student success method. To that end, Sagamore is forming a strategic partnership with Matchbook to help implement their model in Indianapolis (reprising our partnership with David Harris).

Many thanks for your innovative effort to advance Mayor Hogsett's vision of high quality education for every child in Indianapolis. We believe that Matchbook will deliver excellent education to these children and prepare them for success in the knowledge economy.

Regards,

Jay F. Hein
President

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August 8, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. My husband and I (both teachers) moved to Indianapolis 17 years ago (from Damascus, Syria) for my husband's teaching job and have been thrilled to be part of the public, private and charter school movements here in various capacities. We have raised seven children in the city. We believe they received stellar educations here and are delighted that they are going on to attend Indiana colleges and universities. I'm currently working in real estate and small business development in the Fountain Square neighborhood. We constantly hear prospective buyers and business leaders ask about neighborhood schools. Quality education options are absolutely essential to drawing and retaining families in downtown neighborhoods.

A few weeks ago, I was introduced to Sajan George (of Matchbook Learning) and had the privilege of hearing his vision for developing quality, personalized education for the most underserved students in our city. In hearing his story and researching his model, I am hoping that Matchbook will have the opportunity to develop a high quality 21st century school here in Indianapolis.

Matchbook's unique model, which personalizes education to fit every student's needs and meets every student where they are regardless of age or grade level, has proven successful around the country. We would love to see Matchbook Learning open a model school in Indianapolis and would actively support that school if it were coming to our neighborhood. We believe all of our neighborhood children need to meet the required content and standards, and I fully support this company and this method.

Sincerely,

Emily Vanest
Director, Switchboard
www.switchboardindy.com

August 5, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to hear that the City of Indianapolis is seriously consider engaging in a long-term relationship with Matchbook Learning. I have nothing but good things to say out this organization and its leadership team.

As the former Board Chair of Merit Preparatory Charter School of Newark, I had the pleasure of working with Matchbook Learning and their team for three years. Our school offered a unique blend of individualized learning and technology. Matchbook Leaning was hired by our Board, after our previous CMO moved away from the individualized learning model that our middle school was founded on and began teaching to the test. Sajan George and his Matchbook Learning team made an immediate impact on the safety and culture of our school. They reinvented our educational model to focus on our student population that were on average three grade levels behind when entering our school. Under Matchbook Learning, our school was able to expand three grade levels 5th through 10th, increase student academic growth, increase student and teacher attendance and decrease violent incident levels.

I commend you for considering partnering with Matchbook Learning in Indianapolis. I am confident that they will make a meaningful difference in your school district.

Please feel free to contact me, should you wish to discuss this matter in more detail. I can be reached at either cosackm@gmail.com or 215-806-7733.

Sincerely,

J. Michael Cosack
Former Board Chair, Merit Preparatory Charter School of Newark

August 1, 2017

Mr. Ahmed Young
City of Indianapolis, Office of the Mayor
200 E Washington Street, Suite 2501
Indianapolis, IN 46202

Mr. Young,

I am pleased to support Sajan George and Amy Swann's charter application for Matchbook
Learning Indianapolis School, a new Innovation Network Charter School in partnership with
Indianapolis Public Schools (IPS). The Mind Trust currently supports Mr. George and Ms. Swann
as part of the Innovation School fellowship – one of our three education incubators – and we will
continue to support them as they launch their high-performing Innovation Network charter
school.

Mr. George and Ms. Swann successfully navigated a rigorous review and selection process for
our incubation program, and was then interviewed by a blue-ribbon selection committee that
included local and national education experts representing La Plaza, IPS Board of School
Commissioners, UNCF, the Walton Family Foundation and the City of Indianapolis. The Mind
Trust awarded Mr. George and Ms. Swann an Innovation School Fellowship in 2017.

Mr. George and Ms. Swann both bring years of previous turnaround and restart experience to
their fellowship in various states, including Michigan and New Jersey. The Mind Trust is excited
to support them as they refine their personalized learning model for Indianapolis students and
focus their efforts solely on Indianapolis.

The Mind Trust provides the fellow with up to two years' salary and benefits as they develop
their school model. Fellows also receive significant support during their planning time, including
individualized professional development and school design opportunities as well as opportunities
to travel the country and the world to visit excellent schools.

Mr. George and Ms. Swann began the fellowship last month, and have been hard at work refining
their school vision based on data from recent iterations in other states, gathering information on
local communities and best practices, and connecting with community stakeholders.

The Mind Trust will continue to support Mr. George and Ms. Swann in any way we can. We
cannot think of a stronger team of leaders to launch a new Innovation Network Charter school in
Indianapolis, and we offer our unreserved support for their application. If we can offer additional
insights or detail, please do not hesitate to contact us.

Sincerely,

Brandon Brown
Sr. Vice President, Education Innovation

Kristin Hines
Sr. Director, School Incubation

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August 7, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. I am happy and excited to partner with Matchbook and their strong leadership to help them develop a high quality 21st century school for our Indianapolis students.

I believe education should be personalized to fit every student's needs and meet every student where they are regardless of age or grade level as the Matchbook model of instruction does. I support, as in Matchbook schools, that children should have a personalized education that prepares them with technology skills starting in elementary that they will need to be successful in high school, in college, and in the job market when they grow up, hopefully here in Indianapolis. I know that Indianapolis children attending a Matchbook Learning school will gain more than just the required content and standards, they also develop social emotional skills and personalized pathways towards their future careers which we fully support.

As Indianapolis continues to grow and attracts new talent daily, our city should offer new and innovative education options to students and their parents. These innovative and new options should provide the greatest possibility for student success and I believe Matchbook Learning's approach will create that environment in Indianapolis and benefit the city in the years to come.

I greatly appreciate your consideration of Matchbook Learning's application to your office.

Sincerely,

Jason D. Dudich
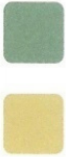
August 7, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter
school in Indianapolis. I am happy to partner with Matchbook and Sajan George to help them
learn the Indianapolis landscape and make connections necessary to develop a high quality
21st century school for our Indianapolis students.

As an advocate for more quality seats in Indianapolis, I am in full support of providing more
innovative models to meet all students' needs. Matchbook schools seeks to personalize
education to fit every student where they are regardless of age or grade level. Matchbook
schools seeks to prepare children with technology skills starting in elementary that they will
need to be successful in high school, in college, and in the job market when they grow up.
Matchbook understands that Indianapolis children need to gain more than just the required
content and standards, but they also need to develop social, emotional skills and personalized
pathways towards their future careers. It is for those reasons that I am in support of Matchbook
Learning as another quality school option for the children of our city.

Sincerely,

Joanna Beatty Taft

CITY GALLERY
Indy's Urban Living Center
1505 North Delaware Street | Indianapolis, Indiana 46202
o: 317.396.3886 | f: 317.238.5489 | www.harrisoncenter.org | www.citygalleryindy.org

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CHARTER
SCHOOL
GROWTH
FUND

10901 West 120th Avenue, Suite 450   (303) 217-8090
Broomfield, CO 80021   chartergrowthfund.org

August 7, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am honored to write a letter of support for Sajan George and Matchbook Learning. I have
known Sajan professionally as part of a two-year leadership cohort, Pahara Aspen Fellowship,
as well as through the work that he and the team at Matchbook Learning did to turn around a
struggling Newark school in our portfolio, Merit Prep.

He is a person of strong values who has always acted with the highest degree of integrity. He
and the team at Matchbook Learning are deeply committed to providing students and teachers
with the supports and training they need to create world class schools that meet the personal
needs of every student. The fact that families, students and staff in multiple cities fought so
hard to maintain their relationship with Matchbook Learning is a testament to their work and
impact with staff, students and their families.

I am excited for Matchbook Learning to bring their personalized learning model to students and
their families in Indianapolis. Staff, students and their families will benefit from the work they
have done to develop their model, technology infrastructure, training and supports to deliver
high quality personalized learning.

Sincerely,

Kathy Hamel
Partner

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August 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

My name is Wesley Cate, and I'm the co-founder of Collaborosity (Collaboration + Generosity), a coaching and consulting initiative here in Indianapolis that's dedicated to moving leaders towards higher levels of capability and contribution. Since 2014, we've assisted leaders both locally and internationally in areas ranging from sports to corporate social responsibility.

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. I am happy to support Matchbook and their strong leadership to help them develop a high quality 21st century school for our Indianapolis students.

I think that education should be personalized to fit every student's needs and meet every student where they are regardless of age or grade level as the Matchbook model of instruction does. I also believe that, as in Matchbook schools, children should have personalized education that prepares them with technology skills starting in elementary that they will need to be successful in high school, in college, and in the job market when they grow up. I know that Indianapolis children attending a Matchbook Learning school will gain more than just the required content and standards, they also develop social and emotional skills as well as personalized pathways towards their future careers, which I fully support.

Sincerely,

Wesley Cate, Collaborosity

CollLaborosity

819 E 64th Street
Indianapolis, IN 46220
www.collaborosity.com
317.902.3754

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August 7, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
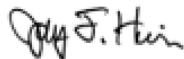Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. We are happy to partner with Matchbook and their strong leadership to help them develop a high quality 21st century school for our Indianapolis students.

We believe that the children of Indianapolis need as many choices as possible for a great education. Matchbook Learning offers an individualized learning program so that children can learn according to their own needs regardless of age or grade level. They also offer technology skills in the elementary years which better prepares them for high school and beyond.

We are very hopeful that you will approve their application for a charter school in Indianapolis. As a Board member of the American Federation for Children, I strongly support offering to the children of Indiana many options for educational opportunities.

With best regards,

Kathy Hubbard

August 10, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I have had the pleasure of speaking with Sajan George on multiple occaisions as he vetted
the educational landscape of Indianapolis, and I am pleased to write this letter in support of
Matchbook Learning's application for a charter school in Indianapolis. The Neighborhood
Charter Network (NCN) see great alignment between our respective organizations, and we
are happy to partner with Matchbook and their strong leadership to help them develop a
high quality 21st century school for our Indianapolis students.

Matchbook Learning's belief that education should be personalized to fit every student's
needs and meet every student where they are regardless of age or grade level is in concert
with the educational philosophy of NCN. We also believe that, as in Matchbook schools,
children should have a personalized education that prepares them with technology skills
starting in elementary that they will need to be successful in high school, in college, and in
the job market when they grow up. We know that Indianapolis children attending a
Matchbook Learning school will gain more than just the required content and standards,
they also develop social emotional skills and personalized pathways towards their future
careers which we fully support.

We view Matchbook Learning as partners in the personalized learning space, and we
believe that their schools will contribute to our city's commitment to rewrite the
educational narrative for children and families in Indianapolis.

Sincerely,

Kevin Kubacki
Executive Director

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Orr Elementary School

Dr. Carolyn Jackson-King, Principal
www.orrelementary.org
202-671-6240

August 8, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young:

Our team at Orr Elementary is proud to endorse Sajan George and Amy Swann of Matchbook Learning in the application for chartering a school in Indianapolis. We've been a partner of Matchbook Learning over the last year, and worked directly with the team in Washington, DC in Citybridge's Breakthrough School Model work.

As an organization, Matchbook Learning has been incredibly transparent, collaborative, and service oriented to our needs. We are currently designing a leadership accelerator together, and the team has been very helpful in keeping us updated, pushing our thinking on school design, and working with our strengths to craft a common vision for school based outcomes.

We have found the team is willing to learn and participate in the process. We have developed a relationship as extended team members and are given consideration of our schedules, common meetings, and communication ideas. Moreover, the team is very reflective, creative, and a great advocate for our work in terms of how technology can help personalize our efforts even further for our students and teachers.

In terms of our overall experience with Matchbook Learning, we look forward to being a partner of theirs for many years to come. It is indeed the hope of Orr Elementary that the schools in Indiana will also be a part of our network as we grow and develop our common interests to turn around our nation's most challenging schools.

Should you need to reach me about the contents of this letter or for further dialogue, please contact me at (202) 671-6240 or carolyn.jackson-king@dc.gov.

Best,

Dr. Carolyn Jackson-King
Principal
Orr Elementary School
Washington, DC 20020

2200 Minnesota Avenue   Washington, DC 20020

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Jennifer Poon
4 Crabtree Lane
Roslyn, NY 11576

August 8, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. I have recently decided to join Matchbook's Board of Directors because I believe there is no other organization doing what Matchbook can do, and I believe a partnership with Matchbook will greatly benefit Indianapolis' children.

Matchbook stands out as a mission-driven organization that uniquely delivers personalized learning experiences that can prepare all students for lifelong success. Today's schools can no longer afford to treat students as if they are all the same, providing monolithic instruction suited for the "average" student while struggling students fall farther and farther behind. Instead, schools must equip teachers to be able to assess and address individual student needs while engaging each student to reach rigorous proficiency standards. Matchbook's model of instruction does this, and does so in a way that produces student outcomes including knowledge of content and also the socio-emotional skills and habits necessary for success outside of school.

I am confident that the leadership of Matchbook will do all that they can to achieve such successes with children in Indianapolis. In my prior role as the Director of the Innovation Lab Network at the Council of Chief State School Officers, I have had the pleasure of working with several of Matchbook's leaders and supporters. I have been impressed by their professional skills and their good conscience. I believe that this team of leaders, coupled with the strength of Matchbook's model, will provide great opportunity for the children of Indianapolis to succeed in school, in college, and in the career paths of their choosing.

Sincerely,

Jennifer Poon

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

August 8, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's leadership team of Sajan George and Amy Swann and in-turn their application for a charter school in Indianapolis. I have worked in shared spaces with Sajan and Amy since 2014 across partnership schools in both Detroit and Washington DC.

We share a similar vision that education should be personalized to fit every student's needs and meet every student where they are regardless of age or grade level, and that all students can reach and exceed grade-level content without prejudice for their race, gender or zip code. They have both been sector leaders ensuring children have a personalized education. One that prepares them with technology skills starting in elementary that they will need to be successful in high school, in college, and in the job market when they grow up. In Detroit they were able to move students more quickly than peer schools admist the most challenging of circumstances. Here in DC, they are partnered with one of our fastest rising school leaders, where together they are redefining excellence! Finally, I've visited Indianapolis Public Schools and seen the strong momentum building in areas like the Innovation Zone and think that a Matchbook Learning school overseen by Sajan and Amy's leadership is a perfect match.

Sincerely,

Michael Gaal

Michael Gaal
Deputy Chancellor
Innovation and Systems Improvement
District of Columbia Public Schools

Fountain Square
Presbyterian Church

August 8, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. We believe in the work Matchbook is doing and have the upmost respect for their leadership. We would be excited to partner with them to help them develop a high quality 21st century school for students in our City.

We have been established as a church in the Fountain Square neighborhood for almost 4 years, with many of our members having been residents for much longer. We see the generational poverty that exists and that influences the younger generation of children in our area. We see a lot of parents sending their kids outside of the neighborhood for a good education. We also see the less privileged kids ending up at a failing school down the street. We believe in Matchbooks model of personalizing education for each individual. Our area is very diverse in academic achievement and ability and could benefit from a school that was able to draw in and serve kids coming from differing situations and abilities.

We all know the difference a good education makes in the life of not only the student, but whole families. We long for renewal to come to those who do not have as much advantage as others. We believe that a good education is a key in changing the path for these children and families. We would fully support and partner with a school like Matchbook if they were to come into our area.

Sincerely,

Pat Hickman
Pastor, Fountain Square Presbyterian Church

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P Douglas Wilson

Chairman, Board of Trustees, The Sagamore Institute

August 9, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am writing to both endorse and support Matchbook Learning's application for a charter school in Indianapolis. I'm also writing from three perspectives: one, as a metro area resident, second as a business owner, and third in my capacity as the Chairman of the Board of Trustees of the Sagamore Institute.

From each of those, it is my conviction that among the most pressing issues of our region is access to high quality education for all. Simply stated, providing excellent educational opportunities is an essential element of all flourishing communities and I'm passionate about seeing Indianapolis flourish and thrive for years to come. As I travel to communities around the country, one common features I observe of thriving, robust and opportunity-rich communities is their embrace and nurturing of all education options: public, charter and private.

It is with that context that I encourage the City to partner with Matchbook Learning and their talented capable leadership to develop a high quality 21st century school for our Indianapolis students. The framework they use, that is, a personalized education plan that fits every student's needs and meets every student where they are regardless of age or grade level is exemplary. One of the specifics of those personalized plans that will be very beneficial for our community both now and into the future is the preparation it provides to students and, by extension, families, in the area of technology. Students will gain technology skills starting in elementary school that they need to be successful in high school, college, and the workplace.

In short, I believe Matchbook Learning will serve our students, families and community very well. This partnership is an important near-term step to create a better long-term outlook for our community.

Let me close by saying again, it is with all three hats, I both commend and endorse Matchbook Learning and its role in creating high quality education here in Indianapolis.

Sincerely,

P Douglas Wilson

CITYBRIDGE

August 9, 2017

Mr. Ahmed Young
Director, Office of Education Innovation
Office of the Mayor, City of Indianapolis
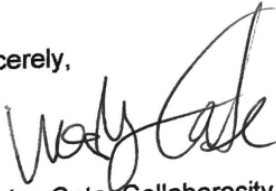200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. Young,

I am pleased to write this letter in support of Matchbook Learning's application for a charter school in Indianapolis. As an incubator of new schools and new school models in Washington, D.C., we were pleased to partner with Matchbook Learning and a local DC Public School beginning in 2016. That work, while still nascent, is in service of the school's goal to personalize learning for its students.

The team at Matchbook Learning aims to bring their model to more students across the country and the climate and conditions in Indianapolis appear ripe for this work. Thank you for your thorough consideration of this charter application.

Sincerely,

Mieka F. Wick
CEO
CityBridge Education

Attachment 15: Articles of Incorporation

ARTICLES OF INCORPORATION

OF

MATCHBOOK LEARNING SCHOOLS OF INDIANA, INC.

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is Matchbook Learning Schools of Indiana, Inc.

ARTICLE II

Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include, but not be limited to:

- Operating one or more charter schools or innovation network charter schools pursuant to Indiana Code, Title 20, Articles 24 or 25.7, or corresponding provisions of any subsequent Indiana statutes governing charter schools or innovation network schools;

- Collaborating with current primary and secondary schools to provide technical assistance and competency-based training resources; and

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- Supporting the work of school districts, charter management companies, and other interested educational partners by providing resources aimed at turning around poor performing schools.

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

ARTICLE IV

Period of Existence

The period during which the Corporation shall continue is perpetual.

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ARTICLE V

Incorporator, Initial Registered Agent, and Initial Registered Office

Section 1. The name of the Incorporator of the Corporation is Sajan George, and the address of such Incorporator is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 2. The name of the initial registered agent in charge of the Corporation's registered office is Sajan George, and the address of such registered agent and such registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.

ARTICLE VI

Members

The Corporation shall not have "members" as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as "members" certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

ARTICLE VII

Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

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ARTICLE VIII

Election or Appointment of Directors

The initial Board of Directors shall be named by the Incorporator. The subsequent directors of the Corporation shall be elected and appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

ARTICLE IX

No Private Inurement

None of the Corporation's net earnings shall inure to the benefit of any private individual.

ARTICLE X

Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall ensure that any charter schools that it operates (the "Schools") will admit students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the Schools. The Corporation and the Schools it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other programs administered by the Schools.

Section 2. The Corporation shall comply with all Indiana laws applicable to charter schools or innovation network charter schools, as applicable, including (but not limited

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to) the following provisions of the Indiana Code ("IC"), or corresponding provisions of

subsequent Indiana law:

(a) IC 5-14-1.5 et seq. (Indiana's Open Door Law);

(b) IC 5-14-3-1, et seq. (Indiana's Access to Public Records Act);

(c) IC 20-24-8-5 (statutes applicable to charter schools);

(d) IC 20-28-11.5 (staff performance evaluations);

(e) IC 20-24-6 (employment of teachers and other personnel in charter schools);

(f) IC 20-25.7-4-10 (public meeting requirement).

Section 3. Notwithstanding any other provision of these Articles of Incorporation,

if for any taxable year the Corporation is deemed a "private foundation" described in Code

section 509(a), the Corporation's income shall be distributed at such time and in such manner as

not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation,

if at any time the Corporation is deemed a "private foundation" described in Code section 509(a),

the Corporation shall not:

(a) Engage in any act of self-dealing as defined in Code section 4941(d);

(b) Retain any excess business holdings as defined in Code section 4943(c);

(c) Make any investment in such manner as to subject the Corporation to tax

under Code section 4944; or

(d) Make any taxable expenditure as defined in Code section 4945(d).

Section 5. Neither the Board of Directors nor the Corporation shall have power or

authority to do any act that will prevent the Corporation from being an organization described in

Code section 501(c)(3).

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Section 6. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 7. The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 8. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 9. The power to make, alter, amend, and repeal the Corporation's Bylaws shall be vested in the Board of Directors.

Section 10. No director of the Corporation shall be liable for any of its obligations.

Section 11. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

Section 13. The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

ARTICLE XI

Dissolution of the Corporation

Upon the dissolution of the Corporation, the Corporation's assets and funds shall be disposed in the following order of priority:

(a) First, to satisfy outstanding payroll obligations to employees of the Corporation;

(b) Second, to creditors of the Corporation for outstanding liabilities;

(c) Third, to satisfy any outstanding debt to the Indiana common school fund;

(d) Fourth, to return any remaining funds received from the Indiana Department of Education (the "Department") to the Department not more than thirty (30) days after dissolution; and

(e) Fifth, to one (1) or more organizations that have been selected by the Board of Directors, that are organized and operated for educational purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XI, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above, they shall be disposed of by the Court exclusively for such purposes and to such organization(s) as the Court shall determine, which are organized and operated exclusively for such purposes.

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IN WITNESS WHEREOF, the undersigned Incorporator of the Corporation hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing and verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 13th day of July, 2017.

_____

Sajan George, Incorporator

This instrument was prepared by Joshua W. Abel, Attorney at Law, Faegre Baker Daniels LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.

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Attachment 16: Certificate of Incorporation

State of Indiana
Office of the Secretary of State

Certificate of Incorporation
of

MATCHBOOK LEARNING SCHOOLS OF INDIANA, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, July 14, 2017.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 17, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201707141204995 / 7649841

To ensure the certificate's validity, go to https://bsd.sos.in.gov/PublicBusinessSearch

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BYLAWS

OF

MATCHBOOK LEARNING SCHOOLS OF INDIANA, INC.

ARTICLE I
General

Section 1. Name. The name of the corporation is Matchbook Learning Schools of Indiana, Inc. (the "Corporation").

Section 2. Address. The street address of the Corporation's initial registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202. The initial registered agent in charge of the initial registered office is Sajan George.

Section 3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

ARTICLE II
Board of Directors

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws (the "Bylaws"). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. The term of each member of the Board of Directors, other than the initial directors of the Corporation, shall extend for a period of three (3) years and until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the directors of the Corporation may elect a new director to replace the director whose term will expire, or has expired. Each such newly elected director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve any number of consecutive or nonconsecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the

Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

(a) When received;

(b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;

(c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

(d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the President, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

ARTICLE III
Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V
Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in

which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI
Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

(a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation,

any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

    (i)   By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation;

    (ii)   By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

    (iii)   By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

(c) As used in this Article VI, the term "wholly successful" shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

Section 4. <u>Relationship to Other Rights</u>. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. <u>Extent of Indemnification</u>. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. <u>Advancement of Expenses</u>. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. <u>Purchase of Insurance</u>. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

<u>ARTICLE VII</u>
<u>Contracts, Checks, Loans, Deposits, and Gifts</u>

Section 1. <u>Contracts</u>. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. <u>Checks</u>. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. <u>Loans</u>. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. <u>Deposits</u>. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositaries as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. <u>Gifts</u>. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

<u>ARTICLE VIII</u>
<u>Amendments</u>

The power to make, alter, amend, or repeal the Bylaws ("Amendments") is vested in the Board of Directors of the Corporation; provided, however, that if the authorizer (as the term "authorizer" is defined in IC 20-24-1-2.5) of the charter of any

school operated by the Corporation reserves the right to approve material changes to the governance or organizational structure of the Corporation and the Amendments represent such a material change, then such proposed Amendments must be approved in writing by the authorizer of the school prior to the Board of Directors of the Corporation taking any action thereon.

Attachment 18: IRS Operation as Non-Profit Status

SHORT-YEAR - CHANGE IN ACCOUNTING PERIOD

Form **990**

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.

▶ Information about Form 990 and its instructions is at *www.irs.gov/form990*.

Department of the Treasury
Internal Revenue Service

OMB No. 1545-0047

2016

Open to Public Inspection

A For the 2016 calendar year, or tax year beginning **01/01**, 2016, and ending **06/30**, 20 **16**

B Check if applicable:	C Name of organization **MATCHBOOK LEARNING SOLUTIONS INC**	D Employer identification number
☐ Address change	Doing business as	**45-0820076**
☐ Name change	Number and street (or P.O. box if mail is not delivered to street address) Room/suite	E Telephone number
☐ Initial return	**4420 BURGESS HILL LANE**	**678-662-1772**
☐ Final return/terminated	City or town, state or province, country, and ZIP or foreign postal code	
☐ Amended return	**JOHNS CREEK, GA, 30022**	G Gross receipts $ **3,321,476**
☐ Application pending	F Name and address of principal officer: **SAJAN GEORGE**	H(a) Is this a group return for subordinates? ☐ Yes ☑ No
	4420 BURGESS LANE, JOHNS CREEK, GA 30022	H(b) Are all subordinates included? ☐ Yes ☐ No

I Tax-exempt status: ☑ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

If "No," attach a list. (see instructions)

J Website: ▶ **www.matchbooklearning.com**

H(c) Group exemption number ▶

K Form of organization: ☑ Corporation ☐ Trust ☐ Association ☐ Other ▶ | **L** Year of formation: **2011** | **M** State of legal domicile: **GA**

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: Matchbook Learning Solutions, Inc. ("Matchbook Learning") seeks to turnaround failing public schools by implementing its unique competency-based, blended model of school. (Continued on Schedule O, Statement 1)

2 Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3 Number of voting members of the governing body (Part VI, line 1a)	**3**	6
4 Number of independent voting members of the governing body (Part VI, line 1b)	**4**	5
5 Total number of individuals employed in calendar year 2016 (Part V, line 2a)	**5**	113
6 Total number of volunteers (estimate if necessary)	**6**	0
7a Total unrelated business revenue from Part VIII, column (C), line 12	**7a**	0
b Net unrelated business taxable income from Form 990-T, line 34	**7b**	0

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	1,209,757	80,000
9	Program service revenue (Part VIII, line 2g)	3,605,613	3,241,476
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0	0
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	1,500	0
12	Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	4,816,870	3,321,476

Expenses

		Prior Year	Current Year
13	Grants and similar amounts paid (Part IX, column (A), lines 1–3)	0	0
14	Benefits paid to or for members (Part IX, column (A), line 4)	0	0
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	3,067,952	3,249,438
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0	0
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 20,336		
17	Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	867,774	626,802
18	Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	3,935,726	3,876,240
19	Revenue less expenses. Subtract line 18 from line 12	881,144	-554,764

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	2,291,024	1,945,824
21	Total liabilities (Part X, line 26)	158,179	367,743
22	Net assets or fund balances. Subtract line 21 from line 20	2,132,845	1,578,081

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Date
	SAJAN GEORGE, FOUNDER/CEO	
	Type or print name and title	

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
	MARY SOPER				**P01402577**
	Firm's name ▶ **EASY OFFICE dba JITASA**			Firm's EIN ▶	**26-2176601**
	Firm's address ▶ **1750 W FRONT STREET SUITE 200, BOISE, ID 83702**			Phone no.	**208-287-4777**

May the IRS discuss this return with the preparer shown above? (see instructions) ☑ Yes ☐ No

For Paperwork Reduction Act Notice, see the separate instructions. | Cat. No. 11282Y | Form **990** (2016)

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Information about Form 990 and its instructions is at *www.irs.gov/form990*.

OMB No. 1545-0047

2016

Open to Public Inspection

A For the 2016 calendar year, or tax year beginning **01/01**, 2016, and ending **06/30**, 20 **16**

B Check if applicable:	C Name of organization **MATCHBOOK LEARNING SOLUTIONS INC**	D Employer identification number
☐ Address change	Doing business as	**45-0820076**
☐ Name change	Number and street (or P.O. box if mail is not delivered to street address) Room/suite	E Telephone number
☐ Initial return	**4420 BURGESS HILL LANE**	**678-662-1772**
☐ Final return/terminated	City or town, state or province, country, and ZIP or foreign postal code	
☐ Amended return	**JOHNS CREEK, GA, 30022**	G Gross receipts $ **3,321,476**
☐ Application pending	F Name and address of principal officer: **SAJAN GEORGE**	H(a) Is this a group return for subordinates? ☐ Yes ☑ No
	4420 BURGESS LANE, JOHNS CREEK, GA 30022	H(b) Are all subordinates included? ☐ Yes ☐ No

I Tax-exempt status: ☑ 501(c)(3) ☐ 501(c) ( ) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

If "No," attach a list. (see instructions)

J Website: ▶ **www.matchbooklearning.com**

H(c) Group exemption number ▶

K Form of organization: ☑ Corporation ☐ Trust ☐ Association ☐ Other ▶   **L** Year of formation: **2011**   **M** State of legal domicile: **GA**

Part I   Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: **Matchbook Learning Solutions, Inc. ("Matchbook Learning") seeks to turnaround failing public schools by implementing its unique competency-based, blended model of school. (Continued on Schedule O, Statement 1)**

2 Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	**3**	**6**
4	Number of independent voting members of the governing body (Part VI, line 1b)	**4**	**5**
5	Total number of individuals employed in calendar year 2016 (Part V, line 2a)	**5**	**113**
6	Total number of volunteers (estimate if necessary)	**6**	**0**
7a	Total unrelated business revenue from Part VIII, column (C), line 12	**7a**	**0**
b	Net unrelated business taxable income from Form 990-T, line 34	**7b**	**0**

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	1,209,757	80,000
9	Program service revenue (Part VIII, line 2g)	3,605,613	3,241,476
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0	0
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	1,500	0
12	Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	4,816,870	3,321,476

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1–3)	0	0
14	Benefits paid to or for members (Part IX, column (A), line 4)	0	0
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	3,067,952	3,249,438
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0	0
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 20,336		
17	Other expenses (Part IX, column (A), lines 11a–11d, 11f–24e)	867,774	626,802
18	Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	3,935,726	3,876,240
19	Revenue less expenses. Subtract line 18 from line 12	881,144	-554,764

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	2,291,024	1,945,824
21	Total liabilities (Part X, line 26)	158,179	367,743
22	Net assets or fund balances. Subtract line 21 from line 20	2,132,845	1,578,081

Part II   Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer *Sajan George*   Date 2017-05-10

SAJAN GEORGE, FOUNDER/CEO
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
MARY SOPER	*Mary Soper*	2017-05-10		**P01402577**

Firm's name ▶ **EASY OFFICE dba JITASA**   Firm's EIN ▶ **26-2176601**

Firm's address ▶ **1750 W FRONT STREET SUITE 200, BOISE, ID 83702**   Phone no. **208-287-4777**

May the IRS discuss this return with the preparer shown above? (see instructions) ☑ Yes ☐ No

For Paperwork Reduction Act Notice, see the separate instructions.   Cat. No. 11282Y   Form **990** (2016)

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Part III   **Statement of Program Service Accomplishments**

        Check if Schedule O contains a response or note to any line in this Part III   .   .   .   . ☐

1   Briefly describe the organization's mission:

By 2014, there will be over 19,000 chronically failing K-12 public schools (AKA turnaround schools) concentrated in low-income neighborhoods across our nation. No sustainable and scalable solution turnaround solution provider exists in the marketplace to combat this problem. Matchbook Learning, a 501(c)(3) non-profit school turnaround management organization founded in 2011 (Continued on Schedule O, Statement 2)

2   Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?   .   .   .   .   ☐ **Yes** ☑ **No**

        If "Yes," describe these new services on Schedule O.

3   Did the organization cease conducting, or make significant changes in how it conducts, any program services?   .   .   .   .   ☐ **Yes** ☑ **No**

        If "Yes," describe these changes on Schedule O.

4   Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a   (Code: _____) (Expenses $ _____ 2,666,450 including grants of $ _____ 0) (Revenue $ _____ 3,241,476)

Matchbook Learning seeks to effect a school turnaround of failing school by implementing its unique, competency-based blended model of school.

4b   (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4c   (Code: _____) (Expenses $ _____ including grants of $ _____) (Revenue $ _____)

4d   Other program services (Describe in Schedule O.)

      (Expenses $ _____ 0 including grants of $ _____ 0) (Revenue $ _____ 0)

4e   Total program service expenses ▶ _____ 2,666,450

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Part IV **Checklist of Required Schedules**

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	✔	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* (see instructions)? . . .	2	✔	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		✔
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		✔
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If "Yes," complete Schedule C, Part III*	5		✔
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		✔
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II* . . .	7		✔
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		✔
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		✔
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If "Yes," complete Schedule D, Part V* . .	10		✔
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	✔	
b	Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		✔
c	Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		✔
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		✔
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e		✔
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X* .	11f		✔
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a		✔
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		✔
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13		✔
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		✔
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV.*	14b		✔
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		✔
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV.*	16		✔
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I* (see instructions)	17		✔
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		✔
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		✔

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Part IV   **Checklist of Required Schedules** *(continued)*

		Yes	No
20 a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	**20a**		✔
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return? .	**20b**		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	**21**		✔
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	**22**		✔
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	**23**		✔
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	**24a**		✔
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception? . .	**24b**		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	**24c**		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year? . .	**24d**		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	**25a**		✔
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	**25b**		✔
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? *If "Yes," complete Schedule L, Part II*	**26**		✔
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	**27**		✔
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV* . .	**28a**		✔
b	A family member of a current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	**28b**		✔
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If "Yes," complete Schedule L, Part IV* . . .	**28c**		✔
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	**29**		✔
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	**30**		✔
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	**31**		✔
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	**32**		✔
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	**33**		✔
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	**34**		✔
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	**35a**		✔
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2* . .	**35b**		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	**36**		✔
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	**37**		✔
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note.** All Form 990 filers are required to complete Schedule O.	**38**	✔	

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Part V	**Statements Regarding Other IRS Filings and Tax Compliance**

Check if Schedule O contains a response or note to any line in this Part V . . . . ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	**1a**	11		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	**1b**	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	**1c**		✔	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	**2a**	113		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? .	**2b**		✔	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions) . .				
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**			✔
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation in Schedule O* . .	**3b**			
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**			✔
b	If "Yes," enter the name of the foreign country: ▶ _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? . . .	**5a**			✔
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**			✔
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	**5c**			
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**			✔
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**			
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**			
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	**7b**			
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**			
d	If "Yes," indicate the number of Forms 8282 filed during the year	**7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**			
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? .	**7f**			
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**			
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**			
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**			
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**			
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? . . .	**9b**			
10	**Section 501(c)(7) organizations. Enter:**				
a	Initiation fees and capital contributions included on Part VIII, line 12	**10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities .	**10b**			
11	**Section 501(c)(12) organizations. Enter:**				
a	Gross income from members or shareholders	**11a**			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	**11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**			
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year . .	**12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**				
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**			
	Note. See the instructions for additional information the organization must report on Schedule O.				
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	**13b**			
c	Enter the amount of reserves on hand	**13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**			✔
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation in Schedule O* .	**14b**			

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Part VI	**Governance, Management, and Disclosure** *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI . . . . ☑

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year . .	**1a**	6		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.				
b	Enter the number of voting members included in line 1a, above, who are independent .	**1b**	5		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	**2**			✔
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person? .	**3**			✔
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	**4**			✔
5	Did the organization become aware during the year of a significant diversion of the organization's assets? .	**5**			✔
6	Did the organization have members or stockholders?	**6**			✔
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	**7a**			✔
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	**7b**			✔
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	**8a**		✔	
b	Each committee with authority to act on behalf of the governing body?	**8b**		✔	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses in Schedule O.*	**9**			✔

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	**10a**		✔
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	**10b**		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	**11a**	✔	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	**12a**	✔	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	**12b**	✔	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this was done*	**12c**	✔	
13	Did the organization have a written whistleblower policy?	**13**		✔
14	Did the organization have a written document retention and destruction policy?	**14**		✔
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	**15a**	✔	
b	Other officers or key employees of the organization	**15b**		✔
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	**16a**		✔
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	**16b**		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶   GA

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website   ☐ Another's website   ☑ Upon request   ☐ Other *(explain in Schedule O)*

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records: ▶

EASY OFFICE dba JITASA, (208)287-4777

1750 W FRONT STREET, SUITE 200, BOISE, ID 83702   Form **990** (2016)

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Part VII — Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII . . . . □

Section A.   Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

   • List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.

   • List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."

   • List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.

   • List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.

   • List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

□ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
Sajan George **Founder/CEO**	40	✔		✔				110,000	0	0
Randy Haykin **Board Member**	2	✔						0	0	0
Steve White **Board Member**	2	✔						0	0	0
Michael Cosak **Board Member**	2	✔						0	0	0
Scott Benson **Board Member**	2	✔						0	0	0
Karl Rectanus **Board Member**	2	✔						0	0	0
Raymond V Pardon **Secretary**	2			✔				0	0	0
W Edward Scott **CFO**	2			✔				0	0	0

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Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			

1b Sub-total . . . . ▶ | | | | | | | | 110,000 | 0 | 0

c Total from continuation sheets to Part VII, Section A . . . . . ▶

d Total (add lines 1b and 1c) . . . . ▶ | 110,000 | 0 | 0

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ▶ 1

		Yes	No
3 Did the organization list any **former** officer, director, or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual	**3**		✔
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? If "Yes," complete Schedule J for such individual	**4**		✔
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person	**5**		✔

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
None		

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ▶ 0

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Part VIII	**Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII . . . . ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a	Federated campaigns . . .	1a	0			
	b	Membership dues . . .	1b	0			
	c	Fundraising events	1c	0			
	d	Related organizations . . .	1d	0			
	e	Government grants (contributions)	1e	0			
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	80,000			
	g	Noncash contributions included in lines 1a-1f: $		0			
	h	**Total.** Add lines 1a–1f . . . . ▶		80,000			

			Business Code				
Program Service Revenue	2a	PROGRAM MANAGEMENT FEES	611710	3,241,476	3,241,476	0	0
	b						
	c						
	d						
	e						
	f	All other program service revenue .		0	0	0	0
	g	**Total.** Add lines 2a–2f . . . . ▶		3,241,476			

Other Revenue	3	Investment income (including dividends, interest, and other similar amounts) . . . . ▶							
	4	Income from investment of tax-exempt bond proceeds ▶							
	5	Royalties . . . . ▶							
			(i) Real	(ii) Personal					
	6a	Gross rents . .							
	b	Less: rental expenses							
	c	Rental income or (loss)	0	0					
	d	Net rental income or (loss) . . . . ▶							
	7a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other					
	b	Less: cost or other basis and sales expenses .							
	c	Gain or (loss) . .	0	0					
	d	Net gain or (loss) . . . . ▶							
	8a	Gross income from fundraising events (not including $ 0 of contributions reported on line 1c). See Part IV, line 18 . . . . . a							
	b	Less: direct expenses . . . . b							
	c	Net income or (loss) from fundraising events . ▶							
	9a	Gross income from gaming activities. See Part IV, line 19 . . . . . a							
	b	Less: direct expenses . . . . b							
	c	Net income or (loss) from gaming activities . . ▶							
	10a	Gross sales of inventory, less returns and allowances . . . a							
	b	Less: cost of goods sold . . . b							
	c	Net income or (loss) from sales of inventory . . ▶							
		Miscellaneous Revenue	Business Code						
	11a								
	b								
	c								
	d	All other revenue							
	e	**Total.** Add lines 11a–11d . . . . ▶		0					
	12	**Total revenue.** See instructions. . . . . . ▶		3,321,476	3,241,476	0	0		

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Part IX	**Statement of Functional Expenses**			

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX . . . . ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.		**(A)** Total expenses	**(B)** Program service expenses	**(C)** Management and general expenses	**(D)** Fundraising expenses
1	Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 . .	0	0		
2	Grants and other assistance to domestic individuals. See Part IV, line 22	0	0		
3	Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16 . . .	0	0		
4	Benefits paid to or for members	0	0		
5	Compensation of current officers, directors, trustees, and key employees	110,000	58,705	40,295	11,000
6	Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) . .	0	0	0	0
7	Other salaries and wages	2,626,963	1,835,169	791,794	0
8	Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	19,071	12,250	6,271	550
9	Other employee benefits	278,349	193,458	84,198	693
10	Payroll taxes	215,055	144,395	67,588	3,072
11	Fees for services (non-employees):				
a	Management	0	0	0	0
b	Legal	8,928	0	8,928	0
c	Accounting	12,499	0	12,499	0
d	Lobbying	0	0	0	0
e	Professional fundraising services. See Part IV, line 17	0			0
f	Investment management fees	0	0	0	0
g	Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.) . .	115,497	87,490	28,007	0
12	Advertising and promotion	121,564	85,096	36,468	0
13	Office expenses	61,579	38,289	23,290	0
14	Information technology	2,845	1,992	853	0
15	Royalties	0	0	0	0
16	Occupancy	3,141	2,199	942	0
17	Travel	246,187	161,072	80,094	5,021
18	Payments of travel or entertainment expenses for any federal, state, or local public officials	0	0	0	0
19	Conferences, conventions, and meetings .	4,060	4,060	0	0
20	Interest	0	0	0	0
21	Payments to affiliates	0	0	0	0
22	Depreciation, depletion, and amortization .	23,407	16,385	7,022	0
23	Insurance	4,018	2,813	1,205	0
24	Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a	PROGRAM EXPENSES	23,077	23,077	0	0
b	-------------------------------				
c	-------------------------------				
d	-------------------------------				
e	All other expenses				
25	**Total functional expenses.** Add lines 1 through 24e	3,876,240	2,666,450	1,189,454	20,336
26	**Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ▶ ☐ if following SOP 98-2 (ASC 958-720)				

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Part X	**Balance Sheet**				

Check if Schedule O contains a response or note to any line in this Part X . . ☐

			(A) Beginning of year		**(B)** End of year
Assets	1	Cash—non-interest-bearing	1,699,369	**1**	1,263,300
	2	Savings and temporary cash investments	0	**2**	0
	3	Pledges and grants receivable, net	0	**3**	0
	4	Accounts receivable, net	307,637	**4**	192,047
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L	0	**5**	0
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L	0	**6**	0
	7	Notes and loans receivable, net	0	**7**	0
	8	Inventories for sale or use	0	**8**	0
	9	Prepaid expenses and deferred charges	44,599	**9**	0
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D **10a** 557,362			
	b	Less: accumulated depreciation **10b** 66,885	239,419	**10c**	490,477
	11	Investments—publicly traded securities	0	**11**	0
	12	Investments—other securities. See Part IV, line 11	0	**12**	0
	13	Investments—program-related. See Part IV, line 11	0	**13**	0
	14	Intangible assets	0	**14**	0
	15	Other assets. See Part IV, line 11	0	**15**	0
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)	2,291,024	**16**	1,945,824
Liabilities	17	Accounts payable and accrued expenses	158,179	**17**	367,743
	18	Grants payable	0	**18**	0
	19	Deferred revenue	0	**19**	0
	20	Tax-exempt bond liabilities	0	**20**	0
	21	Escrow or custodial account liability. Complete Part IV of Schedule D .	0	**21**	0
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L	0	**22**	0
	23	Secured mortgages and notes payable to unrelated third parties . .	0	**23**	0
	24	Unsecured notes and loans payable to unrelated third parties . . .	0	**24**	0
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	0	**25**	
	26	**Total liabilities.** Add lines 17 through 25	158,179	**26**	367,743
Net Assets or Fund Balances		**Organizations that follow SFAS 117 (ASC 958), check here ▶ ☑ and complete lines 27 through 29, and lines 33 and 34.**			
	27	Unrestricted net assets	2,132,845	**27**	1,578,081
	28	Temporarily restricted net assets	0	**28**	0
	29	Permanently restricted net assets	0	**29**	0
		Organizations that do not follow SFAS 117 (ASC 958), check here ▶ ☐ and complete lines 30 through 34.			
	30	Capital stock or trust principal, or current funds		**30**	
	31	Paid-in or capital surplus, or land, building, or equipment fund . . .		**31**	
	32	Retained earnings, endowment, accumulated income, or other funds .		**32**	
	33	Total net assets or fund balances	2,132,845	**33**	1,578,081
	34	Total liabilities and net assets/fund balances	2,291,024	**34**	1,945,824

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Part XI	**Reconciliation of Net Assets**			

Check if Schedule O contains a response or note to any line in this Part XI . . . . ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	**1**	3,321,476
2	Total expenses (must equal Part IX, column (A), line 25)	**2**	3,876,240
3	Revenue less expenses. Subtract line 2 from line 1	**3**	-554,764
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A)) . . .	**4**	2,132,845
5	Net unrealized gains (losses) on investments	**5**	0
6	Donated services and use of facilities	**6**	0
7	Investment expenses	**7**	0
8	Prior period adjustments	**8**	0
9	Other changes in net assets or fund balances (explain in Schedule O)	**9**	0
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	**10**	1,578,081

Part XII	**Financial Statements and Reporting**			

Check if Schedule O contains a response or note to any line in this Part XII . . . . ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☑ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? . . .	**2a**	✔	
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:			
	☑ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	**2b**		✔
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:			
	☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	**2c**		✔
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	**3a**		✔
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.	**3b**		

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Attachment 19: Matchbook CEO & School Leader Backgrounds

SAJAN P. GEORGE
FOUNDER & CEO, MATCHBOOK LEARNING

Sajan is the CEO and Founder of Matchbook Learning, a unique blended model of school launched in 2011 to initially target our nation's bottom 5% of under performing public schools and eventually deliver blended learning solutions across a wide range of schools and their students. Matchbook Learning's turnaround blended school is a traditional elementary, middle or high school with traditional teachers, classrooms, schedule, school day and students that customizes teaching and learning for each student by delivering curriculum to each student's classroom computer, taught both by virtual teachers as well as the in-class room teacher. Sajan believes that when schools adjust and fit to the needs of each student (and not the other way around) with hybrid environments that embrace digital and traditional teaching and learning, then we will finally begin to see successful K-12 education reform that are both sustainable and scalable across our country. Our blended school has been preapproved in 3 States so far as a qualified turnaround whole school reform provider and we launched our first three blended school turnarounds in Detroit in the Fall of 2011, 2012 and 2013 respectively, and then two subsequent charter school turnarounds in 2014 and 2015 in Newark,NJ and Detroit respectively. In 2016 Matchbook Learning launched an exciting Accelerator to prototype its methodology in a DC school that it does not run/manage. In 2017, Matchbook will focus its team's efforts on the city of Indianapolis going forward.

Matchbook represents the country's first blended model of school that targets bottom 5% public schools. Matchbook has won numerous awards and received national recognition for its turnaround model including being winners of a Gates Foundation funded Next Generation Learning Grant for breakthrough education models, the Draper Richards Kaplan Foundation social entrepreneurship fellowship, the NewSchools Venture Fund Portfolio Investment, the Praxis 2012 Social Entrepreneur First Prize, a WhiteHouse Invitation in 2012 and numerous mentions in publications including Forbes and FastCompany magazines to name a few.

Prior to founding Matchbook Learning Sajan was a Managing Director with Alvarez & Marsal ("A&M") since 2002 where he led the Firm's Education Practice. In that role, Sajan led a diverse group of talented turnaround professionals across the U.S., who assists underperforming education institutions at the Local, State and Federal levels. Sajan has applied A&M's industry leading turnaround methodology for turning around troubled companies to turning around several of our nation's largest urban K-12 public school districts including New York, Washington, DC, New Orleans, Providence RI, Detroit and St Louis. Sajan's particular focus and passion has been to realize the dream that all students regardless of background can learn and succeed in our society. He has done this by working alongside several of our nation's Governors, State Superintendents, Mayors, Chancellors, and School Superintendents and two of the largest education philanthropic investors in the Bill and Melinda Gates Foundation and the Eli & Edythe Broad Foundation, who are dissatisfied by the status quo in public education in our country, to fundamentally change and restructure some of the largest urban K-12 and higher education institutions in the country.

Sajan has completed comprehensive education reform plans for the States of New Mexico, Arkansas and Wisconsin. We assisted these States and their Governors in creating comprehensive plans to drive K-12 achievement by adopting internationally benchmarked standards that prepare students for success in life, recruiting, retaining and rewarding effective teachers and principals, building data systems that measure student success and inform teaching practices, and turning around the lowest performing schools.

Sajan led an ambitious project in 2009 to completely redesign the nation's largest community college system, Maricopa Community College District in Phoenix, AZ to be a model of student recruitment, student retention and student success for over 100,000 students across 10 campuses. Our work led to a compelling methodology for driving student completion while simultaneously creating a lower cost platform from which to deliver academic services.

Sajan led a team in Detroit in 2009 and 2010 to manage and run the City's K-12 special education department serving almost 16,000 special education students and managing the critical functions of student referral, evaluation, placement and service delivery, while additionally serving the larger Detroit Public School District in interim management and Senior Leadership advisory roles for the District's budget and planning departments as well as building a comprehensive 5 year strategic plan back to sustainability for presentation to the Michigan State Department of Education, in what is arguably the most challenged urban school district in the country.

Sajan completed major reform efforts at two of the nation's most complex urban public school systems in New York City and Washington, DC. From 2006-2007, he served as Chief Restructuring Advisor to New York City Schools Chancellor Joel Klein. Leading a team of 25 restructuring professionals over a two-year period, Mr. George and his team implemented Chancellor Klein's radical vision to empower schools with greater resources in exchange for greater accountability to drive student outcomes. We completely redesigned the city's $15B+ in education spend and implemented it across the 1.1M children being served in 1,400+ schools, providing principals with far greater empowerment and transparency in exchange for far greater accountability for student outcomes. At the conclusion of our work New York City won the coveted Broad prize for the most improved school district in America.

In Washington, DC, Sajan served as Chief Restructuring Advisor to new Chancellor Michelle Rhee, who came into office in 2007, following Mayor Fenty's historic takeover of the city's public schools. Mr. George and his team identified $74 million in cost savings in a matter of weeks and then leveraged that analysis to enable the Chancellor to request an additional $81 million in supplemental funding from the City Council.

Previously, Sajan was serving as the interim Chief Operating Officer of the New Orleans Parish Schools in 2005 when they were hit by Hurricane Katrina, the largest natural disaster in U.S. history. In New Orleans, Sajan's crisis management skills came to the forefront as he and the A&M team led the rebuilding of the schools. Sajan worked with the newly formed Louisiana Recovery School District to help rebuild a devastated system into an innovative marketplace of parent choice where funding follows the student. Today, New Orleans as a result of those Post-Katrina restructuring decisions is the only public school district in America that is 100% choice with schools (60% are charter schools, 40% are non-charter schools) competing for students based on the quality of their educational programs.

Sajan served as the interim Chief Financial Officer of St Louis Public Schools from 2003 to 2004 in a historic, precedent setting assignment that attracted national attention when A&M was selected as the first ever private management firm to run an entire K-12 public school district, serving 40,000 students across the city. We were able to eliminate over $90M from a $400M operating budget without laying off a single teacher.

Prior to joining Alvarez & Marsal in 2002, Sajan was a Senior Director in the Turnaround and Corporate Restructuring practice of Arthur Andersen from 1993 to 2002. Sajan's international turnaround experience includes restructurings in Canada, Australia and the United States. Some of his other notable engagements have included: the successful restructuring of the County of Orange, California, which emerged from the largest municipal bankruptcy in U.S. history and refinanced over $7 billion in debt; the strategic business review of the South Australian Thoroughbred, Harness and Greyhound Racing Industries, including assisting the Australian government to assess the current financial condition of over 50 Racing Clubs and the future viability of each industry as a whole; determining the level of provincial government

participation needed to maintain the viability of a low income residential construction project for the Cooperative Housing Sector in the Province of Ontario, Canada; and the management, wind down, sale and liquidation of several failed financial institutions and their troubled mortgage and loan portfolios on behalf of the Ontario government.

Mr. George earned his Bachelor's and Master's degrees in Accounting from the University of Waterloo, Ontario in 1993. He is a Chartered Accountant (CA) and a Chartered Business Valuator (CBV). He is a member of the Turnaround Management Association (TMA). Mr. George was selected as one of the outstanding Leaders of Atlanta, Leadership Atlanta Class of 2002. He was an elder in his church in GA. He now lives in Indianapolis, Indiana with his wife Rayvey, and three children Michav (14), Seth (12) and Isa (9).

Email: sajan@matchbooklearning.com

Dr. Amy Galloway Swann

ACADEMIC DEGREES
Doctorate   University of Kentucky, 2005 – 2009
Ed   Educational Leadership & Instruction

MA   University of Kentucky, 2003
             Secondary Social Studies Curriculum & Instruction

BA   University of Kentucky, 2001
             Major in History and Minor in Political Science

BA   University of Kentucky, 2000
             Philosophy

RELEVANT EMPLOYMENT AND WORK EXPERIENCES
2017-   **Chief Academic Officer - Matchbook Learning**
Present   Developing the new Matchbook Learning school, Re-Designing the Matchbook
             Model of Instruction, Helping with the Re-Design of the Matchbook Learning
             Personalized Learning Spark Platform.

2016 –   **National Director of Curriculum, Instruction, & Assessment – Matchbook**
2017   **Learning**
             As the National Director of Curriculum, Instruction, & Assessment I serve as
             the lead for our network's academics, on and off line curriculum improvements,
             instructional model, assessment systems, school improvement initiatives, as
             well as support for compliance and audits (i.e. Title I, Special Education).
             Additionally, I assist schools and principals with staffing, federal funds, and
             teacher and staff professional development.

2014 -   **Chief Learning Officer** – **Matchbook Learning**
2016   Helped design, co-manage and lead the Matchbook Learning model from a
             Turnaround Lead District Partner model to a Turnaround CMO Direct-Run model.
             Additionally, I helped develop and implemented learning systems, evaluation
             systems, professional development systems, coaching systems, improvement

plans, and growth tools based on the Baldrige Framework of Excellence.

2011 –   **Principal – Bate Middle School**
2014   As the principal at Bate Middle School I helped in leading the school from being a
            state "watch list school" all the way to one of 25 schools in the nation to receive
            the designation of P21 Exemplar School by the Partnership for 21st Century Skills
            in 2013. The work and change leadership I brought to the school and utilized to
            turn the school around is featured throughout the book, "*Five Critical Leadership
            Practices: The Secret to High Performing Schools"*, by R. Ash & P Hodge (2016).
            Teacher leadership, collaboration, student ownership of the school and their
            learning paths, college and career readiness, individualized instruction, and
            innovative ways to improve learning in order to help close the growing gap
            between business and education were major points of focus. We redesigned the
            school, became a state School of Innovation with a new flexible schedule,
            internships and service learning for middle school students, as well as a new
            assessment system that focuses on ACT/college and career readiness and
            performance based assessments. We are the first in Kentucky to implement
            performance based assessments for assessing deeper learning as well as an
            increased assessment of applied learning. In 2012-13 Bate was highlighted in a
            PBS News Hour special on the Danville Schools, in an article published by the
            Harvard Review, as well as on KET's *Education Matters* for the innovative
            learning taking place throughout the school. During the 2013-14 school year Bate
            has also been highlighted by Tom Vander Ark in his Blog published by Education
            Weekly:

            Vander Ark, T. (2013). Deeper learning as a turnaround strategy. *Education
                    Week*, *Innovation Blog*, Retrieved from
                    http://blogs.edweek.org/edweek/on_innovation/2013/08/deeper_learning_
                    as_a_turnaround_strategy.html

            Vander Ark, T. (2013). How frames, plans, platforms & pd support great teaching.
                    Education Week, *Innovation Blog*, Retrieved from
                    http://blogs.edweek.org/edweek/on_innovation/2013/08/how_frames_pla
                    ns_platforms_pd_support_great_teaching.html?qs=galloway

2009 –   **Adjunct Professor, University of Kentucky, Department of Education**
2014   **Leadership**

            Taught Principal Practicum Courses for those students seeking Principal
            Certification from 2009-2011, and taught School and Community Partnerships,
            School Safety, and School Finance for the redesigned principal certification
            program. I also work with some of the students who are working towards an
            Education Specialist Degree or their Doctorates in Education Leadership.

2010 –   **Adjunct Professor, Eastern Kentucky University, Department of Education**
2013   **Leadership**

            Taught *Technology in the Classroom* and served on doctoral committees.

2009 –   **Administrative Dean/Assistant Principal, Crawford Middle School, Fayette**
2011   **County Public Schools, Lexington KY**

As the Administrative Dean and an Associate Principal at Crawford Middle School I enjoyed the opportunity to work with an administrative team that is well balanced in strengths and all new to Crawford. We all accepted the challenge of going into a failing school and turning it around through the establishment of new sustainable academic practices, increasing teacher capacity and effectiveness, increasing the school's resources, improving the climate, and increasing parent and community relations. At Crawford I worked on improving academics and increasing student achievement through research based initiatives, using the ongoing monitoring of quantitative and qualitative school data to assess student needs, guide instructional practices, professional development, and the implementation of programs. Structures that I implemented include establishing the school's Response To Intervention plans to meet all individual student academic needs, the development of a Student Assistance Team, research based supplemental reading and math programs, as well as weekly meetings, reflections, and student data review with the teachers. I enjoyed evaluating teachers, working with budgeting and staffing, leading the teachers and staff in weekly professional development, writing and receiving over $90k in grants, increasing the school's technology resources and practices, increasing the library resources, researching and implementing strategies and structures to improve student achievement in reading and math, assisting with discipline, increasing parent communication, and have helped to develop a positive school climate and culture.

2007-2009   **PSA Arlington Elementary, Fayette County Public Schools, Lexington KY**

As the PSA/Assistant Principal at Arlington Elementary I had many different roles depending upon the challenge at hand. These roles include being an instructional leader and running professional development for the teachers on content, Program of Studies, development of assessment questions and DOK levels, "unpacking" the standards, and have brought in resources and other curriculum support for individual teachers and teams. I helped to develop a whole school instructional climate in which everyone, including leadership is working collaboratively for the primary purpose of instruction. I dealt with incidents that were both small and large, dealing with discipline and academics, and with each incident I took the time to discuss situations with both students and parents so that together we could work for improvement. I ran team meetings, written an obtained a technology grant, worked with staffing issues, written policies, collaboratively developed and fostered ways to celebrate the academic achievements of every student in the school, and primarily I was a support to the teachers and staff.

2006 - 2009   **Social Studies Content Leader K-12, Fayette County Public Schools, Lexington KY**

As the K-12 District Social Studies Leader, in addition to helping individual teachers with content and district questions, organized and worked to develop district grade level common assessments, worked to improve district curriculum maps. Developed and set up professional development opportunities. Developed travel fund application for district social studies teachers. Developed SharePoint social studies site for district collaboration, discussions, and opportunity announcements. Brought speakers into the district to increase teacher and student content knowledge and set up a district elementary school Lexington History Fair. Increased dialogue with the University of Kentucky and have worked with and researched literacy strategies for K-12. Additionally, I visited several elementary schools throughout the district and have discussed where they are, what their next steps are, and have increased lateral and horizontal dialogues among schools to increase student's continued success.

2003 -
2007

Social Studies Teacher, Tates Creek High School, FCPS, Lexington KY

In addition to teaching responsibilities, co-chaired the Freshman Academy Committee and helped to establish it based on research. Worked on aligning the ninth grade social studies course for Fayette Co. Public Schools. Worked on cross curricular literacy program implementation for three years. Developed literacy teams and cross curricular literacy professional development for teachers. Served on the SBDM, Social Committee, served on & helped establish the scheduling committee. Developed and sponsored an after school philosophy club attended by up to twenty-six students. Also established the Arabic Culture Club promoting understanding and awareness. Designed curriculum for Freshman Seminar, Philosophy, and Integrated Social Studies courses.

1998-
2003

Manager, Spy Records, Lexington KY

Handled employee scheduling, hiring, and training. Inventory returns, ordering, accounting, and computer maintenance.

Research Interests

My long-term research focus is on improving education through personalization, new innovations, blended learning, project based learning, and school district improvement initiatives.

PRESENTATIONS: Refereed Papers

Galloway, A. (2006). *The principal as instructional leader*. Paper presented during symposium at the University of Jyvaskyla, Finland International Symposium on Educational Leadership.

Galloway, A. (2007). *Time to be an instructional leader: The Principal's Role During Change*. Paper presented during the symposium at the University of Shanghai's International Symposium on Educational Leadership.

Swann, A. (2015). *Changing the Trajectory: How Matchbook Learning is Beginning to Change the Academic and Career Trajectory for Low-Income Students.* Paper presented at the International Symposium on Education Leadership in Uppsala, Sweden.

BOOKS REFERENCING & DOCUMENTING EDUCATION ACHIVEMENTS:

Kamenetz, A. (2015). *The Test.* Public Affairs, New York.

R. Ash & P. Hodge (2016). *Five Critical Leadership Practices: The Secret to High Performing Schools.* Routledge Publishing Alabama

Abeles, V. & Rubenstein, G. (2015). *Beyond Measure: Rescuing an overscheduled, over tested, underestimated generation.*

PUBLICATIONS:

Galloway, A. (2009). *Teacher attitudes regarding what should be included in a pay for performance model by school and teacher background.* Dissertation, University of Kentucky.

PRESENTATIONS: Invited

Galloway, A. (2003). *The power of one: Lesson plans for first year teachers*. Paper presented at the National Convention of the National Council for the Social Studies.

Swann, A. (2016). *Using Data and Technology Systems to Guide Instruction.* Presentation at the NJ Charter School Conference, Atlantic City.

Swann, A. (2016). *Personalizing Education by Merging Academics, Technology, and Data.*
    Presentation at International K-12 Blended Learning Conference, iNacol.
Swann, A. (2017) *"Curriculum Engagement: Who Decides?"* Panel Moderator at Yale University's
Education Leadership Conference, Hartford CT.

Professional Organizations
National Council for the Social Studies (2002-Present)
Kentucky Association of School Councils (2006-Present)
National Reading Association (2005-Present)
Kentucky Association for School Administrator (2011-Present)
National Middle School Association (2011-Present)

OUTREACH & PROFESSIONAL DEVELOPMENT ACTIVITIES
Germany Study Tour Abroad (2006), Atlantic Burke, Germany
Jyvaskyla International Symposium on Educational Leadership (2006)
Collaboration for Literacy & Learning (2004-2006)
Successful Schools Network Convention, Nashville, TN (2005)
International Educators Roundtable, University of Kentucky (October 2005)
Development of Computer Learning Center, Accra, Ghana (2004)
Ministry & Leadership Conference, Takrit, Ghana (2004)
Invited Presenter Uppsala, Sweden International Symposium on Education Leadership (2015)
Respectful Ways, Board Member (2016)
Atlanta Kids Club (2014 – Present)
Atlanta Community Food Bank Volunteer (2015 – Present)

PROFESSIONAL CREDENTIALS:
Kentucky Professional Teaching Certificate
Academic Classification: Social Studies (Grades 8-12), 2003-Present
Kentucky Administration Certification
Principal Certification, (All Grades), August 2007
Kentucky Superintendent Certification
Superintendent Certification, (All Grades), August 2013
Michigan School Administration Certification
Central Office & School Administration, June 2016

Attachment 20: Board Member Bios & Memorandums

From: Craig Burton, Ph.D.

Date: 10/23/2017

Re: Matchbook Learning Indianapolis School Application

I am working with Matchbook Learning to restart a failing Indianapolis school and turn it into a personalized learning school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as board chair of the school's governing board of directors.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:
My education and professional experience are steeped in how people can learn, access resources, be mentored and come to know in a physical and asynchronous environment. Learning is contextual and requires intentional focus on the learner, the environment and a deep commitment to iteration of process and involvement with student, parents, community and school leadership. I see this approach in Matchbook and am privileged to be alongside and help shape the model for our community in Indianapolis.

Matchbook's model is not uniquely about SPARK, the technology that facilitates the model. SPARK is a solid tool to facilitate relationship and connection between student and teacher – and that is the focus. Meeting kids where they're at and providing the resources, collaboration and teaching that's appropriate. That's Matchbook.

Knowledge: Doctorate in Instructional Systems Technology. I've led and implemented many technology based learning environments. Currently serving as Chief Integration Officer for EmployIndy, serving those we'd like to see more fully engage in work opportunities in Marion County.

Conflicts of Interest: I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:
Phone: 317.488.1659
Email: craig.l.burton@gmail.com

Sincerely,
Craig Burton

10/23/17

Craig Burton
317.488.1659
craig.l.burton@gmail

Professional Profile

A trusted advisor familiar with engaging enterprise-level clients and formulating strategy-level recommendations; flourishes in an environment where organizational systems are needed, but not yet fully realized.

Professional Experience

Chief Integration Officer, EmployIndy Indianapolis, April 2017 – Present
- Responsible for ensuring the coordination of all interacting systems connected to EmployIndy
- Leveraging multiple data sources to create relational insights
- Oversee the design and development of a systems coordination strategy that ensures better data integration amongst partners as well as a streamlining of processes that leads to customer-centric service delivery
- Oversee EmployIndy branding and communications strategy, both internally and externally, ensuring a consistent message is delivered in a way that meets the organizational mission
- Define workforce criteria for each track in collaboration with industry stakeholders
- methodology required on the industry side to receive workforce resources
- Define qualitative and quantitative KPIs
- Responsible for team development, which includes coaching, counseling, directing, supervising and training

Associate Principal, Services Account Executive, Salesforce Marketing Cloud (Exact Target), Indianapolis, Mar 2010 – 2017
- Engaging clients to discover the best opportunities to realize market lift through software and services solutions involving email, mobile, social and the Web.
- Responsible for leading prospective and existing clients through interactive workshops to identify areas of strategic, operational and technological strengths and opportunities for improvement regarding their digital marketing programs.
- Services solution discovery, development, proposal and scope of work documentation.

Operations Chief, CareerScribe, Indianapolis, Sep 2008 – Feb 2010
- Responsible for articulating the strategic value proposition of CareerScribe – a Web-based application – to the targeted marketplace

- Selling and positioning CareerScribe technology to prospective clients.
- Proposal development, client enablement, workshops and UX / UI evolution.
- CareerScribe was initially a client of mine during my time at Kristian Anderson + Associates (see below).

Director, Strategy & Research, Kristian Andersen + Associates, Indianapolis, Jun 2007 – Jun 2009
- Responsible for researching and recommending brand strategy and product positioning for early-stage, venture-funded technology companies.
- Developed brand strategy. Leveraged client and stakeholder input and market analysis to design and recommend precise brand strategy and value proposition.
- Concepted and recommended the optimal UX strategy based on the client's unique value proposition, the users' needs and the market opportunity.
- Articulated functional requirements and annotated wireframes based on UX strategy, the client's development capability and the market opportunity.

Team Leader, Performance Improvement, Eli Lilly, Indianapolis, Nov 2001 – Jun 2007
- Responsible for oversight of the T&D organization within Lilly's Global Delivery Device organization.
- Established T&D Performance Improvement within Devices Indy. Built the systems and infrastructure necessary to manage and oversee performance improvement and training and development for the device organization within Indianapolis, where previously none had existed.
- Built and managed a team of 15. Directly responsible for creating the T&D team across two sites within Indianapolis; i.e., device design and device manufacturing; responsible for budget, headcount and performance metrics.
- Created initiatives and standardized processes. Conceived and implemented performance-based and training-based initiatives across the global device organization; areas of emphasis included qualification, onboarding and compliance to global device regulations.
- Participated on T&D's global manufacturing governance and execution team.

Director, Client Projects, WisdomTools, Inc., Bloomington, Apr 1999 – Nov 2001
- Responsible for oversight of two client-centered studios comprised of project managers, instructional designers, and Web developers; studios engaged clients to assess gaps in organizational knowledge and to craft and implement story-based, e-learning solutions with hundreds of globally distributed learners per engagement.
- Directed client relationship management. Responsible for interface with client during all phases of engagement.
- Created initiatives and standardized processes. Responsible for developing client engagement methodology; trained new and existing staff; drove

efficiencies and cost reduction; reduced project development time from six months to five weeks.
- Contributed to product design. Participated on CTO's product development team; represented client interests and feedback regarding product usability.

Education
- Ph.D. Instructional Systems Technology, 2001, Indiana University, Bloomington; Minor in Business
- B.S. Krannert School of Management, 1992, Purdue University, West Lafayette
- A.S. Mechanical Engineering, 1988, Vincennes University

MAUREEN DONOHUE KRAUSS
CHIEF ECONOMIC DEVELOPMENT OFFICER
INDY CHAMBER

Maureen Donohue Krauss serves as the first Chief Economic Development Officer at the Indy Chamber, where she oversees Accelerate Indy, a regional economic development plan announced by the Indy Chamber in September of 2016. Building on her distinguished career in economic development, Krauss provides leadership on programs and initiatives encouraging innovation and helping enhance business growth and acceleration. Specifically, these programs focus on attracting and retaining a talented workforce; helping mid-sized companies connect with new customers at home and abroad; improving mass transit; and creating vibrant and inviting places where people want to live and work.

Prior to joining the Indy Chamber, Krauss served as Vice President of Economic Development and Business Attraction at the Detroit Regional Chamber. She was responsible for strategy, operations and projects of the Chamber's Business Attraction program, a key part of the Chamber's economic development program portfolio. Krauss played an integral role in leading a world-class effort to attract talent and investment to Michigan. Krauss joined the Chamber in December 2011 after working in a similar capacity for Oakland County, Michigan for 13 years, often traveling overseas on business attraction missions. She served as Director for the Department of Economic Development and Community Affairs following her promotion to that position in 2009. She previously served as Deputy Director from 2005-09, and originally began work with Oakland County in 1998. In 2003, Krauss served as the President of the Michigan Economic Developers Association, along with serving three terms on the MEDA board.

Krauss has been an active member of the German American and the French American Chamber of Commerce as well as the Board of the Swedish American Chamber of Commerce of Detroit, the Italian American Business and Technology Council, and the British American Business Council. She also has been active on several community boards, including the Oakland Community College Foundation Board and the Rochester Community Schools Foundation. She currently serves on the Board of The International Center of Indiana. She is a graduate of the Leadership Detroit Class of 2009. Krauss has a Bachelor's Degree in Political Science from Albion College and a Master's Degree in Public Policy from the University of Michigan.

To: Mayor Joseph Hogsett

From: Maureen Donohue Krauss

Date: 9/15/2017

Re: Matchbook Learning Indianapolis School Application

I am working with Matchbook Learning to restart a failing Indianapolis school and turn it into a personalized learning school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Knowledge & Experience: I serve as the first Chief Economic Development Officer at the Indy Chamber, overseeing Accelerate Indy, a regional economic development plan announced by the Indy Chamber in September of 2016. Building on my career in economic development, I provide leadership on programs and initiatives encouraging innovation and helping enhance business growth and acceleration. Specifically, these programs focus on attracting and retaining a talented workforce; helping mid-sized companies connect with new customers at home and abroad; improving mass transit; and creating vibrant and inviting places where people want to live and work.

Prior to joining the Indy Chamber, served as Vice President of Economic Development and Business Attraction at the Detroit Regional Chamber. Responsible for strategy, operations and projects of the Chamber's Business Attraction program, a key part of the Chamber's economic development program portfolio. Played an integral role in leading a world-class effort to attract talent and investment to Michigan. Joined the Chamber in December 2011 after working in a similar capacity for Oakland County, Michigan for 13 years, often traveling overseas on business attraction missions.
Served as Director for the Department of Economic Development and Community Affairs following a promotion to that position in 2009. Previously served as Deputy Director from 2005-09, and originally began work with Oakland County in 1998.

In 2003, served as the President of the Michigan Economic Developers Association, along with serving three terms on the MEDA board.
Also have been active on several community boards, including the Oakland Community College Foundation Board and the Rochester Community Schools Foundation. Currently serve on the Board of The International Center of Indiana.

I have a Bachelor's Degree in Political Science from Albion College and a Master's Degree in Public Policy from the University of Michigan.

Conflicts of Interest: I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:
Phone: 248.821.0864
Email: MKrauss@IndyChamber.com

Sincerely,

Maureen Donohue Krauss

July 31, 2017

To: Mayor Joseph Hogsett

From: Russell Menyhart

Re: Matchbook Learning Indianapolis School Application

I am working with Matchbook Learning to restart an underperforming Indianapolis school and turn it into a personalized learning school of excellence for underserved children. If our application is approved, I would serve as a member of the school's governing board of directors.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience: I am currently a partner at Taft Stettinius & Hollister LLP, where my work includes international legal matters, constitutional and complex litigation, and work with social enterprises. Prior to joining Taft, I worked for a decade as a diplomat with the U.S. State Department, was a public defender in Indianapolis, and an English teacher in China and Taiwan. I advise social entrepreneurs on special legal issues, such as benefit corporations and impact investing. I am currently a board member of the International Center of Indiana and America China Society of Indiana.

Knowledge: I received a B.A. in East Asian Studies from Oberlin College and a J.D. at Indiana University-Maurer School of Law. I was also a visiting scholar at the Lauterpacht Research Centre for International Law at the University of Cambridge. I am fluent in Mandarin Chinese and proficient in Spanish.

Conflicts of Interest: I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:
Phone: 317-713-9423
Email: rmenyhart@taftlaw.com

Sincerely,

Russell Menyhart

Taft Stettinius & Hollister LLP   Chicago / Cincinnati / Cleveland / Columbus / Dayton / Indianapolis / Northern Kentucky / Phoenix

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Russell C. Menyhart
Partner

Office: Indianapolis
Address: One Indiana Square Suite 3500 / Indianapolis / Indiana 46204
Email: rmenyhart@taftlaw.com
Telephone: (317) 713-9423
Fax: (317) 713-3699

RUSSELL MENYHART is a former diplomat with extensive international experience, most recently serving as political unit chief at the U.S. Consulate in Shanghai from 2011-2014. He assists clients in navigating international legal issues, and a substantial portion of his practice is focused on compliance with anti-corruption laws and export controls, including the Foreign Corrupt Practices Act (FCPA), International Trade in Arms Regulations (ITAR), Export Administration Regulations (EAR) and other relevant laws and regulations. Fluent in Mandarin, he also assists Chinese and other foreign companies and individuals with the legal aspects of investing in the United States and in resolving other complex legal issues. Russell's other practice areas include national security law, immigration law and white collar criminal defense.

Russell is also actively involved in promoting the growth of purpose-driven companies, social enterprises, and impact investing in Indiana. He advises social entrepreneurs on how legal structures, such as benefit corporations, can express and promote their values. This includes identifying the appropriate legal form for such entities, advising on expansion and financing, and assisting with B Corp certification and other third-party certifications that can confirm and strengthen a social enterprise's corporate identity and mission.

In Shanghai, Russell led a team at the consulate that reported on developments in contemporary China, including corruption, rule of law and government regulations. His other positions with the State Department included special assistant to the assistant secretary of state for intelligence and research in Washington, D.C., (with a TS/SCI security clearance), second secretary at the U.S. Embassy in Buenos Aires, Argentina, and consular officer and staff assistant to the ambassador at the

Practice Groups:
Social Enterprise, Crisis Management, International, FCPA & International Anti-Corruption, Litigation, Corporate Compliance & White Collar Criminal Defense, China, Immigration and Citizenship

Bar/Court Admissions:
Federal
Southern District of Indiana, U.S. Supreme Court

State
Indiana, New York

Year First Admitted to Practice Law:
2003

Education:
Indiana University Maurer School of Law - Bloomington (2003), Lauterpacht Research Centre for International Law, Cambridge University, England (Visiting Scholar), Oberlin College (B.A., East Asian Studies, Chinese Language Concentration) (1998)

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U.S. Embassy in Beijing. Russell received several Meritorious Honor Awards during his time with the State Department.

Russell's years abroad give him an on-the-ground understanding of the cultural and legal issues companies confront as they access the global market. His diplomatic work in China and Argentina, both countries of concern in Transparency International's Corruption Perceptions Index, provides clients with a special perspective to help anticipate the realities of complying with U.S. and foreign anti-corruption rules, export controls and other relevant laws. Having adjudicated tens of thousands of visas as a consular officer in Beijing and Buenos Aires, Russell can also advise clients on issues such as non-immigrant and immigrant visas, investor visas and employment petitions.

Before joining the State Department, Russell was a visiting scholar at the Lauterpacht Research Centre for International Law at the University of Cambridge and worked as a public defender and criminal defense attorney in Indianapolis. Shortly after law school he led an appeal, including conducting an oral argument before the Indiana Court of Appeals, that resulted in a reversal on constitutional grounds for a defendant convicted of murder. Russell was a Chancellor's Fellow and *magna cum laude* graduate of the Indiana University Maurer School of Law – Bloomington, has a B.A. in East Asian Studies from Oberlin College, and is a graduate of Lester B. Pearson United World College in Victoria, British Columbia. In law school, he was an article editor of the *Indiana Journal of Global Legal Studies* and a member of the Inmate Legal Assistance Clinic, Protective Order Project and Law & Drama Society. Russell is admitted to practice law in Indiana and New York.

Community & Professional Involvement

- The International Center (Board Member)
- America China Society of Indiana (Board Member)
- Stanley K. Lacy Leadership Series Class LX (Participant)
- Indiana Advisory Committee for the U.S. Global Leadership Coalition (Member)
- Congress for New Urbanism (Member)
- Indianapolis Bar Association (Member)
    - American Immigration Lawyers Association (Member)
    - Benefit Company Bar Association (Member; Co-Chair, Funding and Investment Structures Committee)
    - Indiana Early Learning Advisory Committee (ELAC) Funding Streams work group (Member)

Professional Affiliations / Recognitions:
Indianapolis Bar Association, American Immigration Lawyers Association, The International Center, America China Society of Indiana, Indiana Advisory Committee for the U.S. Global Leadership Coalition, Benefit Company Bar Association

Foreign Languages:
Mandarin Chinese (fluent), Spanish (proficient)

To: Mayor Joseph Hogsett

From: Jennifer Davis Poon

Date: 10/20/2017

Re: Matchbook Learning Indianapolis School Application

I am working with Matchbook Learning to restart a failing Indianapolis school and turn it into a personalized learning school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Knowledge and Experience: My professional pursuits are focused on transforming the public education system to be more responsive to the needs of all learners, especially those most historically under-served. I began my career in education as a high school biology teacher in a low-income school in South Central Los Angeles. This experience serves as a grounding point for understanding the unique strengths and needs of failing schools and also the urgency with which schools must be personalized to address the needs each student.

From the classroom, I moved to our nation's capital where, as the director of the Innovation Lab Network at the Council of Chief State School Officers, I partnered with state and federal policymakers and local leaders to design and implement policies and structures that support personalized, learner-centered practices. From this work, I bring to the board both a community-based and system-level perspective on how to personalize learning so that every student achieves college and career-ready outcomes. I also bring an understanding of the national landscape within which local efforts to transform schools are situated.

Currently, I serve a as Fellow at the Center for Innovation in Education where I synthesize lessons learned from the Assessment for Learning Project. This project awards grants to a cohort of schools, districts, and state-level networks that are rethinking student assessment so that it better promotes student agency and ownership of learning.

Conflicts of Interest: I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:
Phone: 617-448-4803
Email: JDPoon@post.harvard.edu

Sincerely,

Jennifer Davis Poon

4 Crabtree Lane
Roslyn, NY 11576
Phone: (617) 448-4803
Twitter: @JDPoon
LinkedIn: linkedin.com/in/JDPoon

Email: JDPoon@post.harvard.edu

Jennifer Davis Poon

MISSION

My professional mission is to impact social justice by modernizing the public education system to be more responsive to the needs of all learners, especially those most underserved.

EDUCATION

2006   **Harvard University Graduate School of Education**   Cambridge, MA
M.Ed, Teaching and Curriculum.

2005   **Harvard College**   Cambridge, MA
B.A., Biology, *Cum Laude*. 2002 Harvard College Scholarship and 2003 John Harvard Scholarship for top 10% of class.

WORK EXPERIENCE

Education Consultant   New York, NY
Consultant   (April 2017 – Present)
- With the Learning Policy Institute (Linda Darling-Hammond), create strategy and launch a learning community for states pursuing innovative assessments that include performance-based assessments in science.
- With the Council of Chief State School Officers, support a working group of state and local leaders exploring how to implement personalized learning in ways that foster equity.
- With the Council of Chief State School Officers, support a working group of state and local leaders exploring how to integrate competency-based education with career-ready initiatives.

Center for Innovation in Education   Lexington, KY
Fellow   (April 2017 – Present)
- Conduct and analyze research and supporting evidence to distill lessons learned through the Center for Innovation in Education and the Next Generation Learning Challenges' Assessment for Learning Project.
- Author research reports as assigned, including forthcoming recommendations on state and local finance models aligned to personalized, competency-based education.

Council of Chief State School Officers (CCSSO)   Washington, DC
Director, Innovation Lab Network   (May 2013 – April 2017)
- Developed vision and executed strategy for the Innovation Lab Network, a collaborative of chief state school officers and local leaders taking action to restructure the public education system to ensure that each and every child has a personalized pathway to graduate college and career-ready.

- Identified, developed strategy, and delivered on opportunities for national policymakers, state leaders, and local implementers to collaborate in shared problem-solving and collective learning.
- Directed and supervised the Innovation Lab Network (ILN) staff and subcontractors to achieve ILN objectives.
- Delivered keynote presentations and facilitated sessions at state and national conferences organized by CCSSO, member states, and national partners.
- Prepared project management plans, budgets, and performance reports.
- Worked collaboratively with CCSSO leadership team and staff to integrate ILN work across CCSSO strategic initiatives.
- Developed and maintained strategic partnerships with funders, business partners, and other national organizations.
- Secured funding to sustain and expand the scope of work.
- Managed staff members' professional growth and development.

Council of Chief State School Officers (CCSSO)   Washington, DC
Interim Director, Innovation Lab Network   (March 2013 – May 2013)
- Please see responsibilities for *Director, Innovation Lab Network*, above.

Council of Chief State School Officers (CCSSO)   Washington, DC
Research Director, Innovation Lab Network   (January 2013 – March 2013)
- Worked with ILN states to begin pursuing a culture for research and development based on problem discovery, prototyping, and sense-making.
- Designed the research and evaluation framework for CCSSO's Innovation Lab Network.
- Facilitated collaborations with research and development communities to support ILN design work and field testing, including pursuing the development of common metrics to serve as indicators of progress.
- Provided analytical expertise and sense-making assistance to help synthesize insights from ILN design work and field testing, and helped communicate insights to both ILN and broader audiences through papers, presentations, etc.

Council of Chief State School Officers (CCSSO)   Washington, DC
Senior Program Associate, Research and Development   (August 2011 – December 2012)
- Designed CCSSO's Research and Development (R&D) service, including drafting major functions, projects, and outcomes.
- Reviewed, authored, and disseminated policy-minded research syntheses and related products that are translated for chief state school officers.
- Provided technical assistance to the Innovation Lab Network's College and Career Ready Task Force and Learning Progressions Design Team.

Davis Education   Baltimore, MD
Consultant   (January 2011 – July 2011)
- Co-directed Research Development and Dissemination (RD&D) discovery project for the Council of Chief State School Officers.
- Developed and authored organizational recommendations for how the Council will address the RD&D and knowledge management needs of its member states.

Public Consulting Group   Washington, DC
Consultant   (September 2010 – January 2011)

- Synthesized and created common definitions for a core set of early childhood and K-12 data elements for the CCSSO State Core Model for P20 longitudinal data systems.
- Mapped state data elements to the State Core Model to identify gaps and best practices in collections.
- Advocated for the early childhood data elements and assisted states in implementing the elements in the State Core Model.

King/Drew Magnet High School of Medicine and Science   South Central Los Angeles, CA
Biology Teacher   (September 2006 – June 2010)
- Inspired a love for biology among 9th grade students in both regular and honors classes at an inner-city Title I public school in the Los Angeles Unified School District.
- Coached boys and girls Varsity and JV volleyball teams, including transforming an under-resourced boys Varsity squad to win a city championship title.
- Mentored students as the Class of 2011 Student Council faculty sponsor.

PROFESSIONAL AWARDS, COMMITTEES, AND CREDENTIALS

Commissioner, National Commission on Social, Emotional, and Academic Development
Serve as a member of the Partners Collaborative for the Aspen Institute's new National Commission on Social, Emotional, and Academic Development (SEAD), joining leaders from multiple sectors, including education, research, business, health, and the military to explore how to fully integrate social, emotional, and academic development in school design and culture as well as teaching and learning.

Executive Committee Member, Next Generation Learning Challenges (NGLC)
Provide strategic guidance to NGLC, review grant proposals, and collaboratively select proposals for funding that best exemplify NGLC's mission to "accelerate educational innovation through applied technology to dramatically improve college readiness and completion in the United States."

Innovation Fund Proposal Review Committee Member, The Fund for Transforming Education in Kentucky
Review and recommend proposals to receive funding from the Kentucky Innovation Fund, which was established through Kentucky House Bill 37 to provide "new or creative alternatives to existing instructional and administrative practices intended to improve student learning and student performance of all students."

Committee Member, Achieve Competency Based Pathways State Partnership Committee
Provide guidance to Achieve's Competency Based Pathways scope of work and development of related publications.

2007 Amgen-National Science Teacher Association Fellow
Selected from a nationwide pool of applicants to participate in a year-long program including science-related activities and professional development opportunities. Award was selected on the basis of exemplary first- and second-year teaching in the sciences, and was presented by the National Science Teacher Association New Science Teacher Academy in partnership with Amgen Foundation.

TEACHING CREDENTIALS

California: Preliminary License to teach High School Biology.
Massachusetts: Initial License to teach Middle and High School Biology and Mathematics.

SELECTED PUBLICATIONS

Poon, J. (Forthcoming). "Funding Student Success: How to fund personalized, competency-based learning." Center for Innovation in Education.

Poon, J. (2016, May 23). "'Uberizing' Assessment: Why the Trust Economy Could Provide a Model for Schooling." Learning Deeply. *Education Week*. Online.

Poon, J. (2015, Dec. 7). "Why Public Education Needs an Innovation Mindset." Learning Deeply. *Education Week*. Online.

Poon, J. (2015, Sep. 18). "A Peek Inside New Hampshire's Performance Assessment Pilot." Learning Deeply. *Education Week*. Online.

Wolfe, R., and Poon, J. (2015, Aug). *Educator Competencies for Personalized, Learner-Centered Teaching.* Jobs for the Future and Council of Chief State School Officers. Washington, DC.

Poon, J. (2015, Jul. 2). "Yes, Apples and Oranges Can Be Compared: Accountability With Flexible Assessments." Learning Deeply. *Education Week*. Online.

Poon, J. (2015, Apr. 15). "Improving Accountability Systems to Create Internal Responsibility." Learning Deeply. *Education Week*. Online.

Poon, J., and Carr, K. (2015, Jan). *Evolving Coherent Systems of Accountability for Next Generation Learning: A Decision Framework.* Council of Chief State School Officers. Washington, DC.

Poon, J. (2014, Nov. 7). "Standardization or Personalization? (Or, how not to fumble the equity ball.)" Learning Deeply. *Education Week*. Online.

Poon, J. (2014, May 27). "Mind the Gap." Learning Deeply. *Education Week*. Online.

Poon, J. (2014, Mar. 28). "State Policy to… Inspire?" Learning Deeply. *Education Week*. Online.

Council of Chief State School Officers and Center for American Progress. (2014, Oct.) *Next-Generation Accountability Systems: An Overview of Current State Policies and Practices.* Washington, DC.

Council of Chief State School Officers. (2013). *Knowledge, Skills, and Dispositions: The Innovation Lab Network State Framework for College, Career, and Citizenship Readiness, and Implications for State Policy.* Washington, DC.

Council of Chief State School Officers. (2013). *School Choice in the States: A Policy Landscape.* Washington, DC.

Alston, A., Bardack, S., Chiarello, A., Davis, J., Erlichson, B., et al. (2011). *The State Core Model: common technical reference model for states implementing P20 state longitudinal data systems.* Washington, DC.

Davis, J. and Lohse, C. (2011). *Catalyzing State-Level Educational RD&D: Recommendations for a Research, Development, and Dissemination Service at the Council of Chief State School Officers.* Washington, DC.

To: Mayor Joseph Hogsett

From: Michael Cosack

Date: 10/19/17

Re: Matchbook Learning Indianapolis School Application

I am working with Matchbook Learning to restart a failing Indianapolis school and turn it into a personalized learning school of excellence for underserved children in Indianapolis. If our application is approved, I would serve as a member of the school's governing board of directors.

Per your request, this memorandum highlights the knowledge and experience I would bring to the board and indicates any potential conflicts of interest I might have.

Experience:

I have spent most of my professional career advising the trustees on the investment and fiduciary responsibilities regarding their institutional funds. I am active both in the regional and national impact investment communities. I am also a member of a network of angel investors that are dedicated to improving the environment, education, health and community while seeking financial, social and environmental returns on their investments.

I have a deep passion for improving the lives of individuals in our underserved communities. My community activities range from co-founding a regional college scholarship fund to chairing the board of an innovative blended learning charter school in Newark, New Jersey. I am currently a board member of a national educational non-profit and an organization teaching entrepreneurial skills to high school students and mentoring them to compete in national competitions.

Knowledge:

I hold an undergraduate degree in business from The College of New Jersey and have achieved multiple certifications in the business, environmental and nonprofit industries. I taught as an adjunct professor at the University of Pennsylvania's Fels School, an active participant in the CFA Society of Philadelphia and a frequent contributor at industry conferences.

Conflicts of Interest:

I am not aware of any potential conflicts of interest I might have in fulfilling this board role.

Should you have any additional questions, please don't hesitate to contact me at:
Phone: 215-806-7733
Email: cosackm@gmail.com

Sincerely,

Michael Cosack

MICHAEL COSACK

PO Box 1051   215-806-7733
Newtown, PA 18940   www.linkedin.com/in/michaelcosack   cosackm@gmail.com

PROFILE

Senior executive-level leader with a passion and the professional background to guide mission driven organizations committed to growth and change through the use of investments and the capital markets. Twenty years of business leadership experience and proven track record of growing organizations, stewarding assets and the qualitative and quantitative analyses needed to implement programs and people in a meaningful, measurable and impactful way.

BUSINESS EXPERIENCE

IMPACTWISE   **2017 – Present**
Principal
A consulting firm committed to creating and implementing innovative impact investment strategies and solutions for the institutional investment community.

SHIFT CAPITAL LLC   **2016 – 2017**
Principal and Chief Financial Officer
Shift Capital is a real estate development and community impact investment group dedicated to revitalizing urban neighborhoods by creating shifts in environmental, social and economic viability. It is through diverse capital sources – private, public and social – that significant shifts can be made, shifts that make a difference – one neighborhood at a time.

COS COS LLC   **2007 – 2016**
Principal
Investment company with a focus on real estate and the capital markets
- Development of investment strategies for private portfolio
- Oversight of underlying capital market and real estate investments and strategies

THE PFM GROUP   **2003 – 2007**
Managing Director
Top-ranked independent financial advisory services and institutional asset management firm in the nation
- Responsible for expansion of investment consulting business throughout the country
- Developed and implemented strategy to cross sell consulting services to PFM's 31 offices
- Oversaw development of new products and services
- Shepherded client automation project
- Frequent speaker at industry events
- Instrumental in asset growth from $3.0 billion to approximately $8.5 billion

SPAGNOLA-COSACK, INC.   **1992 – 2002**
Founder and Principal
Regional independent investment consultant to institutional fund boards
- Created niche market in Pennsylvania public pension fund marketplace
- Expanded institutional client base to healthcare, Taft-Hartley, endowments and foundations
- Developed client and compliance reporting packages
- Established emerging manager fund of funds program
- Oversaw assets under management from $0 to approximately $3 billion
- Organized sale of company to The PFM Group

COSACK & ASSOCIATES   **1986 – 1992**
Founder and Principal
Regional pension and asset allocation advisor to small and mid-size corporate pension plans

- Established defined contribution pension plans for regional corporations
- Advised area business owners on asset allocation issues
- Frequent speaker at pension and asset allocation conferences

PRUDENTIAL FINANCIAL, INC.   1982 – 1986
Financial Planner
One of the world's largest financial services institutions
- Created and implemented individual financial plans for clients in Philadelphia region and Europe
- Developed a significant military, embassy and foreign business owner clientele
- Achieved numerous company and industry awards

COMMUNITY ACTIVITY

MATCHBOOK LEARNING   2015 – Present
Board Member
National educational nonprofit organization whose mission is to turnaround our nation's bottom five percent of K-12 public schools, by managing them in a leveraged blended learning model

INVESTORS' CIRCLE   2015 – Present
Member
Network of angel investors that are dedicated to improving the environment, education, health and community while seeking financial, social and environmental returns on their investments

WORLD SERIES OF ENTREPRENEURSHIP   2017 – Present
Board Member
Global nonprofit organization offering a venture pitch competition series open to all high school student. Students compete for venture and college scholarship dollars, and also access mentoring and internship opportunities, setting the stage for impact far beyond this event.

MERIT PREPARATORY CHARTER SCHOOL OF NEWARK   2012 – 2017
Board Chairman
Flagship school blending traditional and innovative on-line learning techniques to deliver a personalized education to all students. Preformed leadership and oversight of all aspects of school operations and board activities, as well as, being the Board liaison to federal, state and local school regulatory authorities

ENVIRONMENTAL ACTION COMMITTEE   2014 – 2016
Board Member
Advisory committee to Newtown Borough Council on regional environmental issues

EDUCATION

LaSalle University – Certification in Nonprofit Management
US Green Building Council – LEED Green Associate
IMCA – Designation in Certified Investment Management Analyst (CIMA)
St. Joseph's University – Completion of Actuarial Studies
American College – Designation in Chartered Financial Consultant (ChFC)
College of New Jersey – Business Degree with Finance/Economics Emphasis

INTERESTS

Hiking, Skiing, Golf, Tennis
Italian Language
European Travel
Dogs (especially Terriers)

Attachment 21: Matchbook Learning National Board Bios

RAY PADRÓN, CPA, CFP®, CIMA®, PFS   Shareholder, CEO and Managing Partner, Brightworth Financial Advisors

Ray is an original member of Matchbook Learning's Board and he is Brightworth's CEO and Managing Partner. As a personal Wealth Advisor to high net worth families, Ray provides comprehensive financial and investment advice to help clients achieve their financial goals and dreams. Ray focuses on working with senior executives and business owners who need assistance working through complex transition and succession strategies for their businesses and the development of comprehensive wealth transition strategies for families who are intentional in how they transfer their wealth to the next generation(s).

Scott Benson, Managing Partner, NewSchools Venture Fund

Scott is the Managing Partner of NewSchools Venture Fund's Innovative Schools Team. Prior to joining NewSchools Venture Fund, Scott was a Program Officer at the Gates Foundation in the Next Generation Models team, where he focuses on investments that accelerate the development and adoption of innovative learning models. Previously, Scott did a Broad Residency in Urban Education at the District of Columbia Public Schools. He also has interned for Teach For America's insights and digital media team and at Microsoft in the Xbox retail group. Scott has a B.S. in Business Administration from the University of North Carolina and a M.B.A. from Harvard Business School. He was drawn to a career in K-12 education during a volunteer project for New Schools for New Orleans, a nonprofit that formed to support charter schools in the wake of Hurricane Katrina.

Michael Cosack, Principal at CosCos, LLC

Michael Cosack is a senior level nonprofit leader with over 20 years of experience in the financial and money management industries. In 1992, Mr. Cosack cofounded an institutional investment consulting practice, Spagnola-Cosack, to serve the investment and fiduciary needs of public pension plan trustees throughout the region. Known as experts in this market niche, Spagnola-Cosack eventually merged its practice with the national firm, Public Financial Management.

Since leaving the investment consulting business, Mr. Cosack discovered a real passion for working with non-profit organizations. He co-founded a regional chapter of a national educationally based nonprofit organization, The Carson Scholars Fund. Currently the local chapter is assisting twenty schools and their students in the Greater Philadelphia region. Mr. Cosack holds a business degree from The College of New Jersey and a certificate in nonprofit management from the La Salle University Nonprofit Center. Mr. Cosack has taught as an adjunct professor at the University of Pennsylvania's Fels School.

Steve White, CEO and Chairman of Detroit Renewable Energy

Steve is the Chairman and CEO of Detroit Renewable Energy. Steve has been an active participate on several Governor and Mayoral initiatives in Detroit to revitalize the city's labor and talent pools, civic engagement and community development.

Karl Rectanus, Cofounder & CEO, Lea(R)n

Karl launched LearnTrials.com so schools and districts make data driven decisions when they try, buy and use education technology. He empowers teachers to have a voice in what works in the classroom while saving schools and districts 80% of the time it takes to pilot new technologies.

Jennifer Davis Poon, Education Consultant

Jenny is the most recent Board member to join Matchbook Learning in August 2017. She started her career as a public school teacher in LA and most recently was a Fellow for the Center for Innovation in Education in Lexington, KY and prior to that she was a Director of the Innovation Lab Network for the Council of Chief State School Officers (CCSO). She is a national expert on next generation assessments for learning and competency based learning.

Sajan George, Founder & CEO , Matchbook Learning

Prior to founding Matchbook Learning, CEO Sajan George was a Managing Director with Alvarez & Marsal ("A&M") where he led the Firm's Education Practice. Driven by a passion to realize the dream that all students regardless of background can learn and succeed in our society, Sajan has applied A&M's industry leading turnaround methodology for turning around troubled companies to turning around several of our nation's largest urban K-12 public school districts including New York, Washington, DC, New Orleans, Providence RI, Detroit and St Louis.

Attachment 22: Signed Assurances Form

Assurances Form

This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Matchbook Learning to be located at an IPS Re-Start School is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-20-8-3 and relevant sections of IC 20-24

2. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.

3. Will at all times maintain all necessary and appropriate insurance coverage

4. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

5. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.

6. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.

7. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school including Indiana Charter Schools Law as described in all relevant sections of IC 20-24

8. Will ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

9. Will understand that the Office of Education Innovation (OEI) may revoke the charter if OEI deems that the recipient is not fulfilling the academic, fiscal, and/or governance responsibilities outlined in the charter.

_____

Authorized Representative's Signature
08/03/17

_____

Date

Attachment 23: Services Agreement MBLI/Matchbook Learning
SERVICES AND AFFILIATION AGREEMENT

This Services and Affiliation Agreement (this "Agreement") is made and entered into as of XXX YY, 2017, by and between **Matchbook Learning Solutions, Inc.**, a Georgia non-profit corporation ("Matchbook Learning"), and **Matchbook Learning Schools of Indiana** ("MBLI" or the "School"), an Indiana non-profit corporation.

RECITALS

WHEREAS, Matchbook Learning was established for the purposes of building and supporting a network of public schools (the "Matchbook Learning Network" or the "Network") dedicated to the shared mission of providing excellent, individualized education to all students, particularly those who are from disadvantaged communities and therefore might otherwise lack access to high quality public education;

WHEREAS, Matchbook Learning has developed an innovative educational model, consisting of a blended learning approach, competency-based education model, and a culture of high expectations, accountability, and commitment to learning (the "Matchbook Learning Method");

WHEREAS, Matchbook Learning provides services, support, and sustainability for its client schools, including, but not limited to:

1) serving as an incubator for educational ideas and pedagogical innovation;

2) ensuring continued capacity and sustainability;

3) providing a platform for schools managed by Matchbook to collaborate, share ideas, and learn from the experiences of other public charter schools; and

4) providing centralized services to enable client schools to focus on teaching and learning.

WHEREAS, MBLI was established for the purpose of operating an Indiana public charter School in greater Indianapolis, Indiana;

WHEREAS, MBLI has received a charter (together with MBLI's charter application and all schedules and amendments thereto, the "Charter") from the City of Indianapolis's Mayoral Office of Education Innovation (the "Authorizer") to organize and operate a public innovation charter school, as defined in the XXXX Indiana Code (the "Code");

WHEREAS, MBLI desires to engage Matchbook Learning and implement the Matchbook Learning Method to carry out the Educational Program (as defined in the Charter) at the School so long as this Agreement remains in effect; and

WHEREAS, having assessed the School's capacity to engage in the Matchbook Learning Method as a means to achieve the School's Educational Program, and in order to facilitate MBLI's operations and support its educational efforts, Matchbook Learning will provide and MBLI will receive the services and support set forth in this Agreement.

NOW THEREFORE, the parties mutually agree as follows:

SERVICES; DELEGATION OF AUTHORITY;

TERMS OF RELATIONSHIP

Services and Standards. Matchbook Learning shall undertake all aspects of the operations of MBLI that are delegable by law from the effective date, through the term of this Agreement. During the term of this Agreement, Matchbook Learning shall implement the educational goals, curriculum and all other educational related processes set forth in the School's Charter with fidelity.

Delegation of Authority. By this Agreement, but subject "Authority to Subcontract" below, MBLI grants Matchbook Learning all authority and power necessary and proper for Matchbook Learning to undertake the responsibilities, duties, and obligations set forth in this Agreement, except as otherwise prohibited by the Code, the Charter, or other applicable law.

Authority to Subcontract. Matchbook Learning may, subject to the approval of the Board, subcontract any function or service it is obligated to provide hereunder, with the exception of the implementation of the educational program as set forth in the Contract, and except as otherwise prohibited by the Code, the Charter, or other applicable law; provided, however, that no such subcontract shall relieve or discharge Matchbook Learning from any obligation or liability under this Agreement.

Board Duties. MBLI and Matchbook Learning agree that no provision of this Agreement shall be construed to interfere with the duty of the Board of Directors of MBLI (the "Board") to exercise its statutory, contractual, and fiduciary responsibilities in governing MBLI and overseeing the activities of Matchbook Learning conducted pursuant to this Agreement.

Designation of Agents. Neither Matchbook Learning nor its employees, agents, or representatives shall be deemed an agent or employee of MBLI solely on account of this Agreement, except as follows:

Matchbook Learning, and its respective officers, directors, employees, and designated agents are each hereby authorized to discharge the obligations conferred upon them by MBLI, thereby having a legitimate educational interest in MBLI and its students for purposes of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g *et seq*. ("FERPA"), such that they are jointly and severally entitled to access the educational records of MBLI for all purposes related to FERPA and MBLI agrees to define "school official" in the MBLI's annual notification of rights under FERPA to include a contractor who performs an institutional service or function for which MBLI would otherwise use its own employees, who is under the direct control of MBLI with respect to the use and maintenance of personally identifiable information from education records, and who is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and re-disclosure of personally identifiable information from education records; and as otherwise set forth in this Agreement or expressly designated by resolution or written agreement of the Board.

Other Network Members. The parties acknowledge that Matchbook Learning may provide similar services and support to other public charter school members of the Matchbook Learning Network ("Other Network Members"). Matchbook Learning will maintain separate accounts for reimbursable expenses incurred on behalf of MBLI and Other Network Members and only charge MBLI for expenses incurred or consideration earned on behalf of MBLI. All grants or donations received by MBLI, or by Matchbook Learning on behalf of MBLI, will be maintained in separate accounts and used solely for MBLI. Depending on the circumstances, at the discretion of the School Board, the School shall reimburse Matchbook Learning for the payment of fees and expenses: (i) the School Board may either pay or reimburse Matchbook Learning for approved fees or expenses upon properly presented documentation and approval by the School Board or (ii) the School Board may advance funds to Matchbook Learning for fees and expenses associated with the School's operation provided that documentation for the fees and expenses are provided for School Board ratification. No corporate costs of Matchbook Learning shall be charged to, or reimbursed by, the School.

Charter. This Agreement shall be subject to the terms and conditions of the Charter and the Authorizer's policies, which are incorporated herein by reference. In the event of a conflict between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control. Matchbook Learning agrees to perform its duties and responsibilities under this

Agreement in a manner that is consistent with MBLI's obligations under the Charter. The provisions of the Charter shall supersede any competing or conflicting provisions contained in this Agreement.

MATCHBOOK LEARNING SOLUTIONS OBLIGATIONS
Educational. To the fullest extent permitted by law, Matchbook Learning shall have the obligation to provide the educational program at the School. Such functions include, but are not limited to:
Implementation of the Educational Program. Matchbook Learning shall implement the Matchbook Learning Educational Program/Model with fidelity.
Technology. Matchbook Learning will assess, evaluate and develop a comprehensive technology review that will include recommendations for purchasing and restructuring any hardware, software, policies, procedures, and the utilization of technology personnel currently assigned to MBLI. Matchbook Learning will in exchange for its Spark licensure fee, annually provide the latest version of Spark, which includes annual maintenance, development, design and improvements to the user experience, user interface and insights and training from both MBLI's users of Spark as well as other non-MBLI users of Spark.
Purchasing. If Matchbook Learning purchases equipment, materials and supplies on behalf of or as the agent of MBLI, such equipment, materials and supplies shall be and remain the property of MBLI. Matchbook Learning shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.
Accountability. Matchbook Learning will at all times be responsibly accountable to the Board; further, subject to the oversight of the Board for the educational, administrative, and other activities conducted hereunder, Matchbook Learning shall conduct such activities in accordance with the Budget, the Charter, the Code, Board policies and other applicable law.
Deliverables. Matchbook Learning agrees and acknowledges that pursuant to this Agreement, it shall provide continuous support to the Spark platform and MBLI's implementation of the Matchbook Learning model.

MBLI NONFINANCIAL OBLIGATIONS
Provision of Suitable Facility. The Facilities are located at XXX YYY, Indianapolis, IN. In the event that MBLI requires a new school facility for any reason, the Board shall be responsible for identifying and securing a new school facility located in the same general area. Matchbook Learning, upon request, will assist the Board in identifying the new facility.
Annual Audit. The Board shall solely select the independent auditor for MBLI. MBLI shall work with the independent auditor and Matchbook Learning on the annual independent financial audit of MBLI's annual financial statements, as required by and in compliance with the Charter, the Code, and other applicable law.
Assistance to Matchbook Learning. The Board, and its employees, shall cooperate with Matchbook Learning and timely furnish Matchbook Learning will all documents and information necessary for Matchbook Learning to properly perform its responsibilities under this Agreement.
Matchbook Learning Office Space. Upon Matchbook Learning's request, the Board shall provide Matchbook Learning with suitable space at MBLI, provided that the requested space is used only for activities related to MBLI.
MBLI Funds. All funds received by MBLI shall be deposited in the Board's depository account as required by law. Signatories on the Board's accounts shall solely be Board members and/or properly designated Board employees. Interest income earned on Board accounts shall accrue to MBLI.

PERSONNEL AND TRAINING
Personnel Matters.
Matchbook Learning and its employees regularly and continuously providing services on site at the School will be subject to criminal background and unprofessional conduct checks required by the

Code and applicable law. Matchbook Learning shall advise the Board to ensure that all staff assigned to the School, from whatever source, have been appropriately screened as set forth herein and shall scrupulously observe all regulations and practices related thereto and to the handling of Criminal History Record Information.

The Board will establish standards for staffing levels necessary to carry out the Educational Program and other activities contemplated by this Agreement. At the Board's request, Matchbook Learning will provide assistance and recommendations for these standards.

Training. Matchbook Learning will provide professional development for teachers and the Principal, including training in the Matchbook Learning Method and the Educational Program. Matchbook Learning will provide training to support staff that is necessary to implement the Matchbook Learning Method, carry out the Educational Program, and conduct other activities contemplated by this Agreement.

FINANCIAL MATTERS

Budget.

Matchbook Learning will not expend funds on behalf of MBLI in excess of the amounts set forth in the Budget or an amended budget adopted by the Board prior to such expenditure.

Matchbook Learning Spark Licensure Fee. MBLI will pay Matchbook Learning an annual fee of 5% of annual, recurring revenues, payable in twelve equal monthly installments (the "Matchbook Learning Spark Fee"). The Matchbook Learning Spark Fee shall be paid on a monthly basis on the first of each month following the month in which MBLI receives revenues for so long as this Agreement remains in effect.

Reimbursement Payments. In addition to the Matchbook Learning Fee, MBLI will reimburse Matchbook Learning for all costs incurred and paid by Matchbook Learning pursuant to this Agreement and in accordance with the Budget (together, the "Reimbursement Payments"). MBLI shall reimburse Matchbook Learning for approved Reimbursement Payments upon properly presented documentation and approval of the Board. No corporate costs of Matchbook Learning shall be charged to, or reimbursed by, MBLI. Marketing and development costs paid by or charged to MBLI shall be limited to those costs specific to the MBLI program and shall not include any costs for the marketing and development of Matchbook Learning.

INTELLECTUAL PROPERTY

MBLI agrees that, to the extent permitted by law, Matchbook Learning shall own: (a) all trademarks, service marks, design marks, trade names, domain names, registrations, applications for registration, and any common law rights associated with "Matchbook Learning". the "Matchbook Learning Network," and the "Matchbook Learning Method" (together, the "Matchbook Learning Marks"); and (b) and subject to the second paragraph of this Article, all copyright and other proprietary rights to instructional materials, training materials, curriculum, lesson plans, the Matchbook Learning Method, Spark technology platform and other materials developed by or at the direction of Matchbook Learning (together, the "Matchbook Learning Proprietary Information"). Matchbook Learning shall have the sole and exclusive right to license the Matchbook Learning Marks and Matchbook Learning Proprietary Information to Other Network Members and other third parties. MBLI shall not disclose, publish, copy, transmit, modify, alter, or utilize the Matchbook Learning Marks or Matchbook Learning Proprietary Information during the Term other than to the extent necessary for carrying out the activities contemplated by this Agreement and as required by applicable law. After the termination or expiration of this Agreement, MBLI shall not disclose, publish, copy, transmit, modify, alter, or utilize the Matchbook Learning Marks or Matchbook Learning Proprietary Information without Matchbook Learning's advance written approval.. Matchbook Learning acknowledges that all public records maintained by or on behalf of MBLI, of whatever nature, are subject to disclosure under the Code, the Indiana Freedom of Information Act and applicable law.

Third Party Services. Matchbook has entered into agreements with third parties that permit it to authorize Organization Users to download from such third parties' servers, or otherwise access, and use, through the System, (A) the Content repository, subject, in certain instances, to execution of a standard end user license agreement with the third party provider. So long as Matchbook continues to have the right from the applicable third party to authorize Organization to use the content in connection with the System, it will enable the System to allow Organization Users to do so.

Ownership of System; Third Party Materials. Matchbook and its third party providers are and will remain the exclusive owners of all right, title and interest in and to the System and all derivative works, and in the materials licensed or provided by such third parties to Matchbook ("Third Party Materials"), including but not limited to copyrights, patent rights, and trade secrets and all other intellectual property rights as may exist now and/or hereafter come into existence, subject only to the rights of third parties in open source components. In addition, Matchbook shall own any and all other ideas, concepts, themes, technology, algorithms, programming codes, documentation or other intellectual property or copyrightable material conceived, developed, created, written or contributed by Matchbook pursuant to this Agreement ("Specific Developments"). MBLI will have no rights in the System, any derivative works, the Specific Developments or Third Party Materials, except the right to access and use them as expressly set forth in this Agreement. MBLI agrees not to (i) alter, merge, modify, adapt or translate the System or Third Party Materials, or decompile, reverse-engineer, disassemble, or otherwise reduce the System or Third Party Materials to a human-perceivable form, (ii) sell, rent, lease or license the System or Third Party Materials, (iii) create derivative works based upon the System or Third Party Materials or (iv) permit anyone other than MBLI Users to use the System. MBLI acknowledges that the System is confidential in nature and constitutes a trade secret of Matchbook and agrees to use reasonable efforts to prevent inadvertent disclosure of the System, or elements thereof, to any third party during the Term or thereafter.

FUNDRAISING
Fundraising Activities. MBLI and Matchbook Learning may, together or independently, solicit and receive grants and donations from public and private sources to support the operations and activities of MBLI with the Board's approval.
MBLI Funds. All funds received by MBLI or by Matchbook Learning for the benefit of MBLI will be deemed MBLI funds.
Matchbook Learning and Other Network Member Funds. Nothing in this Article VII shall be construed to prohibit Matchbook Learning from soliciting funds or grants: (i) solely for its own general charitable and educational purposes and using such funds or grants solely for such purposes; and (ii) on behalf of the Other Network Members.

TERM
This Agreement shall become effective XXX 2018 and shall end on June 30, 2025, unless otherwise terminated pursuant to Article IX of this Agreement, (the "Term").

TERMINATION
Termination.
By Matchbook Learning . Matchbook Learning may terminate this Agreement for cause prior to the end of the Term in the event that MBLI fails to remedy a material breach within sixty (60) days after written notice from Matchbook Learning. A material breach by MBLI includes, but is not limited to: (i) failure to comply with the Matchbook Learning Standards; (ii) failure to adopt or implement the Matchbook Learning Method; or (iii) an act or omission that causes Matchbook Learning to be unable to perform its material obligations under this Agreement. Matchbook Learning may also terminate this Agreement for cause prior to the end of the Term without further

notice or opportunity to cure if MBLI fails to timely pay the Matchbook Learning Spark License Fee or Reimbursement Payments and the failure is not corrected on or before the date the next monthly Payment(s) are due. To correct the failure, MBLI must pay both the missed Payment(s) and the current Payment(s).

(b)   By MBLI. MBLI may terminate this Agreement for cause by reason of any action of Matchbook Learning that is not cured within 60 days of notice thereof which causes the Charter to be revoked, terminated, suspended or which causes the Charter to be put in jeopardy of revocation, termination or suspension by the Authorizer is a material breach.

(c)   By Either Party. This Agreement may be terminated without cause by either party on fourteen (14) days written notice to the other party.

Effective Date. In the event this Agreement is terminated without cause prior to the end of the Term, the termination will not become effective until the end of the then-current school year (the "Effective Date") in which the notice of termination is given.

Property. Upon termination or expiration of this Agreement, all real and personal property provided by Matchbook Learning to MBLI (including, but not limited to, the Matchbook Learning Marks and Matchbook Learning Proprietary Information and Spark technology platform) will remain the real and personal property of Matchbook Learning, and Matchbook Learning shall have the right to remove equipment and other assets owned or leased by Matchbook Learning. All real and personal property purchased by Matchbook Learning on behalf of MBLI with MBLI funds, and all property otherwise owned by MBLI (including, but not limited to, the MBLI Marks and MBLI Proprietary Information) or leased by MBLI from third parties shall remain the property of MBLI.

Amounts Due upon Termination or Expiration. Except as otherwise provided in this Agreement or agreed to in writing by Matchbook Learning, upon the effective date of the termination or expiration of this Agreement for any reason, MBLI shall pay all Matchbook Learning Fees and Reimbursement Payments outstanding as of the effective date of the termination or expiration and all amounts owed by MBLI to Matchbook Learning automatically shall become due and payable.

Revocation or Termination of Charter. If MBLI's Charter is revoked, terminated or a new charter contract is not issued to MBLI after the expiration of MBLI's Charter, this Agreement shall automatically terminate on the same day as MBLI's Charter is revoked, terminated or expires without further action of the parties.

Compliance with School's Contract. Matchbook Learning agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the School's obligations under the School's Charter Contract with the Authorizer. The provisions of the School's Charter shall supersede any competing or conflicting provisions contained in this Agreement.

INDEMNIFICATION

To the extent not prohibited by the Charter, the Code, or other applicable law, each party to this Agreement (the "Indemnifying Party") hereby agrees to indemnify and hold the other party (the "Indemnified Party") harmless from and against any and all claims, actions, damages, expenses, losses, or awards suffered by the Indemnified Party or any third party, which arise out of or result from: (a) the negligence of the Indemnifying Party or (b) any noncompliance or breach by the Indemnifying Party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, Indemnified Party shall include the party's trustees, directors, officers, employees, agents, and representatives. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or such other means as the parties may mutually agree. Notwithstanding anything to the contrary in this Agreement, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity

Third Party Claims. If any person not a party to this Agreement, which may make a direct claim, ("Third Party") notifies the Indemnified Party with respect to any matter (a "Third Party Claim") which may give rise to a claim for indemnification against the Indemnifying Party under this

Indemnification section, the Indemnified Party shall promptly notify the Indemnifying Party thereof in writing; provided, however, that no delay on the part of the Indemnified Party in notifying the Indemnifying Party shall relieve the Indemnifying Party from any obligation hereunder unless (and then solely to the extent) the Indemnifying Party thereby is prejudiced. The Indemnifying Party will have the right to defend the Indemnified Party against the Third Party Claim with counsel of its choice reasonably satisfactory to the Indemnified Party so long as the Indemnifying Party: (i) notifies the Indemnified Party in writing within fifteen (15) days after the Indemnified Party has given notice of the Third Party Claim that the Indemnifying Party will indemnify the Indemnified Party from and against the entirety of any Losses the Indemnified Party may suffer resulting from, arising out of, relating to, in the nature of, or caused by the Third Party Claims, and (ii) conducts the defense of the Third Party Claim actively and diligently. The Indemnified Party may retain separate co-counsel at its sole cost and expense and participate in the defense of the Third Party Claim,

So long as the Indemnifying Party is conducting the defense of the Third Party Claim in accordance with Section (a) above, (i) the Indemnified Party will not consent to the entry of any judgment or enter into any settlement with respect to the Third Party Claim without the prior written consent of the Indemnifying Party (such consent not to be unreasonably withheld, delayed or conditioned), and (ii) the Indemnifying Party will not consent to the entry of any judgment or enter into any settlement with respect to the Third Party Claim unless written agreement is obtained releasing the Indemnified Party from all liability thereunder.

In the event any of the conditions in the section above is or becomes unsatisfied, (i) the Indemnified Party may defend against, and consent to the entry of any judgment or enter into any settlement with respect to, the Third Party Claim in any manner it may deem appropriate (and the Indemnified Party need not consult with or obtain the consent from any Indemnifying Party in connection therewith), (ii) the Indemnifying Party will reimburse the Indemnified Party promptly and periodically for the costs of defending against the Third Party Claim (including reasonable attorneys' fees and expenses) and (iii) the Indemnifying Party will remain responsible for any Losses the Indemnified Party may suffer resulting from, arising out of, relating to, in the nature of, or caused by the Third Party Claim to the fullest extent provided in this Indemnification section.

INSURANCE

Insurance Coverage. Matchbook Learning and MBLI shall secure and maintain such policies of insurance as required by the Charter, and other applicable law in such amounts and of such types as may be required and customary and appropriate, with MBLI listed as an additional insured on Matchbook Learning's policies as required by the Charter. MBLI shall maintain insurance on the Facility and related capital items leased by MBLI, all as required by the terms of MBLI's lease or financing.

Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering their respective employees.

Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this INSURANCE Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

WARRANTIES AND REPRESENTATIONS

Matchbook Learning Representations and Warranties. Matchbook Learning hereby represents and warrants to MBLI:

Matchbook Learning is a duly organized corporation in good standing and is authorized to conduct business in the State of Indiana. Matchbook Learning will comply with all registration and licensing requirements relating to conducting activities under this Agreement.

Matchbook Learning has the authority under the Code and other applicable law to execute, deliver, and perform this Agreement, and to incur the obligations provided for under this Agreement.

Matchbook Learning's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

At all times during the Term, Matchbook Learning shall carry out its activities under this Agreement in a manner consistent with the Charter.

Representations and Warranties of MBLI. MBLI hereby represents and warrants to Matchbook Learning:

MBLI is a public charter School and therefore a nonprofit corporation duly organized and in good standing under the laws of Indiana.

The Charter authorizes MBLI to operate and receive the state, federal, and local education funds, as well as other revenues and vests MBLI with all powers necessary and desirable for carrying out the activities contemplated in this Agreement

MBLI has the authority under the Charter, and applicable law to: (i) contract with Matchbook Learning to perform the activities under this Agreement; (ii) execute, deliver, and perform this Agreement; and (iii) incur the obligations set forth in this Agreement.

MBLI 's actions and those of the Board have been duly and validly authorized, and MBLI and Board will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement; provided, however, that with regard to expenditures, such resolutions and approvals shall be required only if the relevant information is available to MBLI and MBLI has sufficient funds in the Budget to pay for such expenditures.

Mutual Warranties. Each party to this Agreement warrants to the other that there are no pending actions, claims, suits, or proceedings, to its actual knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement

Unusual Events. The parties shall promptly notify each other of any anticipated or known material: (a) health or safety issues; (b) labor, employee, or funding problems; and (c) problems of any other type that could reasonably be expected to adversely affect Matchbook Learning in complying with its responsibilities under this Agreement.

MISCELLANEOUS

Entire Agreement. This Agreement supersedes any and all oral or written agreements or understandings heretofore made and contains the entire agreement of the parties with respect to the subject matter hereof.

Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, or other acts beyond its reasonable control.

Governing Law. The laws of the State of Indiana will govern this Agreement, its construction, and the determination of any rights, duties, and remedies of the parties arising out of or relating to this Agreement.

Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) reputable overnight courier service, delivery confirmed by the courier service; (ii) facsimile (with confirmation of transmission by sender's facsimile machine); or (iii) personal delivery. Notice will be deemed to have been given the date of delivery confirmation or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day).

The addresses of the parties are:

To:
Matchbook Learning Schools of Indiana
YYYYY.
Indianapolis, IN YYYY
Attention: President

To:
Matchbook Learning Solutions, Inc.
XXXXX
Indianapolis, JN
Attention: Sajan George, CEO

With a copy to:
J. Wesley Skinner/David W. Drake, Esq.
Bovis, Kyle, Burch & Medlin
200 Ashford Center North, Suite 500
Atlanta, GA 30338

Assignment. This Agreement may not be assigned by one party without the other party's prior written consent, provided that Matchbook Learning may assign this Agreement to a wholly owned or majority owned subsidiary of Matchbook Learning. However, this Agreement shall not be assignable without prior notification to the Authorizer.
Amendment. This Agreement will not be altered, amended, modified, or supplemented except in a written document approved by the Board and signed by both the President or other authorized officer of MBLI and an authorized officer of Matchbook Learning and must be done in a manner consistent with the Authorizer's ESP Policies.
Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.
Severability. The invalidity of any of the covenants, phrases, or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement. To the extent that any of the services to be provided by Matchbook Learning are found by the Authorizer or a regulatory authority with jurisdiction over MBLI to be overbroad or an invalid delegation of authority by MBLI, such services will be construed to be limited to the extent necessary to make the services valid and binding and the remainder of this Agreement carried out by the parties.
Delegation of Authority. Nothing in this Agreement shall be construed as delegating to Matchbook Learning powers or authority of the Board which are not subject to delegation by the Board under the Charter, or other applicable law.
Successors and Assigns. Except as limited by section "Assignment" above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.
No Third Party Rights. This Agreement is made for the sole benefit of MBLI and Matchbook Learning. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
Survival of Termination. All representations, warranties, and indemnities made in this Agreement will survive termination of this Agreement.
Legal Services. Each party will arrange and pay for its own legal services.
Arbitration. The parties agree to utilize binding arbitration pursuant to the American Arbitration Association Commercial Rules to resolve any disputes arising under this Agreement. Any arbitration under this Agreement shall take place in Indianapolis, IN before a single arbitrator with expertise in charter schools. The parties further agree and recognize the need for the expeditious

disposition of any arbitrable disputes and, accordingly, agree to conduct any pre-arbitration discovery in a manner which permits the arbitration decision to be rendered within five (5) months following either party issuing a demand for arbitration. The parties also authorize the arbitrator to expedite discovery so that a disposition is accomplished consistent with the time table set forth herein. The costs and expenses of the arbitration, including reasonable counsel fees, will be awarded by the arbitrator to the prevailing party or allocated as he or she sees fit. A cause opinion (written explanation) as to the final decision shall be required. The Authorizer shall be notified of said decision and, upon the Authorizer's request, the cause opinion shall be made available to it.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

MATCHBOOK LEARNING SOLUTIONS, INC.

By: _____
        Sajan George

Title: Founder and CEO

Dated: _____

MATCHBOOK LEARNING SCHOOLS OF INDIANA

By: _____

Title: Board President

Dated: _____

Attachment 24: Educational Service Provider (ESP) Questionnaire

Please note this questionnaire is to be filled out by any applicant contracting with an Educational Management Organization (EMO), Charter Management Organization (CMO), or any other educational service provider.

Portfolio:

List all of the schools in the network, the number of years they have been in operation and the number of students served by those schools.
Matchbook Learning Solutions, Inc. ("MBL") is a 501c3 non-profit that was formed in 2011 and has operated continuously since. We currently do not have any other schools in our network and have chosen to relocate the CMO's core team and focus to Indianapolis starting the summer of 2017 forward.

We originally partnered with the following district schools as "Lead Turnaround Partner" to design and implement our personalized model to launch the turnarounds of these bottom 5% schools in two- year sprints each:

2011 - 2013: A.L. Holmes (K-8), A Detroit Public School serving approximately 400+ students
2012 - 2014: Brenda Scott (K-8), Originally a Detroit Public School that was taken over by the Governor's Recovery District called the Education Achievement Authority in 2012 serving 800+ students
2013 - 2015: Burns (K-8) Originally a Detroit Public School that was taken over by the Governor's Recovery District called the Education Achievement Authority in 2012 serving 400+ students

We were then recruited to intervene in a failing charter school in Newark, NJ, Merit Prep. Merit Prep was founded in 2012 and authorized by the NJ DOE. Our involvement lasted from 2014 - 2017 when in 2017 the State closed the charter school after just renewing the charter for 5 more years in 2016.

2014 - 2017: Merit Prep (grades 5 - 10) serving 500+ students
2015 - 2017: Michigan Technical Academy (K-8), serving 800+ students – Under Matchbook Learning Michigan Technical Academy Elementary went from the bottom 3% of schools in the state to an 11.6% ranking by more than doubling the number of students proficient or above in both math and reading.

Provide names and contact information for all other authorizers that oversee schools within the network:
        See note above. No current authorizers that oversee schools as there are no other schools in our network.

Describe the ESP's growth plan. Explain how the organization will maintain fiscal responsibility and provide quality services during the period of growth.

        Matchbook Learning is focused on Indianapolis and its charter restart. Our Chief Academic Officer who will become our Indy restart Principal and our CEO have moved their families to Indianapolis. We will move our four-person team to MBLI's payroll to focus our efforts on our only school. In terms of growth, we have had a national following on our unique competency based, learning management platform called "Spark". As a non-profit, we are not seeking to restart as many schools as possible but rather figure out ways to partner together and share our methodology, our technology, our experience with teacher and student capacity building designs as well as our experience and lessons learned in doing both district and charter school turnarounds and the unique challenges of each with other schools, be they charter or district, that are seeking to turnaround. To do that, we are prototyping an "Accelerator" experience whereby we train another school on our methodology and create for them their own instance of Spark so they can launch a blended, competency-based, personalized model to transform their school. This Accelerator is being prototyped in Washington, DC with a DCPS public school called Orr Elementary School. City Bridge Foundation, a local foundation, recruited us to work with DCPS

and Orr based on the schools and our model they witnessed in Newark and Detroit. This Fall, Orr will launch Spark and our model in their school and they will run it themselves. If this goes well, we would like to see our Indianapolis restart become a locally based "Accelerator" to replicate our methodology and platform to other interested and willing LEA/district partners. This is how we think about scale. We believe the Indy school, with our team focused on it, can become a replicator of not our school but our methodology, for the city, State and possibly other cities and States as the demand for personalized learning + turnarounds is high on both counts and yet we're the only ones trying to combine and leverage both together.

Academic Performance:
Provide the following academic information for each school managed by the organization.
In addition to the data previously shared in the prospectus. Under the leadership of Matchbook Learning both Michigan Technical Academy Elementary and Middle schools reached their state proficiency targets for All Students, African American Students, Economically Disadvantaged Students, and Students with Disabilities in both math and reading. The increase in proficiency rates on the Michigan state M-Step in 2017 in comparison to the previous years for MTA elementary are charted below.
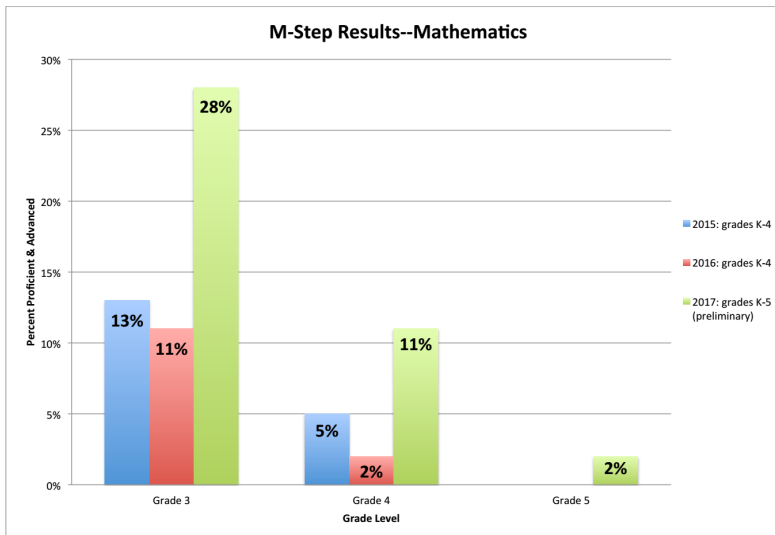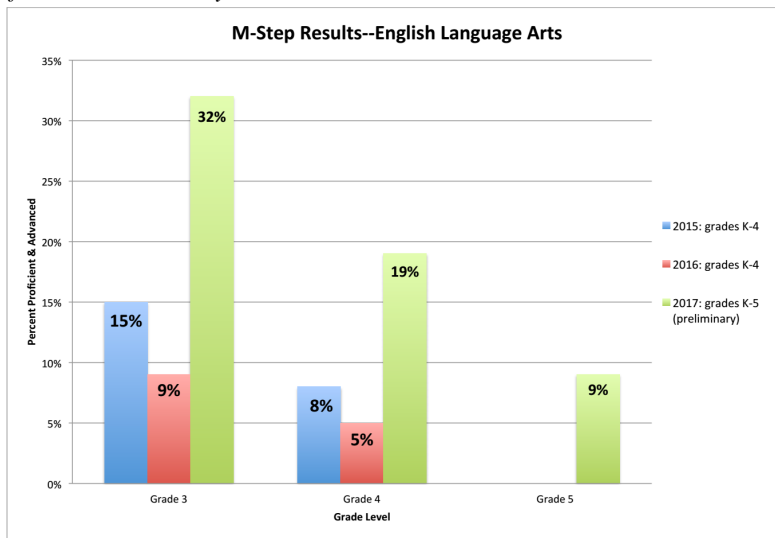
- 2011 Launch of Matchbook Learning at AL Holmes, which was subsequently awarded "Reward School" status by the Michigan DOE based on having a top five percent growth track record over our

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two year engagement. During our 2 year contract Math proficiency on the state test according to the fall 2013 results increased by 28.2% and Reading proficiency by 33.1%.

•	Brenda Scott in its first year with Matchbook Learning (2012-13) had the 5th highest school wide achievement gains of any school in the entire city of Detroit (69% of students made multiple years worth of growth).

•	In 2013-14 teachers at Brenda Scott showed tremendous decile growth in Reading & Math both at the lower end of performance (reducing by more than half the % of students in the bottom decile) as well as the higher end of performance (more than doubling the percentage of students in the 40th percentile and above in Reading and more than quintupling the percentage in Math)

•	According to the NJ PARCC results in 2015-16 Merit Prep had over a 12% gain in students proficient in reading.

•	2016-17 preliminary state assessment results for Michigan Technical Academy Elementary show that all grade levels at least doubled the number of students proficient in reading and in math.

Links to Previous Matchbook Learning Schools' State (NJ & MI) Assessment Data:

Michigan Technica Adademy Elementaty - Detroit, Michigan
- Math - https://goo.gl/ZzAzrT
- ELA - https://goo.gl/PbB7UM

Links to Merit Prep - Newark, New Jersey

2015 Look Up Tool & State Site -
- http://www.nj.com/education/2016/02/parcc_2015_test_results_see_how_your_nj_school_sco.html

2016 NJ -
- http://www.nj.com/education/2016/11/parcc_2016_test_results_look_up_your_schools_score.html
- http://www.state.nj.us/education/schools/achievement/16/parcc/spring/excel.htm

2017 NJ -
- http://www.nj.com/education/2017/09/parcc_2017_test_results_are_in_see_how_your_school.html# Look-up tool
- http://www.state.nj.us/education/schools/achievement/17/parcc/spring/excel.htm
- http://www.state.nj.us/education/schools/achievement/17/parcc/spring/excel.htm

Leadership:

- **Please explain the leadership structure of the organization**

We currently have a CEO (Sajan George), a Chief Academic Officer & Lead Principal (Dr. Amy Swann), Chief Technology Officer (Al Motley) and Spark Developer/Engineer (Jeff Mealo). The Spark Developer reports to the Chief Technology Officer, the Chief Technology Officer and CAO/Lead Principal both report to the CEO. No other positions exist currently. We will slowly build our team as a restart school is launched. This team will move to the school's payroll to focus their time on this school and make it a national proof point for restarts and competency-based learning.

- **Has there been any turnover in leadership within the organization?**

There's been no forced turnover. We were a larger central team with 3 additional central team members (Chief Operating Officer, Chief Design Officer & Director of Instructional Technology) last year when we were operating 2 charter schools in Newark & Detroit but right sized the team to fit the needs and size of our Indy launch.

- **Provide a list of the board of directors of the ESP and their length of service.**
  o *Ray Padron, CEO & Managing Partner of Brightworth Wealth Management Firm; since our founding in 2011*
  o *Scott Benson, Managing Partner of NewSchools Venture Fund; since 2015 although NewSchools Venture Fund has had someone on our Board continuously since 2012*
  o *Michael Cosack, Principal/Investor; 2015+; Mike was also the Board chair of the Newark charter school since its founding in 2012 through Matchbook Learning's management of that Newark charter school since 2014*
  o *Steve White, Chairman & CEO of Detroit Renewable Energy; since 2016*
  o *Karl Rectanus; CEO & Founder of Lea(R)n Trials; since 2016*
  o *Jennifer Poon, Council of Chief State School Officers; joining in 2017*
  o *Sajan George; since our founding in 2011*

- **Explain any turnover on the board that was not due to term limits.**

No turnover that was not due to term limits. In 2016 we had two founding Board members that had served faithfully for 5 years roll off after extending their term more than once and added new members to replace them.

- **How often does the ESP assess itself and gauge the satisfaction of its clients?**

At least annually with the authorizer, semi-annually with staff, quarterly with parents and monthly with our local Board.

Services:
- **What services does the ESP provide?**

The ESP will provide the Matchbook Learning academic model, our Spark technology platform, annual development, maintenance and improvements on the platform, regular training and capacity building for all staff on our model, methodology and Spark. We will be responsible for updating, improving and implementing the continuously improving Matchbook Learning model and technology platform including training of all staff and stakeholders.

Finances:
Provide the following financial information for the management organization.

- **The most recent federal tax return;**
  IRS Form 990 for non-profits previously attached. Note we changed our fiscal year end from 12/31 to 6/30 in 2016 to match our schools.
- **The ESP's annual budget;**
  See attached following the Term Sheet.
- **Projected five-year budget;**
  The ESP has never done a 5 year budget. In the ESP's relocation to Indianapolis in the summer of 2017, a new annual budget must be set
- **Detailed list of all debts the ESP has;**
  No debts.
- **The last three years of complete financial audits;**
  See attached.
- **The investment disclosure**

Not applicable. Matchbook Learning Solutions, Inc. is a non-profit 501c3 and so has no shareholders.
- **Compensation structure including fees paid to the ESP by schools, and the services received for that fee; and**
  10-12% management fee. See services above.
- **Names of schools with which contracts have been terminated.**
  We terminated our contracts with Merit Prep & Michigan Technical Academy as the schools closed in 2017.

Assurances:
Please provide assurance that the organizer will be structurally independent of the education service provider and shall set and approve school policies.

- The assurance must also provide that the terms of the service contract must be reached by the organizer and the education service provider through arm's length negotiations in which the organizer must be represented by legal counsel; and
  MBLI's separate Board and separate legal counsel with negotiate at arm's length with MBL to determine the terms of the service contract.

- The legal counsel may not also represent the education service provider.
  The legal counsel of MBLI will not also represent MBL.

Attachment 25: Matchbook Learning Term Sheet

- **The proposed duration of the service contract;**

The proposed service agreement term will mirror the term of the charter. The Mayor's Office contracts are customarily seven (7) year terms, the final service agreement for the Matchbook Learning Indianapolis School will be the same.

- **The roles and responsibilities of the organizer, the school staff, and the education service provider;**

The roles are reflected in our organizational chart and our responsibilities are detailed in our management agreement. The governing authority contracts with Matchbook Learning to provide the educational program, training, and oversight of the technology-enabled competency-based Matchbook Learning model.

- **The methods of contract oversight and enforcement.**

The management agreement aligns with the contract and states that we will abide by the contract requirements. The goals as stated in the contract are the standards for which we are held accountable. Our operations are aligned with these requirements and we can closely monitor and report on the successes of our efforts in meeting those goals to our governing board on a monthly basis.

Attachment 26: Matchbook Learning 2017-18 Budget

Beg Year Cash Balance	615,000
Income	**Year 1 (July 2017-June 2018)**
4000 Revenue from Direct Contributions	0
4020 Corporate Contributions	0
Total 4000 Revenue from Direct Contributions	0
4200 Revenue From Non-Government Grants	0
4230 NEW TBD Grant	0
4231 Grant	325,000
4232 Grants	200,000
4233 Capacity Building Grant ($500K 1-2 years)	0
Total 4200 Revenue From Non-Government Grants	525,000
5100 Revenue From Program-Related Sales and Fees	0
5180 Program Service Fees (MTA)	107,000
5181 Program Service Fees (MP)	76,258
5182 Program Service Fees (INDY)	0
5183 Program Service Fees (INDY 2)	0
5183 Program Service Fees (ACCELERATOR)	60,000
5184 Program Service Fees (SPARK LISC FEE)	0
5185 Service Revenue (Payroll)	0
	243,258
Total Income	**768,258**
Expenses	
7200 Salaries and Related Expenses	
7220 Salaries, Benefits & Payroll Taxes	515,621
7260 Payroll Service Fees	2,578
Total 7200 Salaries and Related Expenses	518,199
7500 Contract Service Expenses	
7520 Accounting Fees	15,948
7560 R&D - Unit Curriculum Content Writers	0
7570 Professional Fees - Legal, Misc	3,000
Total 7500 Contract Service Expenses	18,948
8100 Nonpersonnel Expenses	0

8110 Supplies	12,516
8120 Donated Materials and Supplies	0
8130 Telephone and Telecommunications	0
8140 Postage and Shipping	0
8150 Computer Software	0
8170 Printing and Copying	2,400
8190 Internet/Web/Hosting Fees	1,030
Total 8100 Nonpersonnel Expenses	15,946
8200 Facility and Equipment Expenses	
8210 Rent, Parking, Other Occupancy	1,584
Total 8200 Facility and Equipment Expenses	1,584
8300 Travel and Meetings Expenses	
8310 Transportation	7,200
8320 Meals	11,340
8330 Lodging	6,240
8340 Airfare	14,400
8350 Conferences, Conventions, Meetings	6,000
Total 8300 Travel and Meetings Expenses	45,180
8400 Other Client Specific Expenses	0
8410 Classroom Supplies	0
Total 8400 Other Client Specific Expenses	0
8500 Other Expenses	
8520 Insurance - Non-Employee Related	10,000
8530 Membership Dues - Organization	120
8535 Organizational (Corp) Expenses	360
8550 Bank Fees	360
8570 Marketing and Design	0
8580 Gifts For Appreciation	684
8590 Other Expenses	0
Total 8500 Other Expenses	11,524
School Start Up	115,000
SPARK	0
Five Stone	71,667
	186,667

Total Expenses	798,047
Net Operating Income	(29,789)
End of Year Cash Balance	620,211

Attachment 27: Matchbook Learning 3 Year Financials

CAPINCROUSE LLP
Certified Public Accountants
www.capincrouse.com   1255 Lakes Parkway, Suite 130   Lawrenceville, GA 30043   678.518.5301

INDEPENDENT AUDITORS' REPORT

Board of Directors
Matchbook Learning Solutions, Inc.
Atlanta, Georgia

Report on the Financial Statements
We have audited the accompanying financial statements of Matchbook Learning Solutions, Inc., which comprise the statement of financial position as of December 31, 2014, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Board of Directors
Matchbook Learning Solutions, Inc.
Atlanta, Georgia

Prior Year Review

The financial statements for the year ended December 31, 2013, were reviewed by us and we were not aware of any material modifications that should be made to the accompanying 2013 financial statements in order for them to be in conformity with accounting principles generally accepted in the United States of America.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Matchbook Learning Solutions, Inc. as of December 31, 2014 and 2013, and the changes in its net assets and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Capin Crouse LLP

Atlanta, Georgia
June 30, 2015

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Financial Position

	December 31,			
	2014 (audited)		2013 (reviewed)	
ASSETS:				
Current assets:				
Cash and cash equivalents	$	781,907	$	293,047
Grants receivable		50,000		300,000
Accounts and other receivables–net		413,703		70,834
		1,245,610		663,881
Loan receivable		302,041		-
Property and equipment–net		9,918		16,730
Total Assets	$	1,557,569	$	680,611
LIABILITIES AND NET ASSETS:				
Current liabilities:				
Accounts payable	$	50,310	$	12,117
Accrued expenses		6,300		-
Note payable		250,000		-
		306,610		12,117
Net assets:				
Unrestricted		1,200,959		368,494
Temporarily restricted		50,000		300,000
		1,250,959		668,494
Total Liabilities and Net Assets	$	1,557,569	$	680,611

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Activities

| | Year Ended December 31, | | | | | |
| | 2014 (audited) | | | 2013 (reviewed) | | |
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUE:						
Program service income	$ 1,175,267	$ -	$ 1,175,267	$ 632,084	$ -	$ 632,084
RECLASSIFICATIONS:						
Satisfaction of purpose restrictions	250,000	(250,000)	-	100,000	(100,000)	-
EXPENSES:						
Program services expenses	875,761	-	875,761	508,735	-	508,735
Supporting activities:						
General and administrative	239,773	-	239,773	303,596	-	303,596
Marketing and business development	93,606	-	93,606	61,834	-	61,834
	333,379	-	333,379	365,430	-	365,430
Total Expenses	1,209,140	-	1,209,140	874,165	-	874,165
Change in Net Assets from Operations	216,127	(250,000)	(33,873)	(142,081)	(100,000)	(242,081)
Gain on acquisition of Touchstone Education	616,338	-	616,338	-	-	-
Change in Net Assets	832,465	(250,000)	582,465	(142,081)	(100,000)	(242,081)
Net Assets, Beginning of Year	368,494	300,000	668,494	510,575	400,000	910,575
Net Assets, End of Year	$ 1,200,959	$ 50,000	$ 1,250,959	$ 368,494	$ 300,000	$ 668,494

See notes to financial statements

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MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Cash Flows

	Year Ended December 31,	
	2014 (audited)	2013 (reviewed)
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	$ (33,873)	$ (242,081)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities:		
Accounts receivables-net	(40,828)	265,371
Grants receivable	250,000	-
Depreciation	6,812	6,449
Changes in operating assets and liabilities:		
Accounts payable	38,193	(54,245)
Accrued expenses	6,300	-
Net Cash Provided (Used) by Operating Activities	226,604	(24,506)
CASH FLOWS FROM INVESTING ACTIVITIES:		
Cash received in acquisition of Touchstone Education, Inc.	313,549	-
Sale (purchase) of property and equipment	748	(1,502)
Net Cash Provided (Used) by Investing Activities	314,297	(1,502)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Receivables acquired from Touchstone Education, Inc.	569,054	-
Interest payable acquired from Touchstone Education, Inc.	(4,757)	-
Gain on acquisition of Touchstone Education, Inc.	(616,338)	-
Net Cash Used by Financing Activities	(52,041)	-
Net Change in Cash and Cash Equivalents	488,860	(26,008)
Cash and Cash Equivalents, Beginning of Year	293,047	319,055
Cash and Cash Equivalents, End of Year	$ 781,907	$ 293,047

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MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2014 (audited) and 2013 (reviewed)

1. <u>NATURE OF ORGANIZATION:</u>

    Matchbook Learning Solutions, Inc. (MLS) is a Georgia nonprofit corporation incorporated on February 18, 2011. Matchbook is exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code (Code) and comparable state laws, and contributions to Matchbook are tax deductible within the limitations prescribed by the Code. Matchbook has been classified as a publicly supported organization which is not a private foundation under Section 509(a)(1) of the Code. The primary office of Matchbook is Atlanta, Georgia.

    Matchbook Learning is a national non-profit school turnaround charter management organization, whose mission is to turnaround our nation's failing K-12 public schools using a student-centered model of school that personalizes teaching and learning for each student by leveraging technology and face-to-face instruction. The organization is supported by management fees from charter school contracts and grants from foundations.

2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:</u>

    The financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the statements to the reader.

    ESTIMATES

    The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts and disclosures at the date of the financial statements. Actual results could differ from those estimates.

    CASH AND CASH EQUIVALENTS

    Cash and cash equivalents consist of cash held in checking, savings, and money market accounts. While MLS maintains cash and cash equivalents in bank deposit accounts which, at times, exceed federally insured limits, MLS has not experienced any losses in such accounts. Management believes it is not exposed to any significant credit risk on cash and cash equivalents.

    ACCOUNTS AND OTHER RECEIVABLES-NET

    Accounts and other receivables-net consist of grants and trade receivables from a donor and from clients. The client receivables represent fees for services rendered. Accounts receivable are reported net of any anticipated losses due to uncollectible accounts. Uncollectible accounts are reported as additions to the provision for uncollectible accounts receivable when it is determined the amounts will become uncollectible, which is typically when the account is 9 months old. MLS does not assess finance charges. The provision for uncollectible accounts is maintained at a level which, in management's judgment, is adequate to absorb potential losses inherent in the receivable portfolio. The amount of the provision is based on management's evaluation of the collectability of the receivables, including the nature of the portfolio, trends in historical loss experience, specific impaired accounts, and economic conditions. The provision for uncollectible accounts is computed as $-0- for the year ended December 31, 2014.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2014 (audited) and 2013 (reviewed)

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued:

LOAN RECEIVABLE

On the acquisition of Touchstone Education, Inc. (TEI), MLS acquired a loan extended to Merit Prep by TEI. The balance on the loan at December 31, 2014, is $302,041. The loan receivable is payable in annual installments with full payment due by June 2016. There is no interest on this loan. See Footnote 3.

PROPERTY AND EQUIPMENT

Items capitalized as property and equipment are stated at cost or, if donated, at market value on the date of donation in excess of $2,000. MLS reports donations of property and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. MLS reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service. Depreciation is computed using the straight-line method over the estimated useful lives of the assets as follows:

Office and equipment	5 - 7 years
Computers	12 years
Software	9 years

NET ASSETS

The financial statements report amounts separately by class of net assets:

Unrestricted amounts are currently available at the discretion of the administrative leaders for use in operations. Equity in property and equipment represents amounts invested in property and equipment, net of accumulated depreciation and related debt.

Temporarily restricted amounts are contributed with donor stipulations for specific operating purposes or programs, with time restrictions, or not currently available for use until commitments regarding their use have been fulfilled.

REVENUES, EXPENSES, AND RECLASSIFICATIONS

Revenue is recognized when earned and support when contributions are made, which may be when cash is received, unconditional promises are made, or ownership of donated assets is transferred to MLS.

MLS reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated amounts. When a stipulated time restriction ends or purpose restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Donated goods (including securities, property, and equipment) are recorded at fair value at the date of the gift.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2014 (audited) and 2013 (reviewed)

2.   SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued:

REVENUES, EXPENSES, AND RECLASSIFICATIONS, continued

Expenses are recorded when incurred in accordance with the accrual basis of accounting. The costs of providing various program services and supporting activities of MLS have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the program services and supporting activities benefited.

RECLASSIFICATION

Certain information from the prior year reviewed financial statements has been reclassified to conform to the current year presentation.

UNCERTAIN TAX POSITIONS

The financial statements effects of a tax position taken or expected to be taken are recognized in the financial statements when it is more likely than not, based on the technical merits, that the position will be sustained upon examination. Interest and penalties, if any, are included in expenses in the statements of activities. As of December 31, 2014, MLS had no uncertain tax positions that qualify for recognition or disclosure in the financial statements.

3.   ACQUISTION OF TOUCHSTONE EDUCATION. INC.:

On June 24, 2014, MLS acquired the assets, liabilities, and equity of Touchstone Education, Inc. (TEI). TEI was a Pennsylvania non-profit corporation, originally incorporated as Platform Academies, Inc. on June 7, 2011. The name was changed to TEI on October 30, 2011. TEI's mission was to build and support a network of affiliated public charter schools. It operated Merit Preparatory Charter School of Newark, Inc. (Merit Prep), Newark, New Jersey. MLS acquired TEI and Merit Prep along with the TEI Network Services and Affiliation Agreement. A loan (note payable) from Charter Fund, Inc., a Delaware corporation, in the amount of $250,000, dated July 5, 2012, was assumed by MLS as part of the acquisition. The interest rate of the note is 1% per year. The loan is due to be entirely repaid by June 30, 2018, including accrued interest. See Note 4, Note Payable and Note 9, Subsequent Events, below.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2014 (audited) and 2013 (reviewed)

4. PROPERTY AND EQUIPMENT–NET:
Property and equipment–net consist of:

	December 31, 2014	December 31, 2013
Computers and equipment	$ 16,210	$ 16,958
Software development	10,000	10,000
	26,210	26,958
Less accumulated depreciation	(16,292)	(10,228)
	$ 9,918	$ 16,730

5. NOTE PAYABLE:
On July 5, 2012, TEI entered into a subordinated loan agreement with the Charter Fund, Inc., a Delaware non-profit, non-stock company. The amount of the loan was $250,000. The rate of interest was set at 1% per annum until the maturity. The maturity was set at June 30, 2018, with all unpaid principal and accrued interest payable at that time. The purpose of the loan was for school startup. Borrower may make voluntary prepayments without penalty or premium. TEI was acquired by MLS on June 24, 2014, with MLS assuming the loan and interest liability at that time.

	December 31, 2014	December 31, 2013
Note Payable: due June 30, 2018	$ 250,000	$ -
Accrued interest payable:	$ 6,300	$ -

6. NET ASSETS:
Net assets consist of:

	December 31, 2014	December 31, 2013
Unrestricted:		
Undesignated	$ 1,191,041	$ 351,764
Net book value of fixed assets	9,918	16,730
	1,200,959	368,494
Temporarily restricted:		
Grants receivable	50,000	300,000
	$ 1,250,959	$ 668,494

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2014 (audited) and 2013 (reviewed)

7. <u>SCHEDULE OF FUNCTIONAL EXPENSES:</u>

	For the Year Ended December 31, 2014 (audited)			
		Supporting Activities		
	Program Services Expenses	General and Administrative	Marketing and Business Development	Total
Salaries and benefits	$ 767,824	$ 60,000	$ 40,000	$ 867,824
Contract services	4,746	24,523	-	29,269
Travel and meetings	103,191	16,633	11,089	130,913
Payroll taxes	-	-	-	-
Dues and subscriptions	-	-	-	-
Insurance	-	9,112	-	9,112
Taxes and licenses	-	-	-	-
Legal	-	64,593	-	64,593
Recruiting	-	5,448	-	5,448
Printing and postage	-	2,662	-	2,662
Operations expense & supplies	-	24,796	-	24,796
Teacher Gala	-	-	-	-
Depreciation	-	6,812	-	6,812
Computer hardware and software	-	7,988	-	7,988
Advertising	-	-	42,517	42,517
Occupancy	-	17,206	-	17,206
	$ 875,761	$ 239,773	$ 93,606	$ 1,209,140

(continued)

7. SCHEDULE OF FUNCTIONAL EXPENSES, continued:

| | For the Year Ended December 31, 2013 (reviewed) | | | |
	Program Services Expenses	General and Administrative	Marketing and Business Development	Total
		Supporting Activities		
Salaries and benefits	$ 396,616	$ 170,000	$ 30,000	$ 596,616
Contract services	63,095	14,612	30,500	108,207
Travel and meetings	44,991	32,052	1,334	78,377
Payroll taxes	-	38,862	-	38,862
Dues and subscriptions	-	2,454	-	2,454
Insurance	-	22,401	-	22,401
Taxes and licenses	-	250	-	250
Legal	-	2,958	-	2,958
Recruiting	-	5,125	-	5,125
Printing and postage	-	1,971	-	1,971
Operations expense & supplies	-	6,462	-	6,462
Teacher Gala	4,033	-	-	4,033
Depreciation	-	6,449	-	6,449
Computer hardware and software	-	-	-	-
Advertising	-	-	-	-
Occupancy	-	-	-	-
	$ 508,735	$ 303,596	$ 61,834	$ 874,165

8. RETIREMENT PLAN:
Matchbook Learning has a 403(b) annuity retirement plan for employees. Employees make voluntary contributions into the plan. MLS currently matches employee contributions up to 4% based on a sliding scale of employee contributions. The amount of the employer contributions for the year ended December 31, 2014, were $10,031.

9. SUBSEQUENT EVENTS:
Subsequent events have been evaluated through the report date, which represents the date the financial statements were available to be issued. Subsequent events after that date have not been evaluated.

Subsequent to the end of the year, the note payable was cancelled by Charter Fund, Inc. (see Note 3, above).

On April 28, 2015, Matchbook Learning entered into an agreement with the Board of Michigan Technical Academy to assess this 1,000+ student PreK-8 failing charter school with two campuses. Matchbook Learning assumes the full management of Michigan Technical Academy as its charter management organization on July 1, 2015, and is responsible for all hiring, management, and development of all school staff.

INDEPENDENT AUDITORS' REPORT

Board of Directors
Matchbook Learning Solutions, Inc.
Atlanta, Georgia

Report on the Financial Statements
We have audited the accompanying financial statements of Matchbook Learning Solutions, Inc., which comprise the statements of financial position as of December 31, 2015 and 2014, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Matchbook Learning Solutions, Inc.
Atlanta, Georgia

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Matchbook Learning Solutions, Inc. as of December 31, 2015 and 2014, and the changes in its net assets and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Capin Crouse LLP

Atlanta, Georgia
November 10, 2016

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Financial Position

| | December 31, | |
	2015	2014
ASSETS:		
Current assets:		
Cash and cash equivalents	$ 1,699,369	$ 781,907
Grants receivable	-	50,000
Accounts and other receivables–net	307,637	413,703
Prepaid expenses	44,599	741
	2,051,605	1,246,351
Loan receivable	-	302,041
Property and equipment–net	239,419	9,918
Total Assets	$ 2,291,024	$ 1,558,310
LIABILITIES AND NET ASSETS:		
Current liabilities:		
Accounts payable	$ 151,289	$ 50,310
Accrued expenses	6,890	6,300
Note payable	-	250,000
	158,179	306,610
Net assets:		
Unrestricted	2,132,845	1,201,700
Temporarily restricted	-	50,000
	2,132,845	1,251,700
Total Liabilities and Net Assets	$ 2,291,024	$ 1,558,310

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Activities

| | Year Ended December 31, | | | | | |
| | 2015 | | | 2014 | | |
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUE:						
Program service income	$ 3,622,114	940,000	$ 4,562,114	$ 1,176,008	$ -	$ 1,176,008
RECLASSIFICATIONS:						
Satisfaction of purpose restrictions	990,000	(990,000)	-	250,000	(250,000)	-
EXPENSES:						
Program services expenses	1,892,363	-	1,892,363	875,761	-	875,761
Supporting activities:						
General and administrative	1,193,691	-	1,193,691	239,773	-	239,773
Marketing and business development	849,672	-	849,672	93,606	-	93,606
	2,043,363	-	2,043,363	333,379	-	333,379
Total Expenses	3,935,726	-	3,935,726	1,209,140	-	1,209,140
Change in Net Assets from Operations	676,388	(50,000)	626,388	216,868	(250,000)	(33,132)
NON-OPERATING ACTIVITIES:						
Forgiveness of indebtedness	254,757	-	254,757	-	-	-
Gain on acquisition of Touchstone Education	-	-	-	616,338	-	616,338
	254,757	-	254,757	616,338	-	616,338
Change in Net Assets	931,145	(50,000)	881,145	833,206	(250,000)	583,206
Net Assets, Beginning of Year	1,201,700	50,000	1,251,700	368,494	300,000	668,494
Net Assets, End of Year	$ 2,132,845	$ -	$ 2,132,845	$ 1,201,700	$ 50,000	$ 1,251,700

See notes to financial statements

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Cash Flows

	Year Ended December 31,	
	2015	2014
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	$ 626,388	$ (33,132)
Adjustments to reconcile change in net assets to		
net cash provided (used) by operating activities:		
Accounts receivables-net	106,066	(40,828)
Grants receivable	50,000	(50,000)
Depreciation	26,913	6,812
Changes in operating assets and liabilities:		
Accounts payable	100,979	38,193
Accrued expenses	590	6,300
Net Cash Provided by Operating Activities	910,936	(72,655)
CASH FLOWS FROM INVESTING ACTIVITIES:		
Cash received in acquisition of Touchstone Education, Inc.	-	313,549
Sale (purchase) of property and equipment	(256,688)	748
Net Cash Provided by Investing Activities	(256,688)	314,297
CASH FLOWS FROM FINANCING ACTIVITIES:		
Receivables acquired from Touchstone Education, Inc.	508,457	618,313
Note payable	(250,000)	250,000
Interest payable acquired from Touchstone Education, Inc.	4,757	(4,757)
Gain on acquisition of Touchstone Education, Inc.	-	(616,338)
Net Cash Used by Financing Activities	263,214	247,218
Net Change in Cash and Cash Equivalents	917,462	488,860
Cash and Cash Equivalents, Beginning of Year	781,907	293,047
Cash and Cash Equivalents, End of Year	$ 1,699,369	$ 781,907

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2015 and 2014

1. NATURE OF ORGANIZATION:

    Matchbook Learning Solutions, Inc. (MLS) is a Georgia nonprofit corporation incorporated on February 18, 2011. Matchbook is exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code (Code) and comparable state laws, and contributions to Matchbook are tax deductible within the limitations prescribed by the Code. Matchbook has been classified as a publicly supported organization which is not a private foundation under Section 509(a)(1) of the Code. The primary office of Matchbook is Atlanta, Georgia.

    Matchbook Learning is a national non-profit school turnaround charter management organization, whose mission is to turnaround our nation's failing K-12 public schools using a student-centered model of school that personalizes teaching and learning for each student by leveraging technology and face-to-face instruction. The organization is supported by management fees from charter school contracts and grants from foundations.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

    The financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the statements to the reader.

    ESTIMATES

    The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts and disclosures at the date of the financial statements. Actual results could differ from those estimates.

    CASH AND CASH EQUIVALENTS

    Cash and cash equivalents consist of cash held in checking, savings, and money market accounts. While MLS maintains cash and cash equivalents in bank deposit accounts which, at times, exceed federally insured limits, MLS has not experienced any losses in such accounts. Management believes it is not exposed to any significant credit risk on cash and cash equivalents.

    ACCOUNTS AND OTHER RECEIVABLES-NET

    Accounts and other receivables-net consist of grants and trade receivables from a donor and from clients. The client receivables represent fees for services rendered. Accounts receivable are reported net of any anticipated losses due to uncollectible accounts. Uncollectible accounts are reported as additions to the provision for uncollectible accounts receivable when it is determined the amounts will become uncollectible, which is typically when the account is 9 months old. MLS does not assess finance charges. The provision for uncollectible accounts is maintained at a level which, in management's judgment, is adequate to absorb potential losses inherent in the receivable portfolio. The amount of the provision is based on management's evaluation of the collectability of the receivables, including the nature of the portfolio, trends in historical loss experience, specific impaired accounts, and economic conditions. The provision for uncollectible accounts is computed as $12,041 for the year ended December 31, 2015.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2015 and 2014

2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued:</u>

LOAN RECEIVABLE

On the acquisition of Touchstone Education, Inc. (TEI) in June 2014, MLS recorded a loan receivable from TEI in the amount of $302,041. This relates to the assignment and assumption of a certain Network Services and Affiliation Agreement dated July 1, 2012, with Merit Preparatory School of Newark, Inc. MLS assumed all rights and duties of TEI upon acquisition and is due and collectible by June 2016.

PROPERTY AND EQUIPMENT

Items capitalized as property and equipment are stated at cost or, if donated, at market value on the date of donation in excess of $2,000. MLS reports donations of property and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. MLS reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service. Depreciation is computed using the straight-line method over the estimated useful lives of the assets as follows:

Office and equipment	5 - 7 years
Computers	12 years
Software	9 years

NET ASSETS

The financial statements report amounts separately by class of net assets:

Unrestricted amounts are currently available at the discretion of the administrative leaders for use in operations. Equity in property and equipment represents amounts invested in property and equipment, net of accumulated depreciation and related debt.

Temporarily restricted amounts are contributed with donor stipulations for specific operating purposes or programs, with time restrictions, or not currently available for use until commitments regarding their use have been fulfilled.

REVENUES, EXPENSES, AND RECLASSIFICATIONS

Revenue is recognized when earned and support when contributions are made, which may be when cash is received, unconditional promises are made, or ownership of donated assets is transferred to MLS.

MLS reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated amounts. When a stipulated time restriction ends or purpose restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Donated goods (including securities, property, and equipment) are recorded at fair value at the date of the gift.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2015 and 2014

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued:

    REVENUES, EXPENSES, AND RECLASSIFICATIONS, continued
    Expenses are recorded when incurred in accordance with the accrual basis of accounting. The costs of providing various program services and supporting activities of MLS have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the program services and supporting activities benefited.

    RECLASSIFICATION
    Certain information from the prior year reviewed financial statements has been reclassified to conform to the current year presentation.

    UNCERTAIN TAX POSITIONS

    The financial statements effects of a tax position taken or expected to be taken are recognized in the financial statements when it is more likely than not, based on the technical merits, that the position will be sustained upon examination. Interest and penalties, if any, are included in expenses in the statements of activities. As of December 31, 2015, MLS had no uncertain tax positions that qualify for recognition or disclosure in the financial statements.

3. ACQUISTION OF TOUCHSTONE EDUCATION. INC.:
    On June 24, 2014, MLS acquired the assets, liabilities, and equity of Touchstone Education, Inc. (TEI). TEI was a Pennsylvania non-profit corporation, originally incorporated as Platform Academies, Inc. on June 7, 2011. The name was changed to TEI on October 30, 2011. TEI's mission was to build and support a network of affiliated public charter schools. It operated Merit Preparatory Charter School of Newark, Inc. (Merit Prep), Newark, New Jersey. MLS acquired TEI and Merit Prep along with the TEI Network Services and Affiliation Agreement and a loan (note payable). See Note 5.

4. PROPERTY AND EQUIPMENT–NET:
    Property and equipment–net consist of:

	December 31,	
	2015	2014
Computers and equipment	$ 26,210	$ 16,210
Web site development costs	54,188	-
Software development	202,500	10,000
	282,898	26,210
Less accumulated depreciation	(43,479)	(16,292)
	$ 239,419	$ 9,918

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2015 and 2014

5. NOTE PAYABLE:

On July 5, 2012, TEI entered into a subordinated loan agreement with the Charter Fund, Inc., a Delaware non-profit, non-stock company. The amount of the loan was $250,000. The rate of interest was set at 1% per annum until the maturity. The maturity was set at June 30, 2018, with all unpaid principal and accrued interest payable at that time. The purpose of the loan was for school startup. Borrower may make voluntary prepayments without penalty or premium. TEI was acquired by MLS on June 24, 2014, with MLS assuming the loan and interest liability at that time.

On April 17, 2015, this loan and all accrued interest were forgiven by the lender. MLS recognized non-operating income in the amount of $254,757 and the note was balance was reduced to zero.

| | December 31, | |
	2015	2014
Note payable due June 30, 2018	$ -	$ 250,000
Accrued interest payable	$ -	$ 6,300

6. NET ASSETS:

Net assets consist of:

| | December 31, | |
	2015	2014
Unrestricted:		
Undesignated	$ 1,893,426	$ 1,191,782
Net book value of fixed assets	239,419	9,918
	2,132,845	1,201,700
Temporarily restricted:		
Grants receivable	-	50,000
	$ 2,132,845	$ 1,251,700

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2015 and 2014

7. SCHEDULE OF FUNCTIONAL EXPENSES:

	For the Year Ended December 31, 2015			
		Supporting Activities		
	Program Services Expenses	General and Administrative	Marketing and Business Development	Total
Salaries and benefits	$ 1,533,976	$ 920,386	$ 613,590	$ 3,067,952
Contract services	85,242	109,418	-	194,660
Travel and meetings	182,791	109,674	73,116	365,581
Insurance	16,901	10,140	6,760	33,801
Legal	5,845	3,507	2,338	11,690
Recruiting	4,671	2,803	1,868	9,342
Printing and postage	4,689	2,813	1,875	9,377
Operations expense and supplies	38,781	23,269	15,512	77,562
Depreciation	13,457	8,074	5,383	26,913
Computer hardware and software	647	388	259	1,294
Advertising	-	-	126,824	126,824
Occupancy	5,365	3,219	2,146	10,730
	$ 1,892,363	$ 1,193,691	$ 849,672	$ 3,935,726

(continued)

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

December 31, 2015 and 2014

7. SCHEDULE OF FUNCTIONAL EXPENSES, continued:

| | For the Year Ended December 31, 2014 | | | |
| | Supporting Activities | | | |
	Program Services Expenses	General and Administrative	Marketing and Business Development	Total
Salaries and benefits	$ 767,824	$ 60,000	$ 40,000	$ 867,824
Contract services	4,746	24,523	-	29,269
Travel and meetings	103,191	16,633	11,089	130,913
Insurance	-	9,112	-	9,112
Legal	-	64,593	-	64,593
Recruiting	-	5,448	-	5,448
Printing and postage	-	2,662	-	2,662
Operations expense and supplies	-	24,796	-	24,796
Depreciation	-	6,812	-	6,812
Computer hardware and software	-	7,988	-	7,988
Advertising	-	-	42,517	42,517
Occupancy	-	17,206	-	17,206
	$ 875,761	$ 239,773	$ 93,606	$ 1,209,140

8. RETIREMENT PLAN:

Matchbook Learning has a 403(b) annuity retirement plan for employees. Employees make voluntary contributions into the plan. MLS currently matches employee contributions up to 4%. The MLS contribution is based upon the level of the employee contribution. The amount of the employer contributions for the year ended December 31, 2015, was $30,300.

9. SUBSEQUENT EVENTS:

Subsequent events have been evaluated through the report date, which represents the date the financial statements were available to be issued. Subsequent events after that date have not been evaluated. Matchbook elected to change its accounting period to a fiscal year, beginning June 30, 2016.

CAPINCROUSE LLP

INDEPENDENT ACCOUNTANTS' REVIEW REPORT

Board of Directors
Matchbook Learning Solutions, Inc.
Lawrenceville, Georgia

We have reviewed the accompanying financial statements of Matchbook Learning Solutions, Inc., which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows for the six month period then ended, and the related notes to the financial statements. A review includes primarily applying analytical procedures to management's financial data and making inquiries of company management. A review is substantially less in scope than an audit, the objective of which is the expression of an opinion regarding the financial statements as a whole. Accordingly we do not express an opinion.

Management's Responsibility for the Financial Statements
Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Accountant*s' Responsibility*
Our responsibility is to conduct a review engagement in accordance with *Statements on Auditing Standards for Accounting and Review Services* promulgated by the Accounting and Review Services Committee of the AICPA. Those standards require us to perform procedures to obtain limited assurance as a basis for reporting whether we are aware of any material modifications that should be made to the financial statements for them to be in accordance with accounting principles generally accepted in the United States of America. We believe the results of our procedures provide a reasonable basis for our conclusion.

Accountants' Responsibility
Based on our review, we are not aware of an material modifications that should be made to the accompanying financial statements in order for them to be in accordance with accounting principles generally accepted in the United States of America.

Report on 2015 Financial Statements
The December 31, 2015 financial statements were audited by us, and we expressed an unmodified opinion on them in our report dated November 10, 2016. We have not performed any auditing procedures since then.

Capin Crouse LLP

Lawrenceville, Georgia
May 5, 2017

1255 Lakes Parkway, Suite 130
Lawrenceville, GA 30043
678.518.5301
capincrouse.com

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MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Financial Position

		Six Months Ended June 30, 2016 (Reviewed)		Year Ended December 31, 2015 (Audited)
ASSETS:				
Current assets:				
Cash and cash equivalents	$	1,263,300	$	1,699,369
Accounts and other receivables–net		192,047		307,637
Prepaid expenses		-		44,599
		1,455,347		2,051,605
Property and equipment–net		490,476		239,419
Total Assets	$	1,945,823	$	2,291,024
LIABILITIES AND NET ASSETS:				
Current liabilities:				
Accounts payable	$	189,381	$	151,289
Accrued expenses		178,362		6,890
		367,743		158,179
Net assets:				
Unrestricted:				
Undesignated		1,087,604		1,893,426
Property and equipment–net		490,476		239,419
		1,578,080		2,132,845
Total Liabilities and Net Assets	$	1,945,823	$	2,291,024

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Activities

	For the Six Months Ended June 30, 2016 (Reviewed)			For the Year Ended December 31, 2015 (Audited)		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUE:						
Contributions	$ 80,000	$ -	$ 80,000	$ -	$ -	$ -
Program service income	3,241,476	-	3,241,476	3,622,114	940,000	4,562,114
Total Support and Revenue	3,321,476	-	3,321,476	3,622,114	940,000	4,562,114
RECLASSIFICATIONS:						
Satisfaction of purpose restrictions	-	-	-	990,000	(990,000)	-
EXPENSES:						
Program services expenses	2,666,450	-	2,666,450	2,678,159	-	2,678,159
Supporting activities:						
General and administrative	1,189,455	-	1,189,455	1,223,234	-	1,223,234
Marketing and business development	20,336	-	20,336	34,333	-	34,333
	1,209,791	-	1,209,791	1,257,567	-	1,257,567
Total Expenses	3,876,241	-	3,876,241	3,935,726	-	3,935,726
Change in Net Assets from Operations	(554,765)	-	(554,765)	676,388	(50,000)	626,388
NON-OPERATING ACTIVITIES:						
Forgiveness of indebtedness	-	-	-	254,757	-	254,757
Change in Net Assets	(554,765)	-	(554,765)	931,145	(50,000)	881,145
Net Assets, Beginning of Year	2,132,845	-	2,132,845	1,201,700	50,000	1,251,700
Net Assets, End of Year	$ 1,578,080	$ -	$ 1,578,080	$ 2,132,845	$ -	$ 2,132,845

See notes to financial statements

MATCHBOOK LEARNING SOLUTIONS, INC.

Statements of Cash Flows

	Six Months Ended June 30, 2016 (Reviewed)	Year Ended December 31, 2015 (Audited)
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	$ (554,765)	$ 626,388
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Accounts receivables–net	115,590	106,066
Grants receivable	-	50,000
Prepaid expenses	44,599	-
Depreciation	23,407	26,913
Changes in operating assets and liabilities:		
Accounts payable	38,092	100,979
Accrued expenses	171,472	590
Net Cash Provided (Used) by Operating Activities	(161,605)	910,936
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(274,464)	(256,688)
Net Cash Used by Investing Activities	(274,464)	(256,688)
CASH FLOWS FROM FINANCING ACTIVITIES:		
Receivables acquired from Touchstone Education, Inc.	-	508,457
Note payable	-	(250,000)
Interest payable acquired from Touchstone Education, Inc.	-	4,757
Net Cash Provided by Financing Activities	-	263,214
Net Change in Cash and Cash Equivalents	(436,069)	917,462
Cash and Cash Equivalents, Beginning of Year	1,699,369	781,907
Cash and Cash Equivalents, End of Year	$ 1,263,300	$ 1,699,369

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

1. NATURE OF ORGANIZATION:

   Matchbook Learning Solutions, Inc. (Matchbook) is a Georgia nonprofit corporation incorporated on February 18, 2011. Matchbook is exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code (Code) and comparable state laws, and contributions to Matchbook are tax deductible within the limitations prescribed by the Code. Matchbook has been classified as a publicly supported organization which is not a private foundation under Section 509(a)(1) of the Code. The primary office of Matchbook is Atlanta, Georgia.

   Matchbook is a national non-profit school turnaround charter management organization, whose mission is to turnaround our nation's failing K-12 public schools using a student-centered model of school that personalizes teaching and learning for each student by leveraging technology and face-to-face instruction. The organization is supported by management fees from charter school contracts and grants from foundations.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

   The financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the statements to the reader. During 2016, Matchbook changed from a calendar year accounting period to a fiscal year accounting period ending June 30th.

   ESTIMATES

   The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts and disclosures at the date of the financial statements. Actual results could differ from those estimates.

   CASH AND CASH EQUIVALENTS

   Cash and cash equivalents consist of cash held in checking, savings, and money market accounts. While Matchbook maintains cash and cash equivalents in bank deposit accounts which, at times, exceed federally insured limits, Matchbook has not experienced any losses in such accounts. Management believes it is not exposed to any significant credit risk on cash and cash equivalents.

   ACCOUNTS AND OTHER RECEIVABLES–NET

   Accounts and other receivables–net consist of grants and trade receivables from a donor and from clients. The client receivables represent fees for services rendered. Accounts receivable are reported net of any anticipated losses due to uncollectible accounts. Uncollectible accounts are reported as additions to the provision for uncollectible accounts receivable when it is determined the amounts will become uncollectible, which is typically when the account is 9 months old. Matchbook does not assess finance charges. The provision for uncollectible accounts is maintained at a level which, in management's judgment, is adequate to absorb potential losses inherent in the receivable portfolio. The amount of the provision is based on management's evaluation of the collectability of the receivables, including the nature of the portfolio, trends in historical loss experience, specific impaired accounts, and economic conditions. The provision for uncollectible accounts is computed as $12,041 for the six months ended June 30, 2016.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

2. <u>SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued:</u>

PROPERTY AND EQUIPMENT

Items capitalized as property and equipment are stated at cost or, if donated, at market value on the date of donation in excess of $2,000. Matchbook reports donations of property and equipment as unrestricted support unless explicit donor stipulations specify how the donated assets must be used. Matchbook reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service. Depreciation is computed using the straight-line method over the estimated useful lives of the assets as follows:

Office and equipment	5 - 7 years
Computers	12 years
Software	9 years

NET ASSETS

The financial statements report amounts separately by class of net assets:

Unrestricted amounts are currently available at the discretion of the administrative leaders for use in operations. Equity in property and equipment represents amounts invested in property and equipment, net of accumulated depreciation and related debt.

Temporarily restricted amounts are contributed with donor stipulations for specific operating purposes or programs, with time restrictions, or not currently available for use until commitments regarding their use have been fulfilled.

REVENUES, EXPENSES, AND RECLASSIFICATIONS

Revenue is recognized when earned and support when contributions are made, which may be when cash is received, unconditional promises are made, or ownership of donated assets is transferred to Matchbook.

Matchbook reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated amounts. When a stipulated time restriction ends or purpose restriction is satisfied, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Donated goods (including securities, property, and equipment) are recorded at fair value at the date of the gift.

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, continued:

REVENUES, EXPENSES, AND RECLASSIFICATIONS, continued

Expenses are recorded when incurred in accordance with the accrual basis of accounting. The costs of providing various program services and supporting activities of Matchbook have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among the program services and supporting activities benefited.

RECLASSIFICATION

Certain information from the prior year reviewed financial statements has been reclassified to conform to the current year presentation.

UNCERTAIN TAX POSITIONS

The financial statements effects of a tax position taken or expected to be taken are recognized in the financial statements when it is more likely than not, based on the technical merits, that the position will be sustained upon examination. Interest and penalties, if any, are included in expenses in the statements of activities. As of June 30, 2016, Matchbook had no uncertain tax positions that qualify for recognition or disclosure in the financial statements.

3. PROPERTY AND EQUIPMENT–NET:
    Property and equipment–net consist of:

	June 30, 2016 (Reviewed)	December 31, 2015 (Audited)
Computers and equipment	$ 26,210	$ 26,210
Web site development costs	195,188	54,188
Software development	335,964	202,500
	557,362	282,898
Less accumulated depreciation	(66,886)	(43,479)
	$ 490,476	$ 239,419

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

4. SCHEDULE OF FUNCTIONAL EXPENSES:

| | For the Six Months Ended June 30, 2016 (Reviewed) | | | |
| | | Supporting Activities | | |
	Program Services Expenses	General and Administrative	Marketing and Business Development	Total
Salaries and benefits	$ 2,243,978	$ 990,147	$ 15,315	$ 3,249,440
Contract services	94,511	40,504	-	135,015
Travel and meetings	165,131	80,094	5,021	250,246
Insurance	2,813	1,205	-	4,018
Legal	-	8,928	-	8,928
Recruiting	349	149	-	498
Printing and postage	3,517	1,507	-	5,024
Operations expense and supplies	50,479	21,634	-	72,113
Depreciation	16,385	7,022	-	23,407
Computer hardware and software	1,992	853	-	2,845
Advertising	85,096	36,469	-	121,565
Occupancy	2,199	943	-	3,142
	$ 2,666,450	$ 1,189,455	$ 20,336	$ 3,876,241

MATCHBOOK LEARNING SOLUTIONS, INC.

Notes to Financial Statements

For the Six Months Ended June 30, 2016 (Reviewed) and Year Ended December 31, 2015 (Audited)

4. SCHEDULE OF FUNCTIONAL EXPENSES, continued:

	For the Year Ended December 31, 2015 (Audited)			
		Supporting Activities		
	Program Services Expenses	General and Administrative	Marketing and Business Development	Total
Salaries and benefits	$ 2,093,963	$ 947,187	$ 26,802	$ 3,067,952
Contract services	136,262	58,398	-	194,660
Travel and meetings	240,844	117,206	7,531	365,581
Insurance	23,661	10,140	-	33,801
Legal	-	11,690	-	11,690
Recruiting	6,539	2,803	-	9,342
Printing and postage	6,564	2,813	-	9,377
Operations expense and supplies	54,293	23,269	-	77,562
Depreciation	18,839	8,074	-	26,913
Computer hardware and software	906	388	-	1,294
Advertising	88,777	38,047	-	126,824
Occupancy	7,511	3,219	-	10,730
	$ 2,678,159	$ 1,223,234	$ 34,333	$ 3,935,726

5. RETIREMENT PLAN:

Matchbook Learning has a 403(b) annuity retirement plan for employees. Employees make voluntary contributions into the plan. Matchbook currently matches employee contributions up to 4%. The Matchbook contribution is based upon the level of the employee contribution. The amount of the employer contributions for the six months ended June 30, 2016, was $19,072.

6. SUBSEQUENT EVENTS:

Subsequent events have been evaluated through the report date, which represents the date the financial statements were available to be issued. Subsequent events after that date have not been evaluated. Matchbook's school management contracts in Newark and Detroit will end on June 30, 2017. Matchbook is expecting to be awarded a new long-term (up to 7 years) charter management contract to do a charter restart in Indianapolis in 2018.

Attachment 28: Matchbook Learning Indianapolis School Budget

First Fiscal Year Cash Flow Analysis & Assumptions

Enter Name of School and Applicable Fiscal Year

Matchbook Learning	18-19

Enter Revenue Assumptions below

	Income	July	August	September	October	November	December	January	February	March	April	May	June	Total
1	Basic Grant	$ 260,019.38	$ 260,019.38	$ 260,019.38	$ 260,019.38	$ 260,019.38	$ 260,019.38	$ 260,019.38	$ 260,019.38	$260,019.38	$ 260,019.38	$ 260,019.38	$ 260,019.38	$ 3,120,232.50
2	Student Breakfast													$ -
3	Student Lunch													$ -
4	State Matching Funds													$ -
5	Federal Lunch Program		$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 24,405.52	$ 268,460.67
6	Federal Breakfast Reimbursement		$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 11,400.19	$ 125,402.06
7	Committed Donations													$ -
8	State Remediation Program													$ -
9	Title I				$ 112,216.67	$ 28,054.17	$ 28,054.17	$ 28,054.17	$ 28,054.17	$ 28,054.17	$ 28,054.17	$ 28,054.17	$ 28,054.17	$ 336,650.00
10	Title II (Professional Development)				$ 15,150.00	$ 3,787.50	$ 3,787.50	$ 3,787.50	$ 3,787.50	$ 3,787.50	$ 3,787.50	$ 3,787.50	$ 3,787.50	$ 45,450.00
11	Title III													$ -
12	Title IV													$ -
13	IDEA 611/619							$ 9,265.10	$ 9,265.10	$ 9,265.10	$ 9,265.10	$ 9,265.10	$ 9,265.10	$ 55,590.63
14	State Special Education Support							$ 15,183.85	$ 15,183.85	$ 15,183.85	$ 15,183.85	$ 15,183.85	$ 15,183.85	$ 91,103.13
15	Other Federal Grants													$ -
16	Interest Income													$ -
17	Textbook Fees													$ -
18	Texbook Reimbursement							$ 33,750.00						$ 33,750.00
19	Before and after care													$ -
20	Other Income													$ -
21	Other local income													$ -
22	Overpayments/Refunds													$ -
23	Walton Start-up Grant	$ 325,000.00												$ 325,000.00
24	The Mind Trust Start-up Grant	$ 125,000.00												$ 125,000.00
25	The Mind Trust Parent Coordinator	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 4,166.67	$ 50,000.00
	Total Income	$ 714,186.04	$ 299,991.74	$ 299,991.74	$ 427,358.41	$ 331,833.41	$ 331,833.41	$ 390,032.37	$ 356,282.37	$356,282.37	$ 356,282.37	$ 356,282.37	$ 356,282.37	$ 4,576,638.98
	Total Expense	$ 650,906.64	$ 369,966.64	$ 304,883.30	$ 302,751.64	$ 291,475.39	$ 296,475.39	$ 314,197.83	$ 297,697.83	$292,697.83	$ 294,197.83	$ 292,697.83	$ 322,697.83	$ 4,030,645.98
	Net Income	$ 63,279.41	$ (69,974.89)	$ (4,891.56)	$ 124,606.78	$ 40,358.03	$ 35,358.03	$ 75,834.54	$ 58,584.54	$ 63,584.54	$ 62,084.54	$ 63,584.54	$ 33,584.54	$ 545,993.01
	Beginning Cash Balance		$ 63,279.41	$ (6,695.48)	$ (11,587.04)	$ 113,019.73	$ 153,377.76	$ 188,735.79	$ 264,570.32	$323,154.86	$ 386,739.40	$ 448,823.93	$ 512,408.47	
	Ending Cash Balance	$ 63,279.41	$ (6,695.48)	$ (11,587.04)	$ 113,019.73	$ 153,377.76	$ 188,735.79	$ 264,570.32	$ 323,154.86	$386,739.40	$ 448,823.93	$ 512,408.47	$ 545,993.01	

	Income	Total	Expense by	Net Income	Assumptions
1	Basic Grant	$ 3,120,232.50	$ 2,301,251.31	$ 818,981.19	
2	Student Breakfast	$ -	$ -	$ -	
3	Student Lunch	$ -	$ -	$ -	
4	State Matching Funds	$ -	$ -	$ -	
5	Federal Lunch Program	$ 268,460.67	$ -	$ 268,460.67	Westside Community
6	Federal Breakfast Reimbursement	$ 125,402.06	$ -	$ 125,402.06	School ($7,968/240),
7	Committed Donations	$ -	$ -	$ -	
8	State Remediation Program	$ -	$ -	$ -	
9	Title I	$ 336,650.00	$ 204,000.00	$ 132,650.00	School ($12,500/240),
10	Title II (Professional Development)	$ 45,450.00	$ -	$ 45,450.00	($1667/240)+Paramou
11	Title III	$ -	$ -	$ -	
12	Title IV	$ -	$ -	$ -	
13	IDEA 611/619	$ 55,590.63	$ 170,160.00	$ (114,569.38)	($2500/240/Jan),
14	State Special Education Support	$ 91,103.13	$ -	$ 91,103.13	($6795/240/Jul),
15	Other Federal Grants	$ -	$ -	$ -	
16	Interest Income	$ -	$ -	$ -	
17	Textbook Fees	$ -	$ -	$ -	
18	Texbook Reimbursement	$ 33,750.00	$ -	$ 33,750.00	charters
19	Before and after care	$ -	$ -	$ -	
20	Other Income	$ -	$ -	$ -	
21	Other local income	$ -	$ -	$ -	
22	Overpayments/Refunds	$ -	$ -	$ -	
23	Walton Start-up Grant	$ 325,000.00	$ -	$ 325,000.00	
24	The Mind Trust Start-up Grant	$ 125,000.00	$ 60,000.00	$ 65,000.00	
25	The Mind Trust Parent Coordinator	$ 50,000.00	$ -	$ 50,000.00	grant starts 7/1/17
	Total Income	**$ 4,576,638.98**			
	Total Expense	**$ 4,030,645.98**			
	Net Income	**$ 545,993.01**			
	Beginning Cash Balance				
	Ending Cash Balance				

Five-Year Budget

	Income	Pre-Opening	2018-19	2019-20	2020-21	2021-22	2022-23
1	Basic Grant		$3,120,232.50	$3,120,232.50	$3,304,846.26	$3,544,714.13	$3,800,306.67
2	Student Breakfast		$ -				
3	Student Lunch		$ -				
4	State Matching Funds		$ -				
5	Federal Lunch Program		$ 268,460.67	$268,460.67	$284,344.59	$290,459.53	$296,574.47
6	Federal Breakfast Reimbursement		$ 125,402.06	$125,402.06	$132,821.68	$135,678.06	$138,534.45
7	Committed Donations		$ -				
8	State Remediation Program		$ -				
9	Title I		$ 336,650.00	$336,650.00	$356,568.46	$364,236.60	$371,904.74
10	Title II (Professional Development)		$ 45,450.00	$45,450.00	$48,139.13	$49,174.38	$50,209.63
11	Title III		$ -				
12	Title IV		$ -				
13	IDEA 611/619		$ 55,590.63	$55,590.63	$58,879.74	$60,145.97	$61,412.20
14	State Special Education Support		$ 91,103.13	$91,103.13	$96,493.39	$98,568.52	$100,643.65
15	Other Federal Grants		$ -				
16	Interest Income		$ -				
17	Textbook Fees		$ -				
18	Texbook Reimbursement		$ 33,750.00	$33,750.00	$35,746.88	$36,515.63	$37,284.38
19	Before and after care		$ -				
20	Other Income		$ -				
21	Other local income		$ -				
22	Overpayments/Refunds		$ -				
23	Walton Grant		$ 325,000.00				
24	The Mind Trust Implementation Grant		$ 125,000.00				
25	The Mind Trust Parent Coordinator Grant	$ 50,000.00	$ 50,000.00	$ 25,000.00			
	Total Income	**$ 50,000.00**	**$ 4,576,638.98**	**$ 4,101,638.98**	**$ 4,317,840.12**	**$ 4,579,492.81**	**$ 4,856,870.17**
	Total Expense	**$ 48,000.00**	**$ 4,030,645.98**	**$ 4,041,984.11**	**$ 4,293,891.54**	**$ 4,540,294.82**	**$ 4,800,904.39**
	Net Income	**$ 2,000.00**	**$ 545,993.01**	**$ 59,654.87**	**$ 23,948.59**	**$ 39,197.99**	**$ 55,965.78**
	Beginning Cash Balance		**$ 2,000.00**	**$ 547,993.01**	**$ 607,647.88**	**$ 631,596.46**	**$ 670,794.45**
	Ending Cash Balance	**$ 2,000.00**	**$ 547,993.01**	**$ 607,647.88**	**$ 631,596.46**	**$ 670,794.45**	**$ 726,760.24**

Salaries, Wages, & Benefits Years 0-5

Year 0

				Year 0: Pre-Opening				
Position Title	Revenue Detail	Expense Type	# FTE's with Position Title	First Month on Payroll	Salary	Benefits Estimate	Total	Assumptions
Principal	Other (please specify)	t Academic Achiev	1.00	July	$ -	$ -	$ -	TMT Fellowship
DPL	Basic Grant	Administrative	2.00	July		$ -	$ -	
Ops Mgr	Basic Grant	Operational	2.00	July				
Dean of Culture	Title I	t Academic Achiev	1.00	July		$ -	$ -	
Sped Director	IDEA 611/619	t Academic Achiev	1.00	July		$ -	$ -	
IT Manager	Basic Grant	Operational	1.50	July		$ -	$ -	
Office Admin	Basic Grant	Administrative	2.00	July		$ -	$ -	
Teachers	Basic Grant	t Academic Achiev	18.75	July		$ -	$ -	
Nurse	Basic Grant	nt Instructional Su	1.00	July		$ -	$ -	
Social Worker	Basic Grant	nt Instructional Su	1.00	July		$ -	$ -	
Teacher Aides	Title I	nt Instructional Su	4.69	July		$ -	$ -	
Para Professional	IDEA 611/619	nt Instructional Su	4.00	July		$ -	$ -	
Custodian	Basic Grant	Occupancy	1.00	July		$ -	$ -	
Parent Coordinator	Mind Trust Start-up G	Operational	1.00	July	$ 40,000.00	$ 8,000.00	$ 48,000.00	funded by TMT Parent g
						$ -	$ -	
CEO	Basic Grant	Administrative	1.00	July			$ -	
CTO	Basic Grant	Operational	1.00	July			$ -	
Spark Developer	Basic Grant	nt Instructional Su	1.00	July				

Year 1

				Year 1			
Position Title	Revenue Detail	Expense Type	# FTE's with Position Title	Salary	Benefits Estimate	Total	Assumptions
Principal	Other (please specify)	t Academic Achiev	1	$ 125,000.00	$ 25,000.00	150,000.00	eligible for bonus tied to results
DPL	Basic Grant	Administrative	2	$ 80,000.00	$ 16,000.00	192,000.00	
Ops Mgr	Basic Grant	Operational	2	$ 60,000.00	$ 12,000.00	144,000.00	
Dean of Culture	Title I	t Academic Achiev	1	$ 80,000.00	$ 16,000.00	96,000.00	
Sped Director	IDEA 611/619	t Academic Achiev	1	$ 65,000.00	$ 13,000.00	78,000.00	
IT Manager	Basic Grant	Operational	1.5	$ 50,000.00	$ 10,000.00	90,000.00	
Office Admin	Basic Grant	Administrative	2	$ 30,000.00	$ 6,000.00	72,000.00	
Teachers	Basic Grant	t Academic Achiev	18.75	$ 50,000.00	$ 10,000.00	1,125,000.00	1:24; Mayor charter avg $41,499
Nurse	Basic Grant	nt Instructional Su	1	$ 30,000.00	$ 6,000.00	36,000.00	
Social Worker	Basic Grant	nt Instructional Su	1	$ 35,000.00	$ 7,000.00	42,000.00	
Teacher Aides	Title I	nt Instructional Su	4.69	$ 19,200.00	$ 3,840.00	108,000.00	$12/hr based on Mayoral charter av
Para Professional	IDEA 611/619	nt Instructional Su	4.00	$ 19,200.00	$ 3,840.00	92,160.00	$12/hr based on Mayoral charter av
Custodian	Basic Grant	Occupancy	1.00	$ 30,000.00	$ 6,000.00	36,000.00	
Parent Coordinator	Mind Trust Start-up G	Operational	1.00	$ 50,000.00	$ 10,000.00	60,000.00	funded by TMT parent grant
					$ -	0.00	
CEO	Basic Grant	Administrative	1	$ 175,000.00	$ 35,000.00	210,000.00	
CTO	Basic Grant	Operational	1	$ 140,000.00	$ 28,000.00	168,000.00	
Spark Developer	Basic Grant	nt Instructional Su	1	$ 95,000.00	$ 19,000.00	$ 3,800.00	

Year 2

Position Title	Revenue Detail	Expense Type	# FTE's with Position Title	Salary	Benefits Estimate	Total	Assumptions
Principal	Other (please specify)	t Academic Achiev	1.00	$ 131,250.00	$ 26,250.00	$ 157,500.00	eligible for bonus tied to re
DPL	Basic Grant	Administrative	2.00	$ 84,000.00	$ 16,800.00	$ 201,600.00	
Ops Mgr	Basic Grant	Operational	2.00	$ 63,000.00	$ 12,600.00	$ 151,200.00	
Dean of Culture	Title I	t Academic Achiev	1.00	$ 84,000.00	$ 16,800.00	$ 100,800.00	
Sped Director	IDEA 611/619	t Academic Achiev	1.00	$ 68,250.00	$ 13,650.00	$ 81,900.00	
IT Manager	Basic Grant	Operational	1.50	$ 52,500.00	$ 10,500.00	$ 94,500.00	
Office Admin	Basic Grant	Administrative	2.00	$ 31,500.00	$ 6,300.00	$ 75,600.00	
Teachers	Basic Grant	t Academic Achiev	18.75	$ 52,500.00	$ 10,500.00	$ 1,181,250.00	1:24 student/teacher ratio
Nurse	Basic Grant	nt Instructional Su	1.00	$ 31,500.00	$ 6,300.00	$ 37,800.00	
Social Worker	Basic Grant	nt Instructional Su	1.00	$ 36,750.00	$ 7,350.00	$ 44,100.00	
Teacher Aides	Title I	nt Instructional Su	4.69	$ 20,160.00	$ 4,032.00	$ 113,400.00	1/4 classrooms have an aid
Para Professional	IDEA 611/619	nt Instructional Su	4.00	$ 20,160.00	$ 4,032.00	$ 96,768.00	
Custodian	Basic Grant	Occupancy	1.00	$ 31,500.00	$ 6,300.00	$ 37,800.00	
Parent Coordinator	Mind Trust Start-up G	Operational	1.00	$ 50,000.00	$ 10,000.00	$ 60,000.00	funded by TMT parent gra
					$ -	$ -	
CEO	Basic Grant	Administrative	1	$ 183,750.00	$ 36,750.00	220,500.00	
CTO	Basic Grant	Operational	1	$ 147,000.00	$ 29,400.00	176,400.00	
Spark Developer	Basic Grant	nt Instructional Su	1	$ 99,750.00	$ 19,950.00	119,700.00	

Year 3

Position Title	Revenue Detail	Expense Type	# FTE's with Position Title	Salary	Benefits Estimate	Total	Assumptions
Principal	Other (please specify)	t Academic Achiev	1.00	$ 137,812.50	$ 27,562.50	$ 165,375.00	eligible for bonus tied t
DPL	Basic Grant	Administrative	2.00	$ 88,200.00	$ 17,640.00	$ 211,680.00	
Ops Mgr	Basic Grant	Operational	2.00	$ 66,150.00	$ 13,230.00	$ 158,760.00	
Dean of Culture	Title I	t Academic Achiev	1.00	$ 88,200.00	$ 17,640.00	$ 105,840.00	
Sped Director	IDEA 611/619	t Academic Achiev	1.00	$ 71,662.50	$ 14,332.50	$ 85,995.00	
IT Manager	Basic Grant	Operational	1.50	$ 55,125.00	$ 11,025.00	$ 99,225.00	
Office Admin	Basic Grant	Administrative	2.00	$ 33,075.00	$ 6,615.00	$ 79,380.00	
Teachers	Basic Grant	t Academic Achiev	19.38	$ 55,125.00	$ 11,025.00	$ 1,281,656.25	1:24 student/teacher ra
Nurse	Basic Grant	nt Instructional Su	1.00	$ 33,075.00	$ 6,615.00	$ 39,690.00	
Social Worker	Basic Grant	nt Instructional Su	1.00	$ 38,587.50	$ 7,717.50	$ 46,305.00	
Teacher Aides	Title I	nt Instructional Su	5	$ 21,168.00	$ 4,233.60	$ 123,039.00	1/4 classrooms have an
Para Professional	IDEA 611/619	nt Instructional Su	4.00	$ 21,168.00	$ 4,233.60	$ 101,606.40	
Custodian	Basic Grant	Occupancy	1.00	$ 33,075.00	$ 6,615.00	$ 39,690.00	
Parent Coordinator	Mind Trust Start-up G	Operational	1.00	$ 52,500.00	$ 10,500.00	$ 63,000.00	
					$ -	$ -	
CEO	Basic Grant	Administrative	1	$ 192,937.50	$ 38,587.50	231,525.00	
CTO	Basic Grant	Operational	1	$ 154,350.00	$ 30,870.00	185,220.00	
Spark Developer	Basic Grant	nt Instructional Su	1	$ 104,737.50	$ 20,947.50	125,685.00	

Year 4

Position Title	Revenue Detail	Expense Type	# FTE's with Position Title	Salary	Benefits Estimate	Total	Assumptions
Principal	Other (please specify)	t Academic Achiev	1.00	$ 144,703.13	$ 28,940.63	$ 173,643.75	eligible for bonus tied to results
DPL	Basic Grant	Administrative	2.00	$ 92,610.00	$ 18,522.00	$ 222,264.00	
Ops Mgr	Basic Grant	Operational	2.00	$ 69,457.50	$ 13,891.50	$ 166,698.00	
Dean of Culture	Title I	t Academic Achiev	1.00	$ 92,610.00	$ 18,522.00	$ 111,132.00	
Sped Director	IDEA 611/619	t Academic Achiev	1.00	$ 75,245.63	$ 15,049.13	$ 90,294.75	
IT Manager	Basic Grant	Operational	1.50	$ 57,881.25	$ 11,576.25	$ 104,186.25	
Office Admin	Basic Grant	Administrative	2.00	$ 34,728.75	$ 6,945.75	$ 83,349.00	
Teachers	Basic Grant	t Academic Achiev	20	$ 57,881.25	$ 11,576.25	$ 1,374,679.69	1:24 student/teacher ratio
Nurse	Basic Grant	nt Instructional Su	1.00	$ 34,728.75	$ 6,945.75	$ 41,674.50	
Social Worker	Basic Grant	nt Instructional Su	1.00	$ 40,516.88	$ 8,103.38	$ 48,620.25	
Teacher Aides	Title I	nt Instructional Su	5	$ 22,226.40	$ 4,445.28	$ 131,969.25	1/4 classrooms have an aide
Para Professional	IDEA 611/619	nt Instructional Su	4.00	$ 22,226.40	$ 4,445.28	$ 106,686.72	
Custodian	Basic Grant	Occupancy	1.00	$ 34,728.75	$ 6,945.75	$ 41,674.50	
Parent Coordinator	Mind Trust Start-up G	Operational	1.00	$ 55,125.00	$ 11,025.00	$ 66,150.00	
					$ -	$ -	
CEO	Basic Grant	Administrative	1.00	$ 202,584.38	$ 40,516.88	$ 243,101.25	
CTO	Basic Grant	Operational	1.00	$ 162,067.50	$ 32,413.50	$ 194,481.00	
Spark Developer	Basic Grant	nt Instructional Su	1.00	$ 109,974.38	$ 21,994.88	$ 131,969.25	

Year 5

Position Title	Revenue Detail	Expense Type	# FTE's with Position Title	Salary	Benefits Estimate	Total	Assumptions
Principal	Other (please specify)	t Academic Achiev	1.00	$ 151,938.28	$ 30,387.66	$ 182,325.94	eligible for bonus tied to results
DPL	Basic Grant	Administrative	2.00	$ 97,240.50	$ 19,448.10	$ 233,377.20	
Ops Mgr	Basic Grant	Operational	2.00	$ 72,930.38	$ 14,586.08	$ 175,032.90	
Dean of Culture	Title I	t Academic Achiev	1.00	$ 97,240.50	$ 19,448.10	$ 116,688.60	
Sped Director	IDEA 611/619	t Academic Achiev	1.00	$ 79,007.91	$ 15,801.58	$ 94,809.49	
IT Manager	Basic Grant	Operational	1.50	$ 60,775.31	$ 12,155.06	$ 109,395.56	
Office Admin	Basic Grant	Administrative	2.00	$ 36,465.19	$ 7,293.04	$ 87,516.45	
Teachers	Basic Grant	t Academic Achiev	20	$ 60,775.31	$ 12,155.06	$ 1,473,801.33	1:24 student/teacher ratio
Nurse	Basic Grant	nt Instructional Su	1.00	$ 36,465.19	$ 7,293.04	$ 43,758.23	
Social Worker	Basic Grant	nt Instructional Su	1.00	$ 42,542.72	$ 8,508.54	$ 51,051.26	
Teacher Aides	Title I	nt Instructional Su	5	$ 23,337.72	$ 4,667.54	$ 141,484.93	1/4 classrooms have an aide
Para Professional	IDEA 611/619	nt Instructional Su	4.00	$ 23,337.72	$ 4,667.54	$ 112,021.06	
Custodian	Basic Grant	Occupancy	1.00	$ 36,465.19	$ 7,293.04	$ 43,758.23	
Parent Coordinator	Mind Trust Start-up G	Operational	1.00	$ 57,881.25	$ 11,576.25	$ 69,457.50	
					$ -	$ -	
CEO	Basic Grant	Administrative	1.00	$ 212,713.59	$ 42,542.72	$ 255,256.31	
CTO	Basic Grant	Operational	1.00	$ 170,170.88	$ 34,034.18	$ 204,205.05	
Spark Developer	Basic Grant	nt Instructional Su	1.00	$ 115,473.09	$ 23,094.62	$ 138,567.71	

Supplies/Materials/Equipment

Description	Revenue	Expen	Start	Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptions
Student Laptops				$300/ea, 5% overage, google	$157,500.00												157,500.00	increase in student enrolment &
Staff Laptops				Macbook Airs $850 + 4 years of	$44,937.50												44,937.50	increase in teachers & 10%
Digital Curriculum & Curricular Tools, SIS,				$100/student	$45,000.00												45,000.00	annual per pupil
Performance Series & Illuminate Assessments				Illuminate $12K; Perf Series $5K	$17,000.00												17,000.00	annual per school
Wireless Access Points				eRate													-	IPS school tech ready on handover
Server				eRate													-	IPS school tech ready on handover
Digital Large Screen TV for PD				$1,000	$1,000.00												1,000.00	one-time
JAZZ HR Recruiting Platform				$119/mo	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	119.00	1,428.00	annual
Judgment Index Recruiting Profiles				$120/recruit	$13,440.00												13,440.00	annual talent recruitment
Photocopying/Printing/Postage/Shipping				$10K copying/$5K report card	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	20,000.00	annual
Laptop carts				$1500/teacher	$28,125.00												28,125.00	net increase in teachers
LCD projector				$400/teacher	$7,500.00												7,500.00	net increase in teachers
Student Headphones				$20/student	$9,000.00												9,000.00	net increase in students + 10% repl
Copiers				$7K/year for 3-4 copiers	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	583.33	7,000.00	annual
Laptop covers, surge protectors, speakers				covers $20/ea, speakers $40,	$15,187.50												15,187.50	10% replacement
School/Teacher Supplies					$30,000.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	$2,500.00	55,000.00	10% replacement

Years 1-3

Description	Total (Year 1)	Assumptions	Annual Cost (Year 2)	Assumptions	Annual Cost (Year 3)	Assumptions
Student Laptops	$157,500.00	increase in student enrolment &	15,750.00	increase in student enrolment &	21,000.00	increase in student enrolment &
Staff Laptops	$44,937.50	increase in teachers & 10%	4,493.75	increase in teachers & 10%	5,991.67	increase in teachers & 10%
Digital Curriculum & Curricular Tools, SIS,	$45,000.00	annual per pupil	112,500.00	annual per pupil	116,250.00	annual per pupil
Performance Series & Illuminate Assessments	$17,000.00	annual per school	17,000.00	annual per school	17,000.00	annual per school
Wireless Access Points	$ -	IPS school tech ready on handover	-	IPS school tech ready on handover	-	IPS school tech ready on handover
Server	$ -	IPS school tech ready on handover	-	IPS school tech ready on handover	-	IPS school tech ready on handover
Digital Large Screen TV for PD	$1,000.00	one-time	-	one-time	-	one-time
JAZZ HR Recruiting Platform	$1,428.00	annual	1,570.80	annual + 10% increase	1,727.88	annual + 10% increase
Judgment Index Recruiting Profiles	$13,440.00	annual talent recruitment	14,784.00	annual + 10% increase	16,262.40	annual + 10% increase
Photocopying/Printing/Postage/Shipping	$20,000.00	annual	20,000.00	annual	20,000.00	annual
Laptop carts	$28,125.00	net increase in teachers	-	net increase in teachers	937.50	net increase in teachers
LCD projector	$7,500.00	net increase in teachers	-	net increase in teachers	250.00	net increase in teachers
Student Headphones	$9,000.00	net increase in students + 10% repl	900.00	net increase in students + 10%	1,200.00	net increase in students + 10%
Copiers	$7,000.00	annual	7,000.00	annual	7,000.00	annual
Laptop covers, surge protectors, speakers	$15,187.50	10% replacement	1,518.75	10% replacement	1,518.75	10% replacement
School/Teacher Supplies	$55,000.00	10% replacement	5,500.00	10% replacement	5,500.00	10% replacement
Books, Curricular Supplies/Kits	$ -					

Years 4-5

Description	Total (Year 1)	Annual Cost (Year 4)	Assumptions	Annual Cost (Year 5)	Assumptions
Student Laptops	$157,500.00	24,500.00	increase in student enrolment &	28,000.00	increase in student enrolment &
Staff Laptops	$44,937.50	6,990.28	increase in teachers & 10%	7,988.89	increase in teachers & 10%
Digital Curriculum & Curricular Tools, SIS,	$45,000.00	118,750.00	annual per pupil	121,250.00	annual per pupil
Performance Series & Illuminate Assessments	$17,000.00	17,000.00	annual per school	17,000.00	annual per school
Wireless Access Points	$ -	-	IPS school tech ready on handover	-	IPS school tech ready on handover
Server	$ -	-	IPS school tech ready on handover	-	IPS school tech ready on handover
Digital Large Screen TV for PD	$1,000.00	-	one-time	-	one-time
JAZZ HR Recruiting Platform	$1,428.00	1,900.67	annual + 10% increase	2,090.73	annual + 10% increase
Judgment Index Recruiting Profiles	$13,440.00	17,888.64	annual + 10% increase	19,677.50	annual + 10% increase
Photocopying/Printing/Postage/Shipping	$20,000.00	20,000.00	annual	20,000.00	annual
Laptop carts	$28,125.00	625.00	net increase in teachers	625.00	net increase in teachers
LCD projector	$7,500.00	166.67	net increase in teachers	166.67	net increase in teachers
Student Headphones	$9,000.00	1,400.00	net increase in students + 10%	1,600.00	net increase in students + 10%
Copiers	$7,000.00	7,000.00	annual	7,000.00	annual
Laptop covers, surge protectors, speakers	$15,187.50	1,518.75	10% replacement	1,518.75	10% replacement
School/Teacher Supplies	$55,000.00	5,500.00	10% replacement	5,500.00	10% replacement
Books, Curricular Supplies/Kits	$ -				

Professional Services

Year 0-1

Description	Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	Total	Assumptio
Legal Fees	Bovis, Kyle & Burch + TMT assist	$ 5,000.00												$ 5,000.00	annual
Accounting & Payroll Processing	Jitasa - $1,500/mo	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 18,000.00	annual
Insurance	Domenick & Assoc - Gen Liab, etc	$ 30,000.00												$ 30,000.00	annual
Marketing & Design	Fivestone			$ 15,000.00				$ 15,000.00						$ 30,000.00	annual
Substitute Teachers	per MTA run-rate; 95%			$ 6,250.00	$ 6,250.00	$ 6,250.00	$ 6,250.00	$ 6,250.00	$ 6,250.00	$ 6,250.00	$ 6,250.00	$ 6,250.00	$ 6,250.00	$ 62,500.00	annual
Benefits Administration	Creative Benefits	$ 1,500.00			$ 1,500.00			$ 1,500.00			$ 1,500.00			$ 6,000.00	annual
Travel for Leadership	3 persons x $2000	$ 6,000.00												$ 6,000.00	annual
Annual Audit	$25,000 based on bids											$ 25,000.00		$ 25,000.00	annual
Spark Licensure Fee	5% of revenues, spark development, maintenance,	$ 13,000.97	$ 13,000.97	$ 13,000.97	$ 19,369.30	$ 14,593.05	$ 14,593.05	$ 15,815.50	$ 15,815.50	$ 15,815.50	$15,815.50	$ 15,815.50	$ 15,815.50	$ 182,451.31	5% of total revenues
Background Checks	Individual pays (Typically)													$ -	employee
Start up (Paint/Branding/etc)	school launch budget		$ 50,000.00											$ 50,000.00	one-time
Security	outsourced	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 8,333.33	$ 100,000.00	annual
Cleaning	outsourced ($100K-$125K)	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$10,416.67	$ 10,416.67	$ 10,416.67	$ 125,000.00	annual
Nursing	outsourced			$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 50,000.00	annual
Food Service	Reimbursable													$ -	annual
Waste Disposal	outsourced sanitation co	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 6,000.00	annual
Recruitment (Student or Staff)?	advertising via JAZZ platform	$ 5,000.00	$ 5,000.00				$ 5,000.00	$ 5,000.00	$ 5,000.00	$ -	$ -	$ -	$ -	$ 25,000.00	mostly one-
Uniform Provider	600 x $12 x 2 (+ extra)		$ 20,000.00											$ 20,000.00	mostly one-
Travel	Philly Tech Team Support	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 24,000.00	annual
Telecommunications														$ -	annual
Special Ed - Related Services	based on MP outsourced contract			$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$ 10,416.67	$10,416.67	$ 10,416.67	$ 10,416.67	$ 104,166.67	annual
Water Coolers	$100/mo	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 1,200.00	annual
Field Trips				$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 2,000.00	$ 20,000.00	annual

Years 1-5

Description	Assumptions	Year 1 Total	Assumptio	Year 2 Annual Cost	Assumption	Year 3 Annual Cost	Assumptions	Year 4 Annual Cost	Assumptio	Year 5 Annual Cost	Assumpti
Legal Fees	Bovis, Kyle & Burch + TMT assist	$ 5,000.00	annual	$ 5,250.00	annual	$ 5,512.50	annual	$ 5,788.13	annual	$ 6,077.53	annual
Accounting & Payroll Processing	Jitasa - $1,500/mo	$ 18,000.00	annual	$ 18,900.00	annual	$ 19,845.00	annual	$ 20,837.25	annual	$ 21,879.11	annual
Insurance	Domenick & Assoc - Gen Liab, etc	$ 30,000.00	annual	$ 31,500.00	annual	$ 33,075.00	annual	$ 34,728.75	annual	$ 36,465.19	annual
Marketing & Design	Fivestone	$ 30,000.00	annual	$ 31,500.00	annual	$ 33,075.00	annual	$ 34,728.75	annual	$ 36,465.19	annual
Substitute Teachers	per MTA run-rate; 95%	$ 62,500.00	annual	$ 65,625.00	annual	$ 68,906.25	annual	$ 72,351.56	annual	$ 75,969.14	annual
Benefits Administration	Creative Benefits	$ 6,000.00	annual	$ 6,300.00	annual	$ 6,615.00	annual	$ 6,945.75	annual	$ 7,293.04	annual
Travel for Leadership	3 persons x $2000	$ 6,000.00	annual	$ 6,300.00	annual	$ 6,615.00	annual	$ 6,945.75	annual	$ 7,293.04	annual
Annual Audit	$25,000 based on bids	$ 25,000.00	annual	$ 26,250.00	annual	$ 27,562.50	annual	$ 28,940.63	annual	$ 30,387.66	annual
Spark Licensure Fee	5% of revenues, spark development, maintenance, training, R&D and scale	$ 182,451.31	5% of total revenues	$ 184,138.81	5% of total revenues	$ 195,033.69	5% of total revenues	$ 207,667.76	5% of total revenues	$ 221,088.06	total revenues
Background Checks	Individual pays (Typically)	$ -	employee		employee		employee		employee		employee
Start up (Paint/Branding/etc)	school launch budget	$ 50,000.00	one-time								
Security	outsourced	$ 100,000.00	annual	$ 105,000.00	annual	$ 110,250.00	annual	$ 115,762.50	annual	$ 121,550.63	annual
Cleaning	outsourced ($100K-$125K)	$ 125,000.00	annual	$ 131,250.00	annual	$ 137,812.50	annual	$ 144,703.13	annual	$ 151,938.28	annual
Nursing	outsourced	$ 50,000.00	annual	$ 52,500.00	annual	$ 55,125.00	annual	$ 57,881.25	annual	$ 60,775.31	annual
Food Service	Reimbursable	$ -	annual	$ -	annual	$ -	annual	$ -	annual	$ -	annual
Waste Disposal	outsourced sanitation co	$ 6,000.00	annual	$ 6,300.00	annual	$ 6,615.00	annual	$ 6,945.75	annual	$ 7,293.04	annual
Recruitment (Student or Staff)?	advertising via JAZZ platform	$ 25,000.00	annual	$ 26,250.00	annual	$ 27,562.50	annual	$ 28,940.63	annual	$ 30,387.66	annual
Uniform Provider	600 x $12 x 2 (+ extra)	$ 20,000.00	mostly one-	$ 21,000.00		$ 22,050.00		$ 23,152.50		$ 24,310.13	
Travel	Philly Tech Team Support	$ 24,000.00	annual	$ 25,200.00	annual	$ 26,460.00		$ 27,783.00		$ 29,172.15	annual
Telecommunications		$ -	annual	$ -	annual	$ -	annual	$ -	annual	$ -	annual
Special Ed - Related Services	based on MP outsourced contract	$ 104,166.67	annual	$ 109,375.00	annual	$ 114,843.75	annual	$ 120,585.94	annual	$ 126,615.23	annual
Water Coolers	$100/mo	$ 1,200.00	annual	$ 1,260.00	annual	$ 1,323.00	annual	$ 1,389.15	annual	$ 1,458.61	annual
Field Trips		$ 20,000.00	annual	$ 21,000.00	annual	$ 22,050.00	annual	$ 23,152.50	annual	$ 24,310.13	annual

Utilities, Rent, Leasehold Improvements

Description	Revenue Detail	Expense Type	Year 0: Pre-Opening Start Up Cost	Assumptions
Lease with IPS	▼	▼		charter restart; IPS bldg

Misc. Budget Items

Description	July	August	Septemb	October	November	Decembe	January	February	March	April	May	June	Total	Assumptions
End of Year Teacher & Staff Appreciation Gala											$ 5,000.00		$ 5,000.00	annual
When I Grow Up...dream campaign				$ 5,000.00									$ 5,000.00	annual
Staff Uniforms/School SWAG	$2,000.00												$ 2,000.00	annual
Misc meals for school tours, stakeholder visits, staff PD lunches	$ 250.00	$ 500.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$250.00	$250.00	$ 250.00	$ 3,250.00	annual

	Year 1		Year 2		Year 3		Year 4		Year 5	
				Misc						
Description	Total	Assumptions	Annual Cost	Assumptions	Annual Cost	Assumptions	Annual Cost	Assumptions	Annual Cost	Assumptions
End of Year Teacher & Staff Appreciation Gala	$ 5,000.00	annual	$ 5,000.00	annual	$ 5,000.00	annual	$ 5,000.00	annual	$ 5,000.00	annual
When I Grow Up...dream campaign	$ 5,000.00	annual	$ 5,000.00	annual	$ 5,000.00	annual	$ 5,000.00	annual	$ 5,000.00	annual
Staff Uniforms/School SWAG	$ 2,000.00	annual	$ 2,000.00	annual	$ 2,000.00	annual	$ 2,000.00	annual	$ 2,000.00	annual
Misc meals for school tours, stakehholder visits, staff PD lunches	$ 3,250.00	annual	$ 3,250.00	annual	$ 3,250.00	annual	$ 3,250.00	annual	$ 3,250.00	annual

Budget Narrative

Question	Briefly Describe Proposed Activities
Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties. Are there any expenditures that are essential to the model that cannot be cut under any circumstances?	Matchbook Learning has implemented its model in both low per pupil funding (Detroit) and high per pupil funding (Newark) and (DC) environments. Matchbook Learning's CEO has also deep experience managing entire school district budgets through dramatic periods of restructuring, crisis and turnaround in his prior career. Our collective experience is that we contingency plan up front in the overall design and continued management of our budget as drops in enrollment and sudden spikes in operational and academic expenditure can arise during the school year. First, we conservatively estimate a 10% drop in enrollment in our first year of a restart. We track and monitor enrollment and attendance daily and assign an individual responsible for its reporting and management. Second we build into our budget a reserve of at least 3 to 5% on the front end of our fiscal year. Third we track and report cash flows monthly to our Board and every month adjust for variances in budget vs actual income and expenditures. We have a weekly meeting on cash and project cash flow EVERY single week of the year. No exceptions. We align our staffing model and make hard decisions early in the school year and again at mid-year if enrollment does not support the staffing levels. Most of our expenditures and vendor contracts are all per-pupil based and so flex up and down with our enrollment. We avoid fixed rate contracts as much as possible and have been successful in renegotiating contractual obligations when enrollment changes justify such. Most vendor contracts will allow for this language when there's a material drop in enrollment. Our biggest upfront costs involve acquiring laptops and digital content and assessments. Content & Assessments are charged based on number of pupils and

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	laptops can be leased to lower upfront cash flow requirements.
Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred and b) any transportation costs necessary to ensure the school will be both open and accessible	On special ed, we will do a thorough review of every student record to identify what are the specific special ed needs of every student with an IEP. We will contract with an outside special ed consultant to review all files to perform this independently. Second we will retain this same consultant to do the same during the first month of school as new students enroll and prior records in some cases may prove out to be insufficient in either adequately diagnosing and/or adequately servicing a child's learning challenges (it happens in every turnaround). Where costs exceed our conservative estimates, we will look to flex more of our school budget to meet these services, incentivize outside related service providers with payments that demonstrate improved learning and returns to least restrictive environments where appropriate and partner with other charter schools and IPS to share resources and pool servicing needs to achieve greater efficiencies (much can be gained by better collaboration and sharing of providers, resources, etc.). On transportation costs, these can be managed via several avenues. First, as a charter restart we would partner with IPS, ensuring that our student transportation pick up and drop off times are accurate and ensuring we are utilizing excess seat capacity. If cannot partner with IPS and we need to contract directly with bus vendors, ensuring the bus contracts are paid per pupil and NOT per bus ensures higher efficiency/utilization and lower costs. For special ed transportation, sometimes direct pick up and drop off in a specialized service and not a sped bus can dramatically lower costs. Software apps like Edulog that enter all students traveling, their addresses and school start time can optimize routes, stops and costs.
Explain your rationale for the enrollment projections you made on Tabs 1 and 3	Our experience is that in the first year of a restart, you should expect to lose about 10% from the prior year's enrollment. There's a subgroup of families that will be upset that the former Principal is gone and no amount of convincing will change that. We mitigate the losses from being greater by ensuring that we preserve the school name (or most of it), keep the school mascot and other aspects of

	community pride that our stakeholder engagement and design processes uncover (i.e. alumni events, school themed days, traditions around local historic events like the Indy 500, etc.) AND (this is big) providing every student with two free new uniforms that align with the school's refreshed and re-enforced new look -- branding images, posters, fresh paint, flower beds, etc. that brighten and reinvigorate the school's image. After year one, we expect our community efforts begin to pay off and we attract new students however we also believe there are some families that will leave because of either job relocation issues or they simply do not like our model/approach. Consequently we assume 95% retention after year one, plus 5% growth, which means our enrollment conservatively, will stay the same. We will also have some employee attrition for the same reasons which keeps the enrollment retention and growth projections conservative. Lastly, we expect the school to grow modestly by 10 students/year in years three, four and five. While we hope to beat these projections, we prefer to project conservatively as it is always easier to figure out how to add resources rather than cut. We would want to receive one of the higher enrollment schools available for restart (i.e. target > 500+ students) to better amortize the costs of our technology infrastructure in our personalized, competency-based, technology enabled model.
Please include any additional details necessary for understanding your strategic budgeting priorities.	Every school will prioritize staffing because of the importance of high quality school leadership and teachers on academic impact. We are no different. That is where the majority of our funds go and rightly so. We have relocated our Chief Academic Officer, Dr. Amy Swann from Atlanta to Indianapolis for this very reason. Our CEO has done the same. What is perhaps unique to our school in addition to this common staffing priority are two strategic areas. The first is the area of technology. The personalized, competency-based model that is at the heart of our academic model, vision and approach requires we provide every single student a Google chrome book laptop, the most rigorous, effective and current digital content from multiple sources to give students agency on how they best learn, and a level of IT infrastructure investment (wireless access points, T-1 lines for high speed broadband access, excess laptops in case current ones break, dedicated on-site IT support/maintenance for real-time fixes) that frankly will put this Indianapolis school on the leading edge of learning in a 21st century when compared to any peer around the

	country. The second priority is in our investment in student culture and teacher culture. On student culture, we will invest full-time in a Matchbook Learning Dream Director who will work with students to engage them in their dreams, create pathways and capacity building seminars around non-violent communication (NVC), entrepreneurial future projects of passion, and opportunities to influence their school, community and life. On teacher culture, we will invest in two full-time Directors of Personalized Learning (DPLs). These DPLs will be responsible for providing every teacher a minimum of 40 observations, 20 coaching sessions and 4 quarterly goal-setting sessions. You would have to be a professional athlete or professional musician to get an equivalent amount of coaching in your career in a single year. Our desire is that our culture is highly personalized for every individual - student, teacher and leader alike, to reinforce our academic model and vision. Lastly our CMO management fees represent a strategic priority as well. A small 3 person team of our CEO, Chief Technology Officer and Spark Developer/Full Stack Engineer are working to design, develop and deploy the most up-to-date and relevant Spark technology platform for our school, completely aligned to IN State standards and providing real-time feedback on student progress and pacing, teacher progress and pacing, and overall school performance. This Spark platform is done at 5% licensure cost to the school and Matchbook Learning will spend far, far above this fee earned through national philanthropic support to give our Indianapolis school a personalized learning platform that is already nationally recognized, and will be second to none.

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August 17, 2017

Mr. Sajan George
Matchbook Learning Solutions, Inc.
1630 N Meridian Blvd, Suite 450
Indianapolis, IN 46202

RE: Matchbook Learning Schools of Indiana

Dear Sajan,

It is our belief that the insurance coverage and limits outlined in the Indiana Charter School application are readily obtainable from A- or better Best rated insurance carriers.

Although insurance quotes cannot be obtained until specific details of the school including enrollment, staff, location, payroll and other underwriting information is obtained, the following is a range of premiums insured might expect to pay for each line of coverage. However, actual quotes may vary:

General Liability-1,000,000 Occurrence/2,000,000 General Aggregate- $15,000-20,000
Directors and Officers/EPLI including Ed Legal Liability- 4,000,000 Each claim/4,000,000Aggregate- 10,000
Sexual Abuse Liability-1,000,000- Included in General Liability estimate above
Hired & Non Owned Auto Automobile Liability- 1,000,000- 500
Umbrella- 3,000,000- Occurrence/3,000,000 Aggregate – 5,500 to 7,500
Workers Compensation- Statutory Indiana- 13,000- 15,000
Student Accident/Medical- 1,500-2,000

Thank you,

Thomas Weiant
Account Manager

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Attachment 30: Human Capital Blog - Recruiting Teachers, Sajan George

Education Week's blogs > **Next Gen Learning in Action**

Recruiting Teachers for Personalized, Competency-Based Schools

By **Contributing Blogger** on **September 26, 2017 12:11 PM** | **No comments**

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By Sajan George, Founder & Chief Executive Officer for Matchbook Learning

As we seek solutions for underperforming schools, more and more charter management organizations are going to turn to non-traditional models that, in turn, require non-traditional teachers.

Matchbook Learning's blended learning model, using our Spark platform along with extensive training and support for teachers and a high level of accountability, is an example of that type of approach and our quest for the right educators is ongoing and ever evolving. That's because no matter how data driven the process, it requires a certain amount of judgment about intangible attributes a candidate possesses.

Obviously, schools are not the only type of organizations that have to deal with intangible challenges. We've all had the experience of visiting a restaurant that had a great location, beautiful décor, a top chef and mouth-watering menu, only to feel like there was something not quite right--your needs as a customer not quite satisfied. Still, it's often hard to put your finger on why one establishment works and one doesn't.

The analogy may be a bit of a stretch, but anyone who has hired personnel of any kind--let alone teachers--has had the experience of hiring someone who has great experience, glowing references, a strong positive attitude, and yet--for some intangible reason--doesn't quite live up to expectations. This is crucially important in a school environment because, unlike in a restaurant, if a member of our staff isn't up to the job, the result is not simply a few bad meals--it's a failure in educating children.

In our next charter school, which we hope to launch in Indianapolis, we've been trying to apply some science to this otherwise hard-to-nail-down set of intangibles, as we try to determine what makes for an excellent teacher in our innovative personalized, competency-based model.

Last year, every one of our teachers took the "**Judgment Index**," which is a research-based scientific assessment (takes about 20 minutes to complete) used by numerous organizations, from the military to Fortune 500 companies to universities. We chose this tool because, rather than evaluating someone's personality or competencies (which are important, but insufficient on their own), it analyzes how people make judgments or decisions.

Next we cross-referenced these judgment profiles to those same teachers' results--quantitative academic data and qualitative observational data. We looked at teachers we hired who were outstanding as well as those we hired who we thought would be outstanding, but in fact, were not. Some patterns began to emerge and suggested some key characteristics we can use in our future selections.

The most important of these were "grit," "curiosity," and "coachability."

1. Grit. There is significant emerging neuro-science linking a person's "grit" to future success in life. But how do you screen for grit?

Consider this example: Two candidates both attended a similarly great university and graduated with similarly strong GPAs and a comparable record of internships and extracurricular activities. One candidate worked three jobs to pay their way through college. The other received scholarships and help from family. There's nothing wrong with the second candidate--they might turn out to be a great teacher. But if all other factors were equivalent, to break the tie, I would choose the first, based on their having already demonstrated grit by working their way

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through school. This is important in our model, because learning a new way of teaching--personalizing instruction one student at a time-- requires learning a new way of doing things that can be hard, unnerving, and challenging. On top of that, we are working with students who come to us with many deficits in their lives. Grit will get someone through the hard parts before it becomes easier.

2. Curiosity. There are no magic bullets. There is no singular right way to teach a student how to compose a persuasive essay; no super textbook for learning linear equations; no dominant method for applying critical thinking to conceptual problems. Our teachers have to try different approaches with different students with different learning styles. And when a particular method or approach does not work (which inevitably will be the case), they will need to be curious enough to understand why it did not work, develop a new hypothesis for progressing the student, and testing that hypothesis again. Our teachers must model in their practice the very curiosity we hope to see in our students.

3. Coachability. Personalization not only applies to how children best learn, but also how adults learn best. Meeting every teacher where they are and progressing them toward mastering their craft requires frequent opportunities to observe, diagnose and engage in dialogue on areas of strength, weakness, and possible improvement. It also requires teacher receptivity.

Our approach necessitates one observation a week for every week of the school year, leading to approximately 40 touch points a year for every staff person. Not every teacher would welcome the continuous feedback, especially if they prefer school environments where they can operate as free agents, but the ones performing the best do. We like teachers who can listen, empathize, and work together on a common problem.

We determine teachers' coachability during the interviewing process by frequently asking questions and giving feedback during their live demo lessons. Teachers' reactions and their ability to incorporate feedback into their lessons speaks volumes to their coachability. Additionally, we observe groups of candidates that are gathered for design projects and social mixers to see if they will positively contribute to our team culture based on how they interact with one another.

We are all searching for the best educational model, especially for children in underperforming schools and underserved communities. But we must always remember that any model is dependent on the people who implement it. Great teachers in classrooms--with the tools and support they need to be effective--and the relationships they form with students are the crucial elements in creating successful schools and successful educational outcomes.

Categories: Competency-Based Learning   Professional Learning

Tags: Innovation Mindset   Matchbook Learning   Teachers