

I. Vision

A. Mission

ADI Charter Schools, Inc. will “educate students to become self-sufficient and productive leaders who are ready to succeed in a diverse global society.” Each school will have a clear and consistent focus on academic rigor, grounded in strong character development and citizenship. Each school family will consist of parents, staff, and community working collaboratively to provide a safe and academically rich learning environment for all students.

B. Need

ADI Charter Schools, Inc. proposes to open two charter schools in urban Indianapolis. School #1 will operate at 4050 E. 38th Street, Indianapolis, Indiana, 46218 (currently St. Andrew & St. Rita Catholic Academy). School #2 will operate at 349 N. Warman Avenue, Indianapolis, Indiana, 46222 (currently St. Anthony Catholic School). Eighty-nine percent (89%) of students currently enrolled at both schools reside within the boundaries of the Indianapolis Public Schools. Eight percent (8%) of students at St. Andrew & St. Rita Catholic Academy reside within the Metropolitan School District of Lawrence Township, and 1% each reside within the Metropolitan School Districts of Pike, Warren, and Washington Townships. Five percent (7%) of students at St. Anthony Catholic School reside within Wayne Township, and 1% reside in each of the Metropolitan School Districts of Decatur, Perry, Pike, and Warren Townships.

Data from the Indiana Department of Education¹ shows that, when compared to public schools throughout Indiana, a disproportionate number of economically disadvantaged, minority, and Limited English Proficient (LEP) students reside in urban Indianapolis. Local data also demonstrates they are more likely to be expelled and less likely to graduate from high school (except for those students residing in the Metropolitan School District of Lawrence Township). The following chart summarizes demographic data for the school districts where at least 7% of students enrolled in the current schools proposed for charter status reside:

Student Population	Indianapolis Public Schools	Lawrence Township Schools	Wayne Township Schools	State of Indiana Public Schools
Economically Disadvantaged (Qualification for Free/Reduced Lunch)	86%	44%	62%	45%
Minority	76%	57%	52%	25%
Limited English Proficiency	10%	8%	11%	4%
Graduation Rate (in Four Years)	47%	85%	75%	78%
Suspension/Expulsion Incident Rates (Per 100 Students)	24	24	22	15

¹ Indiana Department of Education data for the 2007-2008 school year (most recent data available for comparison with statewide data).

National and local data continues to demonstrate that poor, minority, and Limited English Proficient students are at greater risk of academic failure, dropping out of school, and not pursuing post-secondary education. The graduation data confirms these challenges for students residing in urban Indianapolis. Yet, virtually all researchers agree: a high school diploma leads to better life outcomes for all students, and the same can be said about a college degree.

A 2005 report published by the Manhattan Institute for Policy Research found there is very little difference between the number of “college ready” students who graduate from high school (those having the minimum set of skills and credentials required to attend a four-year college) and the number of students who enroll in college.² This data suggests that *students who are academically prepared to go to college will go to college*. However, this same study found that merely one-third (34%) of students left public school with a regular diploma and the skills and qualifications needed to apply to a four-year college. This percentage worsens for minority students (23% for African-American students and 20% for Hispanic students, compared with 40% of Caucasian students).

Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) measures whether or not students have mastered basic skills necessary for academic success – one predictor of graduation from high school and pursuance of post-secondary education.

ISTEP+ scores for students residing in urban Indianapolis demonstrate that, when compared to public schools across Indiana,³ a disproportionate number of students are not proficient in Math and Language Arts:

2008-2009 Spring ISTEP+ Pass Results	Indianapolis Public Schools	Lawrence Township Schools	Wayne Township Schools	State of Indiana Public Schools
3 rd Grade Math	57%	60%	64%	70%
3 rd Grade Language Arts	62%	64%	67%	74%
4 th Grade Math	66%	64%	73%	73%
4 th Grade Language Arts	60%	63%	66%	73%
5 th Grade Math	65%	70%	71%	77%
5 th Grade Language Arts	60%	69%	63%	74%
6 th Grade Math	71%	73%	82%	79%
6 th Grade Language Arts	56%	65%	67%	71%
7 th Grade Math	65%	78%	78%	81%
7 th Grade Language Arts	44%	66%	58%	69%
8 th Grade Math	50%	68%	69%	74%
8 th Grade Language Arts	44%	63%	57%	68%

In addition to academic challenges, students residing within the boundaries of urban Indianapolis face the challenges of high-crime neighborhoods. Data from the Indianapolis Metropolitan Police Department Uniform Crime Reporting Office indicates a significant presence of criminal activity within the boundaries of the Indianapolis Public Schools, Metropolitan School District of Lawrence

² Greene, J.P., Winters, M.A. “Public High School Graduation and College-Readiness Rates: 1991-2002,” Education Working Paper. No. 8 (February 2005).

³ Indiana Department of Education Spring ISTEP+ data for 2008-2009.

Township, and Metropolitan School District of Wayne Township. In the first six months of 2009 (most recent data available), there were 25,513 reported crime incidents within these boundaries including 44 criminal homicides, 1,559 armed and strong-arm robberies, and 8,517 aggravated and simple assaults.⁴

Clearly, schools - public, private, and charter - must do more to keep students in urban Indianapolis safe and prepare them for academic success, high school graduation, and pursuance of post-secondary education. As such, ADI Charter Schools, Inc. will fill the unmet need in urban Indianapolis by utilizing diverse learning approaches that help students of all skills and abilities achieve mastery by differentiating instruction for students in reading, writing, and math, while integrating strong character development and parent involvement into the school's curriculum and environment.

Benefit to Schools Achieving Public Charter School Status

The selected schools will be enhanced by many of the benefits of public charter school status, including:

- A stable funding stream and additional financial benefits, including the per pupil allotment that public schools receive and up to \$450,000 for start-up from the U.S. government's Public Charter School Grant Program. This public funding will allow ADI Charter Schools, Inc. to launch strong new schools utilizing the Effective Schools model, hire and retain the leaders and teachers required to operate them (and pay competitive salaries), and provide additional resources to meet the educational needs of an underserved student population
- Access to services and educational resources designed for use in public schools, such as testing tools including Acuity, DIBELS, and mCLASS, which ADI Charter Schools, Inc. will use to strengthen instruction
- Establishment of a Local Education Agency for the two schools will increase the ability to access federally funded programs for a boarder range of implementation than what is available to private schools. For example, Title I teachers will be able to work alongside Title students in the classroom instead of providing Title services only through a pull-out program..
- Ability to fund a full-time Special Education Teacher and access additional resources for special needs students
- Public accountability on matters of academics and financial management

Importantly, as free public charter schools, ADI Charter Schools, Inc. will be able to provide a strong education to many more children in the buildings that St. Anthony School and St. Andrew & St. Rita Catholic Academy currently occupy.

Benefit to Community

Indianapolis is in need of high quality education options for low-income and minority populations. As just one example, Jewel Christian Academy, a high performing, private, urban K-6 school near St. Andrew & St. Rita Catholic Academy, will be closing at the end of this school year, further limiting the options for students in that neighborhood.

⁴ Indianapolis Metropolitan Police Department Public Access Report of Selected Uniform Crime Reporting Classified Part 1 Crimes and Simple Assaults data for 2008.

ADI Charter Schools, Inc. will fill an urgent and unmet need within urban Indianapolis by building two new, strong, secular public charter schools that will prepare children for high school graduation and success in post-secondary education and beyond. At the end of the 2009-10 school year, the Archdiocese of Indianapolis will close St. Andrew & St. Rita Catholic Academy and St. Anthony School, two schools currently serving close to 300 predominantly low-income, minority children in urban Indianapolis. By building two new, secular public charter schools in the buildings where St. Anthony and St. Andrew & St. Rita Catholic Academy currently operate, ADI Charter Schools, Inc. will ensure these children will continue to have access to an academically strong, character building education option.

Second, by eliminating tuition, ADI Charter Schools, Inc. will increase the number of students with the opportunity for non-district education options. Within five years, ADI Charter Schools, Inc. expects to serve twice as many students as the current schools serve, providing children in the community with more than 300 new seats in schools of excellence.

While ADI Charter Schools, Inc. understands the great need for alternative education options in Indianapolis, it currently has no specific plans or intentions to open more than the two charter schools proposed in this application.

C. Goals

Studies demonstrate that the level of academic achievement that students attain by eighth grade has a larger impact on their post-secondary career than anything that happens academically in high school. Moreover, middle school students who demonstrate academic discipline and orderly conduct are more likely to perform well academically in high school and be ready for post-secondary education than those who do not demonstrate these behaviors.⁵ Each school will hold itself accountable for fulfilling the following goals that are related to the school mission of preparing students to become self-sufficient and productive learners who are ready to succeed in a diverse global society.

Educational Performance Goals

Goal #1: Seventh grade students returning to the school in eighth grade will successfully complete Algebra I and pass the Algebra I exit exam.

Rationale: Studies have shown that mastery of algebra is the single highest predictor of high school graduation and success in college. In fact, it has been shown that college students who take no remedial math courses are more than twice as likely to earn a Bachelor's Degree than those who take remedial math courses (Adelman, C. 2004).

Measures: Scores on the algebra subsection of the ISTEP+ (spring), the algebra subsection of the Acuity Diagnostic summative assessment for eighth grade students, and scores on the Algebra I exit exam.

Three-Year Target:

⁵ The Forgotten Middle, ACT, 2008

Does not meet standard: 55% or fewer of seventh grade students returning to eighth grade will take Algebra I and pass the Algebra I exit exam, with supporting evidence from the algebra subsection of ISTEP+ and the Acuity Diagnostic summative assessment.

Approaching standard: 56-60% of seventh grade students returning to eighth grade will take Algebra I and pass the Algebra I exit exam, with supporting evidence from the algebra subsection of ISTEP+ and the Acuity Diagnostic summative assessment.

Meets standard: 61-65% of seventh grade students returning to eighth grade will take Algebra I and pass the Algebra I exit exam, with supporting evidence from the algebra subsection of ISTEP+ and the Acuity Diagnostic summative assessment.

Exceeds standard: 66% or more of seventh grade students returning to eighth grade will take Algebra I and pass the Algebra I exit exam, with supporting evidence from the algebra subsection of ISTEP+ and the Acuity Diagnostic summative assessment.

Goal #2: Seventh grade students returning to the school in eighth grade will be prepared to take freshman level English/Language Arts (ELA) classes.

Rationale: Students with reading, writing, and comprehension skills that are on-grade level are more likely to succeed in all content areas.

Measures: Scores on the ELA portion of ISTEP+ and the ELA Acuity Diagnostic summative assessment for eighth grade students.

Three-Year Target:

Does not meet standard: 60% or fewer of seventh grade students returning to the school in eighth grade will be prepared to take freshmen-level ELA classes as evidenced by proficiency in the ELA portion of ISTEP+ and the Acuity Diagnostic summative assessment by the end of eighth grade.

Approaching standard: 61-65% of seventh grade students returning to the school in eighth grade will be prepared to take freshmen-level ELA classes as evidenced by proficiency in the ELA portion of ISTEP+ and the Acuity Diagnostic summative assessment by the end of eighth grade.

Meets standard: 66-74% of seventh grade students returning to the school in eighth grade will be prepared to take freshmen-level ELA classes as evidenced by proficiency in the ELA portion of ISTEP+ and the Acuity Diagnostic summative assessment by the end of eighth grade.

Exceeds standard: 75% or more of seventh grade students returning to the school in eighth grade will be prepared to take freshmen-level ELA classes as evidenced by proficiency in the ELA portion of ISTEP+ and the Acuity Diagnostic summative assessment by the end of eighth grade.

Goal #3: Students performing at or above grade level in all grades will sustain or increase annual growth in Math and English/Language Art (ELA). Students performing below grade level will attain grade level within three years.

Rationale: Students who achieve consistent academic growth are better prepared to succeed in high school and post-secondary education options.

Measures: Scores on math and ELA portions of ISTEP+ (spring) and/or formative and summative

DIBELS, mCLASS, and Acuity Diagnostic assessments.

Three-Year Target:

Does not meet standard: 55% or fewer of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 55% or fewer of students performing below grade level in year one will attain grade level proficiency in Math and ELA within a three-year period.

Approaching standard: 56-60% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 56-60% of students performing below grade level in year one will attain grade level proficiency in Math and ELA within a three-year period.

Meets standard: 61-65% of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 61-65% of students performing below grade level in year one will attain grade level proficiency in Math and ELA within a three-year period.

Exceeds standard: 66% or more of students at or above grade level in year one will sustain or increase annual growth in Math and ELA. 66% or more of students performing below grade level in year one will attain grade level proficiency in Math and ELA within a three-year period.

Organizational Viability Goals

Goal #4: All students will learn to make good choices based on strong character values, and school faculty will maintain a rich environment for developing students' character.

Rationale: Students with strong character values make positive contributions in the classroom and beyond.

Measures: Qualitative and quantitative measures will be used, such as: teacher, parent, student, and Head of School surveys; anecdotal information (for example, parent calls and emails, office referrals); quarterly report cards; attendance rates; suspension and expulsion records; and possibly an external evaluator of school culture.

Three-Year Target:

Parent, Faculty, and Student Satisfaction:

Does not meet standard: Less than 70% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.

Approaching standard: 71-75% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.

Meets standard: 76-80% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.

Exceeds standard: Over 80% of parents, faculty members, and students rate their school as excellent or good on survey questions related to character development and school culture and climate.

Attendance:

Does not meet standard: Student attendance rates are below 80%.

Approaching standard: Student attendance rates are 80-84%.

Meets standard: Student attendance rates are 85-90%.

Exceeds standard: Student attendance rates are above 90%.

Suspensions and Expulsions:

Does not meet standard: Each school ranks above the bottom 30% of urban Indianapolis schools in the number of suspensions and expulsions.

Approaching standard: Each school ranks in the bottom 25% of urban Indianapolis schools in the number of suspensions and expulsions.

Meets standard: Each school ranks in the bottom 20% of urban Indianapolis schools in the number of suspensions and expulsions.

Exceeds standard: Each school ranks in the bottom 15% of urban Indianapolis schools in the number of suspensions and expulsions.

Goal #5: The school and Charter Management Organization (CMO) will work collaboratively to increase school enrollment through retention of current students and recruitment of new students.

Rationale: The CMO's experience demonstrates that student retention increases student achievement and minimizes disciplinary infractions. In addition, achieving enrollment goals positively impacts funding.

Measures: Enrollment (including information on retained and new students) will be recorded monthly by the sixth business day of the following month and retained in the student database.

Three-Year Target:

Does not meet standard: 65% or less retention rate and 80% or less of expected enrollment

Approaching standard: 66-70% retention rate and 81-85% of expected enrollment

Meets standard: 71-75% retention rate and 86-90% of expected enrollment

Exceeds standard: 76-80% retention rate and over 90% of expected enrollment

A summary sheet and template for school-specific and organizational goals is included as Attachment A.

II. Who We Are

A. Description of Founding Group

Ms. Victoria Callahan has 25 years of experience studying and improving K-12 schools in Indiana. Ms. Callahan has specific expertise in diagnosing, addressing, and teaching children with learning difficulties and disabilities, teacher training, program development, program evaluation,

diagnostics, instructional planning, progress monitoring, evaluating school models, program delivery, policy analysis and legislative activities. For the last four years, Ms. Callahan has led efforts at the M.A. Rooney Foundation to work with schools, districts, and state-level entities to study and strengthen teacher preparation (alternative and mainstream models) and teacher effectiveness. Ms. Callahan has served on the Board of Directors of many prominent organizations including the Children's Museum of Indianapolis, Indianapolis Opera, and Junior League of Indianapolis.

Mr. Stephen Goldsmith, J.D., is the Daniel Paul Professor of Government and the Director of the Innovations in American Government Program at Harvard University's Kennedy School of Government. Mr. Goldsmith currently serves as Vice Chair of the Corporation for National and Community Service and America's Promise: The Alliance for Youth. Mr. Goldsmith has earned national awards for his achievements, including Indianapolis Business Journal, Indianapolis' Most Influential Leader, 1999, National Council for Public-Private Partnerships, Distinguished Leadership Award, 1993, and Harvard/ Ford Foundation, Innovations in American Government, 1995. He is a published author of dozens of books, journals, columns, and essays related to education, urban communities, and public-private partnerships.

Mr. Marc Guess is a Personal Insurance Product Specialist with State Auto Insurance Company, responsible for meeting the company's objectives in Indiana and Illinois. Mr. Guess is skilled in coordinating work teams, ensuring compliance with state regulations and laws, contract negotiation, strategic planning, budgeting and forecasting, corporate audits and underwriting reviews, financial planning and investment strategies, staff training, and marketing initiatives. Mr. Guess is an active civic leader, having served on the Boards of Stopover, Inc., Providence Cristo Rey High School, and St. Elizabeth Coleman Adoption Agency.

Ms. Carmen Hansen-Rivera is the President of Strategic Leadership Consulting LLC. Ms. Hansen-Rivera's experience includes working with government and nonprofit entities at national, state, and local levels to improve accountability and outcomes. Ms. Hansen-Rivera has worked with leadership to successfully launch the Diversity Action/Cultural Competency Council - Wishard Health Services, the Office of Multicultural Affairs - St. Vincent Health, and the Office of Multicultural Ministry - Archdiocese of Indianapolis. She has provided diversity/cultural competency training to health care providers, faith based institutions and human services organizations throughout the mid-west. Ms. Hansen-Rivera has chaired federal hearings for the U.S. Office of Education, and Co-Chaired the Senate Task Force sub-committee writing the final document in response to health care reform. Her civic activities have included the Indianapolis Urban League, U.S. Senate Task Force on Hispanic Affairs, Trustee of St. Mary-of-the-Woods College, United Way of America, CHOICE Educational Trust, the Pacers Foundation, and the Race Relations Leadership Network.

Ms. Holiday Hart McKiernan is the Senior Vice President and General Counsel for Lumina Foundation for Education. Ms. McKiernan is an acknowledged expert on legal, governance, and policy issues concerning nonprofit organizations and higher education institutions. Ms. McKiernan directs the Foundation's legal affairs and also leads Lumina's exploration of the Bologna Process and the implications of that reform effort on American higher education. Before joining Lumina Foundation in 2003, Ms. McKiernan was Executive Director and Counsel for Alpha Chi Omega. Before joining Alpha Chi Omega in 1991, she practiced at Baker & Daniels and Leagre & Barnes law firms, concentrating on nonprofit and tax-exempt organizations. Ms. McKiernan serves on the

Board of Visitors for DePauw University, the Board of Trustees of the Catholic Community Foundation and the Advisory Board for the Stetson University College of Law Center for Excellence in Higher Education Law and Policy.

Rev. Msgr. Joseph F. Schaedel, Jr., M.S., M. Div. is the Vicar General and Moderator of the Curia of the Archdiocese of Indianapolis. Msgr. Schaedel holds a Bachelor of Arts in Mathematics from Marian College, a Masters of Science in Education from Butler University, a Masters of Science in Administration from Ball State University, and a Masters of Divinity from St. Meinrad School of Theology. Prior to being appointed as Vicar General in 1994, Monsignor Schaedel served on the staff of Cardinal Ritter Junior-Senior High School including four years as Principal then three years as the school's first President. Monsignor Schaedel is a member of the Archdiocesan Council of Consultors, the Marian College Board of Trustees, Treasurer of the Catholic Community Foundation, a member of the Archdiocesan Finance Council, the Advisory Board for the Little Sisters of the Poor, and the Counsel of Priests. He also serves as the Chaplain of two organizations of Catholic business leaders: Legatus and Lumen Dei.

Mr. Jeffrey D. Stumpf, M.B.A., C.P.A., C.F.A., is the Chief Financial Officer for the Archdiocese of Indianapolis. Mr. Stumpf joined the Archdiocese in 1993. Prior to that time, Mr. Stumpf was employed as Audit Associate at Coopers & Lybrand. Mr. Stumpf has a Bachelors of Science in Accounting from Indiana University. Mr. Stumpf received a Masters of Business Administration from Indiana University in 1998. He is a Chartered Financial Analyst, Certified Public Accountant and a Certified Internal Auditor. Mr. Stumpf serves as a staff representative of the Archdiocesan Finance Council, the Archdiocesan Management Council, the Catholic Community Foundation Board of Trustees, the Archdiocesan Investment Committee, the Criterion Press, Inc. Board of Trustees, and the Catholic Cemeteries Association of the Archdiocese of Indianapolis.

In summary, each founding Board Member possesses the skills, talents, and relationships that will enable effective oversight of ADI Charter School, Inc.'s governance, management, finances, education services, public/private partnerships, and community engagement. All founding Board Members have extensive experience in board leadership and have willingly committed to founding ADI Charter Schools, Inc., creating and sustaining excellence, and providing the best possible education for Indianapolis students.

Please see Attachment B for Board Member resumes, background waivers, and memoranda, and Attachment C for the organization's Conflict of Interest Policy and Conflicts of Interest Disclosure Statement.

B. Community Partnerships

ADI Charter Schools, Inc. understands the critical role that local involvement and community support play in creating a successful school community. Teachers will utilize community resources such as colleges and universities, libraries, businesses, art programs, and social service agencies to augment the school's academic program. Each of the following organizations has strong partnership with the Mother Theodore Catholic Academies (the proposed Charter Management Organization (CMO)), and has committed to supporting the success of the charter schools:

Partner	Nature of Partnership
21 st Century Community Learning Centers Program	After-school tutoring, mentoring, and enrichment activities
Art with a Heart and Young Audiences of Indiana	Arts enrichment
Indianapolis-Marion County Public Library	School library collections, inter-library loan, and book delivery
Marian University, other local colleges and universities	Campus visits and volunteers (i.e. tutors and mentors)
St. Vincent Hospital's Nursing Services	School nurses
Twenty-first Century Scholars Program	Postsecondary tuition assistance as a reward for academic achievement and good citizenship
University of Dayton Lalanne Program	Post-graduate teachers in service

The partnership between ADI Charter Schools, Inc. and the proposed Charter Management Organization –the Mother Theodore Catholic Academies (MTCA) will leverage many additional resources within the Archdiocese of Indianapolis, such as St. Vincent de Paul Society, Catholic Charities, Holy Family Shelter, Multicultural Ministry, Refugee Resettlement Program, as well as the parishes located at the site of the proposed schools. Resources from these partners will provide secular support for families such as food, clothing, and volunteers, and an amicable approach for co-occupancy of the facilities (i.e. a school-sponsored spring music program during evening hours or an art exhibit on a Sunday afternoon).

ADI Charter School's Inc. has also formed new partnerships with Bookkeeping Plus for financial accounting services and the Institute for School Excellence to strengthen the schools' capacity to serve students with special needs.

In addition, over the past six months, representatives from ADI Charter Schools, Inc. have met personally with more than 30 leaders and organizations in the neighborhoods of the two proposed school locations, including Devington Communities Association, Eastern Star Church, Forest Manor Multi-Service Center, Hawthorne Community Center, Hawthorne Neighborhood Association, Messiah Baptist Church, and many others. A list of these organizations is included in Attachment D and support letters from partners, community organizations, and parish leaders are included as Attachment E. Additional partnerships within the school neighborhood will continue to be sought in the effort to develop a robust school community.

III. Educational Services

A. Educational Philosophy

ADI Charter Schools, Inc. is committed to providing a school environment where educators, students, and parents are dedicated to creating a secure, constructive learning environment for all students. A new model for both schools will be implemented, which is based on 30 years of effective schools research conducted by Dr. Larry Lazotte and his colleagues that documents characteristics of high achieving schools where poor and minority students thrive. These characteristics are known today as the Seven Correlates of Effective Schools.

The educational foundation of the schools will be based upon effective schools research because the population likely to be served due to geographic location in urban Indianapolis will be predominantly poor and minority. The following outlines how the schools will newly integrate the research base of each of the Seven Correlates of Effective Schools.

Safe and Orderly Environment

In the effective school, there is an orderly, purposeful, business-like atmosphere that is free from the threat of physical harm. The school climate is not oppressive, but is conducive to teaching and learning. All school staff members will be trained in the six intervention levels of the School Discipline Policy, which is included as Attachment F. All adults in the school will be expected to commit to being on duty all the time and everywhere while at work. All the adults must commit to the proposition that they will behave with consistency around the agreed-upon rules and regulations of the discipline plan. By establishing a school-wide commitment to discipline the policy becomes not just the desire of a few teachers but a cultural rule that pertains to everyone and is supported by everyone in the building.

Positive Home/School Relations

In the effective school parents understand and support the basic mission of the school and they are given many opportunities to support that mission. The typical teacher or administrator often does not feel nearly as accountable to the parents of poor children as they do to middle-class parents. The schools will establish opportunities for developing respect and understanding between school faculty and parents through the recruitment policy, training for all staff members, maintaining an open door policy in the Head of School's office, sending calls and notes home to celebrate student successes, morning student assemblies with family attendance encouraged, and student performance events. Parents/guardians will be required to volunteer a specified number of hours in school activities and will sign a parent/school compact that outlines their commitment to such responsibilities as getting their child to school on time and participating in parent/teacher conferences. The schools will employ a front office receptionist who understands and supports the community with a genuine enthusiasm for the students served by the school. In addition, a strong parent education program will offer quarterly parent workshops focusing on topics such as home/school communication, study and test taking skills, conflict resolution, family wellness, and understanding paths toward high school graduation and post-secondary success.

High Expectations for Success

In the effective school there is a climate of expectations in which the staff believes and demonstrates that all students can obtain mastery of the intended curriculum and that they (the staff) have the capacity to help all students obtain that mastery. High expectations represent an educator's beliefs about whether all students can successfully meet the standards set for them. A prevalent cultural/educational norm in the United States is the belief that innate ability, fixed at birth and unalterable, is the primary determinate of school learning and school achievement. Most other cultures see ability as the outcome or by-product of effort (Tuss, Zimmer, and Ho, 1995).

Poverty is the most accurate indicator of individual and organizational expectations. Schools tend to be judged by who attends and children of like economic means tend to be clustered together. Educators may provide less rigor and more empathy in situations such as these. Benchmark testing, quality classroom assessment, curricular rigor, and Head of School monitoring will assure the creation of a high expectations culture at the schools. Research now indicates that distributed leadership can also contribute to successful schools. This perspective will be incorporated as well.

Effective schools are schools where teachers also thrive, adhering to high, clearly defined expectations supported by professional growth opportunities so they can best serve all of their students.

Clear and Focused Mission

In the effective school, there is a clearly articulated mission through which the staff shares an understanding and a commitment to instructional goals, priorities, and assessment procedures. Staff accepts responsibility for student learning of the school's essential curricular goals. The contemporary context of education can be described as a world in which there is too much to teach and not nearly enough time to teach it all well. As a result, the first obligation of a school is to implement a manageable curriculum and instructional program. Indiana has mandated a set of standards that are ambitious for schools seeking to assure mastery for disadvantaged students.

Opportunity to Learn/Time on Task

In the effective school, teachers allocate significant time to instruction in the essential skills. For a high percentage of time students are actively engaged in whole class (or larger group), teacher directed and planned learning activities. Each school will assure each child an opportunity to learn with sufficient time and experiences. Schools, by placing students based on their chronological age, assume all students have had an equal opportunity to learn the prerequisites for the student's current age/grade. Disadvantaged students enter public schools about two years behind their more advantaged counterparts, on average. (Knitzer & Lefkowitz, 2006) Schools tend to ignore this "opportunity gap" and are unlikely to begin differentiating instruction at the start of their school experience.

The schools will formatively and summatively assess students, implement a clear pyramid of intervention, and adjust instructional time according to student need. Teachers will be accountable for teaching the intended curriculum and maintaining high levels of student engagement throughout daily classroom instruction.

Frequent Monitoring of Student Progress

In the effective school, student progress is monitored frequently and a variety of assessment procedures are used. The results of assessments are used to improve individual student performance and also to improve the instructional program. Student progress will be monitored as frequently as the teacher can adjust instruction. The primary emphasis of the schools will be to use this data as the basis for changing the instructional "game plan." Effective schools research indicates that frequent progress monitoring of student progress so as to adjust instruction, accelerates and ensures that a school will achieve its learning-for-all mission.

The schools will incorporate a variety of assessments (projects, oral reports, written assignments, portfolios) (Darling-Hammond & Rustique-Forester, 2005). Such assessments in combination with teacher-made, paper-pencil tests, and performance assessments simulating the application of knowledge and skills in a non-school setting will provide a more complete picture of student performance and be more engaging to the students.

Strong Instructional Leadership

In the effective school, the Head of School acts as an instructional leader and effectively and persistently communicates the mission to staff, parents, and students. The Head of School understands and applies the characteristics of instructional effectiveness in the management of the

instructional program.

Leaders in effective schools depend on proactive, interactive, and reactive strategies to get and keep the mission “the main thing.” The Head of School of each school will be a student of teaching and learning (McGhee & Chulsub, 2007).

The authors of *The Leadership Challenge*, James Kouzes and Barry Posner (1987), have conducted years of research focusing on what followers look for and expect from their leaders. They have identified four qualities that followers expect and rank-ordered the qualities from most important to least important. The Head of School and all teachers will possess these qualities of trustworthiness, competence, enthusiasm, and demonstrate “forward thinking.”

Secular Nature

ADI Charter Schools, Inc. Board of Directors approved a Resolution (effective January 26, 2010) to approve a policy that governs the secular nature of the charter schools. The Secular Nature of Operations Policy ensures that:

- All aspects of governance and operational activities will conform with Federal and State of Indiana Laws, including but not limited to Federal and State of Indiana Constitutional Law.
- The Board will establish an orientation program for Board members and for school employees to communicate the secular nature of the schools’ operations, including but not limited to the following directives:
 - Prayer is not to be incorporated into school instruction, school-sponsored events, or extracurricular activities.
 - Curriculum is to be fully secular in nature.
 - Religious symbols must be covered or removed from the inside and outside of school buildings during school hours.
 - School employees may not promote before and/or after school religious programs.
 - The Board and school employees may not give preferential access to religious groups over nonreligious groups, or to Catholic groups over groups associated with other faiths.
- The Board shall work with the Sponsor in an effort to educate the public to dismiss any “public perception” that the State is in any way endorsing religion or religious practices and beliefs.

The Resolution is included as Attachment G.

B. Academic Standards

The school’s secular curriculum is aligned with the Indiana standards in Mathematics, English/Language Arts, Science, and Social Studies for grades K-8. The curriculum outlines the expected Curricular Scope and Sequence and serves as a pacing guide for teachers, illustrating what standards should be taught and assessed each quarter of the school year. Each academic standard guides teachers through their lesson planning process, explaining what students should know and be able to do as a result of the lesson or unit of study taught. In direct correlation with the overarching educational philosophy of the school, teachers create their own lessons and align the standards as

they see fit (within a given academic quarter) to ensure all students’ individual learning needs are met and academic standards mastered. One copy of the Curricular Scope and Sequence has been provided to the Office of the Mayor of Indianapolis. It is important note this document correlates with current Indiana Academic Standards and will be altered as new state standards are approved.

Formative assessments, either teacher made, textbook derived, or via Acuity, DIBELS, and mCLASS will assess student learning relative to each specific standard. To monitor individual student progress as it specifically relates to the Indiana State Standards, teachers will utilize a tracking sheet that illustrates each student’s mastery of standards. More importantly, this monitoring tool will identify students who need additional support to master skills previously taught. A sample of the Academic Standards Tracking Sheet can be found in Attachment H.

Three examples of the Eighth grade standards, curriculum alignment, and exit standards in Mathematics, English/Language Arts, and Science, are as follows:

English/ Language Arts	Exit Standard	Example of Curriculum Alignment
Standard 8.3 READING: Comprehension and Analysis of Literary Text	Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List	Unit of Study: Students read Madeline L’Engle’s <i>A Swiftly Tilting Planet</i> and for each “might-have-been” event in the story, the class also reads an aligning historical fiction short story. For example, when the protagonist, Charles Wallace meets Matthew Maddox, an American Civil War writer, students read a short story about the Civil War. Students record the major points they have learned about the Civil War in a log book of “might-have-beens.”
Standard 8.4 WRITING: Processes and Features	Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.	(continuation of <i>A Swiftly Tilting Planet</i> Unit) During the unit of study, students have recorded all “might-have-been” events that occur in the book, have read a corresponding piece of historical fiction, and recorded the major points about each event/ time period. Students will choose one event/ time period on which to write a persuasive essay. The essay will summarize the event/time period and the student will explain what events he/she would change to achieve a different outcome (as Charles Wallace did in the book). Students will work in small groups to discuss and organize relevant facts. The teacher will teach students how to construct a graphic organizer and organize their writing ideas, delineating between fact and opinion. Students will then write their essays and complete peer editing sessions with another classmate before completing their final drafts.
Standard 8.7 LISTENING AND SPEAKING: Skills,	Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and	Students will present their “might-have-been” opinions (as stated in their essays) to the class in a persuasive speech. Students will work as a class to extrapolate the major points of their essays and

Strategies, and Applications	interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.	write in presentation note form. Students will work in the computer lab to create Power Point slideshows containing main points, supporting evidence, and visual appeal (pictures, photographs, etc.). Students will then present their speeches to the class and classmates and teacher will rate the speeches according to the following categories: organization, visual appeal, voice, and poise/body language.
Mathematics		
Standard 8.1 NUMBER SENSE	Students know the properties of rational* and irrational* numbers expressed in a variety of forms. They understand and use exponents*, powers, and roots.	Students learn the concept of rational and irrational numbers: Each student wears a rationale or irrational number sign on their chest (irrational numbers are notated with a “...” at the end to indicate it never ends). Since rationale numbers are a ratio; a whole number, fraction or decimal, rationale number students must stand alone or attach to another rationale number person by choosing a decimal or fraction sign. After rationale numbers line up in 2 lines, irrational numbers must float between these two lines. The teacher then explains that on a graph or number line, irrational numbers never touch any whole number coordinates.
Standard 8.2 COMPUTATION	Students compute with rational numbers* expressed in a variety of forms. They solve problems involving ratios, proportions, and percentages.	Using real life examples, students complete rational number computations. For example, give students a cookie recipe and ask them to translate the quantities of each ingredient into ratios. For percentages, students will be given store ads to calculate the sale prices of items they wish to buy (ex: a washing machine costs \$599.99 but is 25% off, what is the sale price?).
Standard 8.3 ALGEBRA AND FUNCTIONS	Students solve simple linear equations and inequalities. They interpret and evaluate expressions involving integer* powers. They graph and interpret functions. They understand the concepts of slope* and rate.	Students are directly taught the concepts of linear equations and inequalities and practice solving both types of equations in small groups. Students then learn to graph both types of equations. To learn about practical applications of slope and rate, students will time one another, running up a ramp (slope of ramp will also be calculated) to determine their rate of speed and distance.
Science		
Standard 8.1 THE NATURE OF SCIENCE AND TECHNOLOGY	Students design and carry out increasingly sophisticated investigations. They understand the reason for isolating and controlling	Using knowledge of astronomy gained from Earth Science units, students will work in small groups to construct a small robot that can conduct 3 experiments on the surface of the moon. Students must create a project proposal, robot blueprint and

	variables in an investigation. They realize that scientific knowledge is subject to change as new evidence arises. They examine issues in the design and use of technology, including constraints, safeguards, and trade-offs.	use parts supplied by classroom teacher. In creating a robot, students will examine and explore concepts of constraints, safeguards, and trade-offs.
Standard 8.5 2 SCIENTIFIC THINKING	Students use computers to organize and compare information. They perform calculations and determine the appropriate units for the answers. They weigh the evidence for or against an argument, as well as the logic of the conclusions.	(continuation of Robotics project) Students will work individually in the computer lab to create calculations and rules for their robots' functionalities. Students will then return to their groups and share the calculations and evidence of functionality and the group will choose the 3 best functions for their robot's moon experiments.
Standard 8.5 THE MATHEMATICAL WORLD	Students apply mathematics in scientific contexts. Students use mathematical ideas, such as symbols, geometrical relationships, statistical relationships, and the use of key words and rules in logical reasoning, in the representation and synthesis of data.	(continuation of Robotics project) Using the calculations and rules established for the robot's functionality, students will create a blueprint for their group's robot that illustrates geometrical relationships in the robot's physical construction, and examines statistical relationships and logical rules in the robot's functionality.

Policies and Standards for Promoting Students to the Next Grade Level

ADI Charter Schools, Inc. recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth. Staff will carefully monitor student performance to ensure that as a student moves to later grade levels, s/he has, in the considered opinion of the professional staff, achieved the instructional objectives set for the present grade and demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade. The Response to Intervention (RtI) model will be utilized school-wide to continuously monitor students' learning and provide each student the appropriate level of instructional support throughout the school year. If after providing a student adequate instructional modifications (including Tier 3 intensive remediation), the student is still not mastering grade-level appropriate skills and concepts, retention or a referral to special education may be considered. A student enrolled in special education shall be promoted or retained based on the opinion of the Special Education team. No student who has successfully completed a grade shall be retained or allowed to repeat a grade in order to improve his/her ability or lengthen his/her eligibility to participate in extra-curricular athletic programs.

A recommendation for retention or accelerated promotion can be made by an Administrator, Teacher, or the parent/guardian of a student. The Head of School will review the recommendation based on individual circumstances of the student, including factors of academic achievement measured by grades and test scores, attendance, ability to reason and comprehend the curriculum, emotional maturity, social adjustment, chronological age, and physical development. The Head of School will notify in writing the parent/guardian and teacher of his/her decision during the fourth quarter. The parent/guardian will have 10 calendar days of receiving the written notice to agree with the proposed action or ask the Head of School to reconsider the decision based on additional information or a different weighting of the information already reviewed. The decision of the Head of School may be appealed to the Board of Directors, who will make the final determination on retention or accelerated promotion.

C. Curriculum

ADI Charter Schools, Inc. will discontinue the existing curriculum in the schools that are proposed for charter status. While the new curriculum will continue to follow Indiana State Standards, it will be secular in nature. It will be based on a growth model that builds upon each student's content knowledge and mastery of skills for their grade level. The curriculum will use a variety of instructional methods, including multi-sensory and culturally-relevant instruction, computer instruction, individual and group projects, experiential learning, textbooks, and homework. In addition to English/Language Arts, Math, Science, Social Studies, Visual Arts, Music, and Physical Education, a "whole student" philosophy will incorporate character development, self-esteem, and community pride into all aspects of the curriculum. The curriculum will enable the schools to prepare students to become productive members of a global society and responsible caretakers of the Earth.

The execution of the school curriculum will be mission-driven and closely aligned with the new commitment to implementing the Seven Correlates of Effective Schools. In order to ensure a close correlation between school pedagogy and curriculum, the following goals will be incorporated into instructional planning and the development of positive, productive staff-student relationships:

- High levels of student engagement and choice in shaping school culture and environment, and academic activities
- Provision of formal and informal learning opportunities in and out of the classroom
- Alignment of instructional strategies, curricular materials, and modes of assessment with state academic standards
- Creation of a culture in which teaching and learning is focused on rigorous and relevant delivery of essential knowledge

Because ADI Charter Schools, Inc. is focused on promoting strong instructional leadership and staff accountability, textbooks, instructional materials, and activities will not be chosen without the input of the selected Head of Schools and teachers. The proposed CMO will engage the curriculum director, Head of School, and key staff in the process of aligning the prescribed Curricular Scope and Sequence with the necessary academic materials and tools for their school and specific student population. In so doing, students will be exposed to a more culturally-competent and appropriately rigorous learning environment.

While teachers will be expected to closely follow the Curricular Scope and Sequence and measure individual student progress through mastery of the state standards, it is essential that teachers be granted flexibility in the precise usage and timing of teaching the standards (within a given quarter) based on specific student learning needs, level of prior knowledge, and consideration of individual learning difficulties. Within this flexible teaching structure, educators will be held accountable for ensuring that students meet expected academic outcomes (state standards) and will maintain a standard tracking sheet quarterly, showing each student's level of mastery of skills and concepts.

Curricular Methodology

In direct response to the anticipated student population, the ADI Charter Schools, Inc. will employ a methodology that will help all students perform on grade-level and achieve academic success through a rigorous and relevant learning environment. It is well documented that at-risk student populations can benefit from explicit instruction which is also linked to a rich network of associations as well as multisensory teaching techniques.

The schools will utilize Dr. Robert J. Marzano's nine categories of instructional strategies to guide the teaching of all content areas' subject-matter knowledge. The nine categories are:

- Identifying Similarities and Differences
- Summarizing and Note Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

Additionally, varied types of knowledge involve different types of learning and, therefore, different types of teaching. Marzano categorizes subject matter into five broad categories. The first three are informational and can be referred to as "declarative knowledge:"

- Vocabulary Terms and Phrases
- Details
- Organizing Ideas

The last two categories are more process oriented and are sometimes referred to as "procedural knowledge:"

- Skills and Tactics
- Processes

The first category, Vocabulary Terms and Phrases, is used below as an example to demonstrate one sequence of structural methodologies teachers will use to ensure students learn not only what they are required to know but also foundational knowledge—such as vocabulary—which is adequate to build and sustain the high-level achievement necessary for college attainment.

Research illuminates the attributes of effective vocabulary instruction. Multiple contextual encounters and imagery-based techniques led to achievement gains that were 21 percentile points higher than more traditional methods such as sentence generation (Powell, G. 1980). Direct instruction works effectively, and direct instruction linked to critical words produces the most powerful learning.

Teaching new terms and phrases is especially critical for at-risk populations which may have less exposure to language. Marzano's research yields the following five-step methodology to guide the teaching of terms and phrases across subject areas. According to Marzano, this methodology represents a powerful teaching and learning tool. (Each of the categories has similar guidance.)

- Present students with a brief explanation or description of the new term or phrase
- Present students with a nonlinguistic representation of the new term or phrase
- Ask students to generate their own explanations or descriptions of the term or phrase
- Ask students to create their own nonlinguistic representation of the term of phrase
- Periodically ask students to review the accuracy of their explanations and representations

This methodology can be further strengthened through linkage to multisensory teaching techniques and structural analysis. Spelling and pronunciation anchor these strands. The schools' application of Marzano's instructional categories in all content areas is anticipated to increase student achievement overall. By specifically addressing literacy skills as it applies to the content-specific language of each core subject area, students will receive the repetition and reinforcement necessary for development of reading fluency. Multiple exposures to the variety of language also aids in vocabulary development and concept comprehension.

Reading

A developing reader grows from countless early language experiences, shared book reading, and informal exposure to letters, sounds and environmental print. The "opportunity gap" begins from a lack of such exposure. Children from homes where early exposure to oral and written language is restricted, seldom receive the rich, explicit, and abundant language, reading, and writing instruction to ameliorate this gap.

Accordingly, the reading curriculum will be explicit, intensive, and enriched across the five essential components of reading (National Reading Panel Report, 2000):

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Reading instruction will be built upon principles that reflect the consensus of leading researchers and practitioners regarding the abilities necessary for reading (and writing) success, and at what point in time developmentally such abilities must be achieved to support not only literacy but academic growth. Formative assessments will track individual student growth for each of the five

components of reading. Greater intensity will be provided according to student need, at the earliest juncture. Intervention will align with, enhance, and intensify core instruction.

Initial reading instruction relies on the explicit teaching of all five of these components. Sounds, or phonemic awareness, and the blending of sounds into words must be established early so as to support reading and writing development. Students will learn based on the Seven Principles for supporting literacy development (Reutzel and Cooter, 2000):

- Beginning with the teachers' knowledge of student reading processes
- Relying on the process and product based student assessments that link directly to the knowledge base of reading
- Involving families in support of the reading development process
- Support reading to, with and by students
- Integrating the development of reading and writing instruction and composition
- Develop reading and writing skills through "whole-to-parts-to-whole instruction"
- Address the needs of all children and learners

Through this students will:

- Learn how to read and respond to a variety of texts
- Acquire strategies for accessing information and exploring concepts
- Learn how to communicate effectively using both oral and written language
- Learn how to work both independently and collaboratively
- Acquire learning strategies such as asking questions, making connections, predicting, clarifying, and summarizing
- Learn problem solving through inquires, research, and supporting investigation activities

The growth in student proficiency will be assessed frequently, with the expectation that students' skills will improve to grade level within three years or less. All students performing below benchmarks in reading will receive intensified and/or supplemental instruction and monitoring according to the Response to Intervention (RtI) process. Students performing below grade level will be required to participate in tutoring before and after school, and during the school day, as part of Title I services and the 21st Century Community Learning Center program. A 3-5 week summer learning program will also be provided for students who are underperforming in reading.

English/Language Arts

All students will be expected to develop a strong understanding of the English language through a challenging spelling and vocabulary program. Students will also be instructed in all areas of grammar and punctuation, including topics such as roots, prefixes, suffixes, and subject/verb agreement. Additionally, there will be an emphasis on content-specific vocabulary. Substantial review and applied practice of grammar, punctuation, and spelling will be provided.

Teachers will emphasize neatness, and legible, fluent penmanship will be expected at all levels. Students will be instructed in proper size and formation of letters through regular handwriting lessons.

Students will have many opportunities to develop their skills in the area of composition. Teachers

will offer extensive instruction and modeling of the writing process beginning in the early elementary grades. Students will explore all forms of writing including descriptive, narrative, persuasive, and creative. Students will be instructed in giving oral presentations. Teachers will show students how to prepare their material and deliver their presentation in a professional manner appropriate for their grade level. Students will frequently give research presentations related to core academic areas, including history, geography, and science. Explicit, yet connected, vocabulary instruction across subjects will be intentionally provided.

A strong connection to “real life” relevancy will be incorporated into reading instruction through technology applications. In order to adequately prepare students to become productive members of a competitive global community, students will use classroom laptops to prepare presentations and written assignments, and utilize web-based applications such as Voyager Expanded Learning, Inc.’s Ticket to Read Program to develop reading skills. By making learning to read a fun and active experience, students will find greater relevance in the skills they are expected to learn and use in their everyday lives.

Mathematics

The school will adopt a core math curriculum that covers numeration and order, operations, functions and sequences, data and chance, algebra, geometry and spatial sense, measures and measurement, reference frames, and patterns. At each grade level, the curriculum will provide students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts will be reviewed and extended in varying instructional contexts. The adopted curriculum will provide real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction, using various methods for skills practice, and fostering parent involvement in student learning.

Units of study will be linked together using real-life problem solving in order to make skills learned relevant and to integrate multiple modes of skill practice into one project. For example, once a fifth-grade math class has completed lessons related to Measurement standard 5.5.2 (involving perimeters and areas of common shapes) and Problem Solving standard 5.7.1 (related to sequencing and prioritizing information, and identifying patterns and relationships), students might work in groups to design a football stadium, baseball diamond, or other entertainment venue (amphitheater, swim park, etc.). Students would be required to apply concepts learned in the academic quarter related to standards 5.5.2 and 5.7.1 to design a project plan and scale model of the proposed venue. Students would use multiple modes of communication and application including verbal communication for brainstorming, pen and paper practice to create appropriate equations and graphs, and computer applications to complete the project narrative and design, and actual scale model. This approach will bring greater automaticity to students’ mathematical thinking and problem solving skills.

Growth in student proficiency will be appropriately progress monitored and assessed from one year to the next, with the expectation that students’ skills will improve to grade level within three years. All students performing below expected benchmarks will receive higher levels of instructional support using the Response to Intervention (RtI) process. Students performing below grade level in math will be also required to participate in tutoring before and after school, and during the school day, as part of Title I services and the 21st Century Community Learning Center program. A 3-5 week summer learning program will also be provided for students who are underperforming in

math.

Science

The science curriculum will include the study of life science, earth science, and physical science. The teachers will have a strong commitment to hands-on, experimental science activities. For example, students will learn about sound and pitch by making vibrations with everyday materials and about solar energy by building solar ovens. Students will work extensively with appropriate materials, measuring devices, and scientific instruments. Science will be presented as an inquiry process which uses facts and labels to help organize observations, communicate conclusions and deductions, and generate new questions for inquiry while examining the universe. Students will learn how to become responsible stewards of the Earth and respond and react to the impact their footprint has on the global environment. Technology is an integral part of scientific inquiry and the science curriculum will rely heavily on the regular use of computers and web-based software and applications for project-based learning. By making classroom learning relevant through technology, students will begin to understand important global concepts like the interconnectedness of all of the earth's systems and organisms.

History, Geography, and Government

Thematic units will be developed in history, geography, and government. A variety of teacher-developed instructional materials will be used to investigate each thematic unit and accomplish the learning objectives through project-based learning. Students will utilize technology to enhance project-based learning. Computers will be used to create graphic organizers for writing, graphs and pictorial representations to denote results of class polls and surveys, view 3-dimensional, interactive images to assist students in geographical imaging, and access online databases for research projects. Online applications such as ePals will be utilized to help students build deeper connections to classroom learning. The ePals online learning community will allow students to learn collaboratively with other students worldwide, attend virtual field trips, create a project blog for collaborating with other team members outside of school hours, and ask questions of other students in the online, global community. This will provide students real-life practice interacting with members of other cultures and communities while applying scientific concepts to current issues.

The history content will be based on state and national standards and supplemented with additional materials when needed and appropriate. This sequence gives students an excellent understanding of Indiana, the United States, and world history. Students will learn about different times, places, and groups of people from a comparative analytic perspective. A strong emphasis will be placed on the uniqueness of the history of the United States, the people who shaped our country, and America's role in the shaping of world history.

An understanding of geography is essential in the study of history. Students will be instructed in understanding land forms, bodies of water, and map skills. The geography curriculum will engage students in comparative analyses of global issues that include physical, economic, and cultural impacts.

Students will learn to understand the role of government and political processes in the United States and throughout the world. An emphasis will be placed on the importance of being an informed global citizen who participates in the political process.

Art

Through weekly art classes, students will explore many different art genres. Students will participate in hands-on art projects throughout the year that are correlated to other subject areas. Frequently, these projects will be related to topics currently being studied with classroom teachers, with a focus on world culture. Students will also be exposed to many great artists and their works through art appreciation lessons.

Music

Students will explore many periods of music during their weekly classes. Students will spend time learning music appreciation and study great composers of the world and their works. Students will learn the societal impacts of music, how it transcends cultural differences, and how it serves as a form of communication. Theory also is an important part of music education, and children will learn many basics in this area. There will be many opportunities for the students to sing as a part of the class and as a part of yearly school-wide musical programs.

Physical Education

Physical Education helps students develop in three areas; individual skills, teamwork and sportsmanship, and choices that promote lifelong wellness. Students will develop individual skills through direct instruction and guided practice. Students will learn about teamwork through playing team games and about the importance of sportsmanship through instruction and modeling by the instructor. Students will learn how to maintain lifelong personal wellness through positive choices about nutrition, a healthy diet, and daily physical activity.

Library

Through a partnership with the Indianapolis-Marion County Public Library (IMPCL), students and parents will have access to all of the library collections' multi-media resources such as books, CDs, DVDs, and other materials. Each class will have access to the school library daily. Students will have the opportunity to read, check out books, and receive instruction in different areas of library usage.

Technology

Each classroom will have several computer stations for technology-based instruction and students will have access to a computer lab for projects and testing. In addition, for School #1, ADI Charter Schools, Inc. will purchase two sets of 24 wireless laptops on moveable carts each of the first three years to build an inventory of eight sets of laptops for instruction and assessments. School #2 will purchase two sets of 24 wireless laptops in years three, four, and five for a total of six sets. School #2 will also utilize 24 existing laptop carts that are already at the school in years one and two. To develop students' skill level in utilizing technology tools, one class per week will be dedicated to developing students' computer literacy skills.

Opportunities to develop and foster global connections will be provided via such programs as ePal and other social networking sites. As the year progresses and students master the core basics of reading and math, additional technology will be fully integrated into the instructional program. Additionally, use of technology will allow for greater cross-content learning, for example by using online musical composition tools in Music class to reinforce math class content, or creating a grade-level team project that integrates concepts being taught in all core content areas. Central to the wide use of technology in the ADI Charter Schools, Inc. is the goal of creating high interest, active learning opportunities for students.

Character Education

Dr. Martin Luther King, Jr. said that “intelligence plus character is the true goal of education.” ADI Charter Schools, Inc.’s character education program is intended to honor his words and to provide a holistic education that successfully addresses the cognitive, social, and emotional needs of all students. ADI Charter Schools, Inc. aims to develop students who are self-sufficient and productive learners who are ready to succeed in a diverse global society. As such, a child must develop not only the requisite knowledge, but also the requisite habits and character traits. Therefore, ADI Charter Schools, Inc. is committed to helping all students develop strong character traits based on: (1) a consistent set of widely-shared, core ethical values) and (2) supportive performance values (such as diligence, hard work, initiative, and perseverance). An emphasis on developing character means that students will have the strong work ethic needed to perform at high levels in school and work. They will also have the values essential to being good, productive, and contributing global citizens, with an awareness of, sensitivity to, and appreciation of, the diversity of cultures within our world communities.

ADI Charter Schools, Inc. will take a nonpartisan and nonsectarian approach to character education that will reinforce basic human values that: transcend religious and cultural differences and express our common humanity, affirm our human dignity, promote the development and welfare of the individual person, serve the common good, meet the classical tests of reversibility (i.e., Would you want to be treated this way?) and universality (i.e., Would you want all persons to act this way in a similar situation?), and inform our rights and responsibilities in a democratic and global society. At ADI Charter Schools, Inc., these core values will be infused in all school activities, including core academic subjects, homeroom discussions, parent/guardian education sessions, school-wide assemblies, and community service projects. A focus on character will not be an afterthought—but an intentional part of every aspect of the school.

Specifically, character education at ADI Charter Schools, Inc. will draw from the Josephson Institute’s CHARACTER COUNTS! (CC!) curriculum, the most widely implemented approach to character education. CC! is a framework centered on basic values called the “six pillars of character.” These six pillars are:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

These values are not political, religious, or culturally biased. CC! has been embraced by thousands of schools, communities, public agencies and nonprofit organizations, including: American Federation of Teachers, National Association of Elementary School Principals, National Association of Secondary School Principals, American Association of School Administrators, National Education Association, United States Army, Child & Youth Services, National 4-H, Boys & Girls Club of America, YMCA of the USA, National PTA, and AYSO. Importantly, it is not a curriculum or add-on, but a means to advance curricular and behavioral goals. Research on CC! shows reduced behavior problems, reduced truancy, and increased test scores, making it an especially useful resource for character development at ADI Charter Schools, Inc.

While there is no single script for effective character education, there are some important basic principles that create an environment that is ready to promote character development. The following principles of effective character education, adapted from the Character Education Partnership (CEP), will serve as the foundational framework for character education at ADI Charter Schools, Inc. CEP, based in Washington, D.C., is a nonprofit, nonpartisan, nonsectarian coalition of organizations and individuals committed to fostering effective character education in our nation's schools.

- Promote widely shared, non-sectarian, core ethical values and supportive performance values as the foundation of good character. The character education program will focus not only on developing the core ethical values needed to be a good human being, but also on complementary performance character qualities that enable students to perform at their highest potential in the classroom, the workplace, or any other area of endeavor. These two parts of character work together in mutually supportive ways.
- Define “character” comprehensively to include thinking, feeling, and behavior. Good character involves understanding, caring about, and acting upon core ethical values. Students will grow to understand core values by studying and discussing them, observing them modeled by others, and resolving problems involving the values. Students will learn to care about core values by developing empathy skills, forming caring relationships, helping to create community, hearing illustrative and inspirational stories, and reflecting on life experiences. And they will learn to act upon core values by developing pro-social behaviors (e.g., communicating feelings, active listening, helping skills) and by repeatedly practicing these behaviors, especially in the context of relationships (e.g., through cross-age tutoring, mediating conflicts, school and community service).
- Use a comprehensive, intentional, and proactive approach to character development. Virtually everything that goes on in school affects the character of students, and all aspects of schooling will be used as opportunities for character development. This includes what is sometimes called *the hidden curriculum* (e.g., school ceremonies and procedures; the teachers' example; students' relationships with teachers, other school staff, and each other; the instructional process; how student diversity is addressed; the assessment of learning; the management of the school environment; the discipline policy); the *academic curriculum* (i.e., core subjects, including the health curriculum); and *extracurricular programs* (i.e., sports teams, clubs, service projects, after-school care). Rather than simply waiting for opportunities to arise, with an intentional and proactive approach, the school staff will take deliberate steps for developing character.
- Create a caring school community. The daily life of classrooms and all other parts of the school environment (e.g., the hallways, cafeteria, playground, school bus, front office, and teachers' lounge) will be imbued with a climate of concern and respect for others.
- Provide students with opportunities for moral action. In the ethical as in the intellectual domain, students are constructive learners; they learn best by doing. To develop good character, they need many and varied opportunities to apply values such as compassion, responsibility, and fairness in everyday interactions and discussions as well as through community service. By grappling with real-life challenges (e.g., how to divide the labor in a cooperative learning group, how to reach consensus in a class meeting, how to reduce fights on the playground, how to carry out a service-learning project) and reflecting on these experiences, students develop practical understanding of what it means to cooperate with others and give of oneself—and they develop the skills and behavioral habits to live lives of good character.

- Include a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed. Because students come to school with diverse skills, interests and needs, ADI Charter Schools, Inc. will implement an academic program in which the content and pedagogy are sophisticated enough to engage all learners. This means providing a curriculum that is inherently interesting and meaningful to students and implementing active teaching and learning methods such as cooperative learning, problem-solving approaches, and experience-based projects. In addition, school staff will look for the natural intersections between the academic content they wish to teach and the character qualities they wish to develop. These “character connections” will take many forms. For example, our literature program will feature works that exhibit the best of the human spirit (i.e., courage, compassion). Science and technology programs will enable students to evaluate the complex relationship between technology and humanity. Students will analyze history with an ethical lens and pay particular attention to issues of compassion and social justice. They will learn about the lives of the great heroes of history, such as America’s founders, Sojourner Truth and Martin Luther King, Jr., as well as living heroes.
- Strive to foster students’ self-motivation. Character is often defined as “doing the right thing when no one is looking.” We want students to be kind to others because of an inner belief that kindness is good and a desire to be a kind person. ADI Charter Schools, Inc. will keep the focus on character by giving appropriate social recognition for students’ pro-social actions (e.g., “Thank you for holding the door—that was a thoughtful thing to do.”) or celebrating character through special awards (e.g., for outstanding school or community service). Also, rather than taking a compliance approach to school rules, students will be provided with meaningful opportunities for reflection, problem solving, and restitution, so that they may benefit from their mistakes.
- Engage the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students. All school staff—teachers, administrators, counselors, school psychologists, coaches, secretaries, cafeteria workers, playground aides, bus drivers—will be involved in learning about, discussing, and taking ownership of the character education effort.
- Foster shared moral leadership and long-range support of the character education initiative. The Head of School will be the lead agent for character education effort and will develop other leaders within the school community to champion this work. The Head of School will also take steps to provide for the long-range support (e.g., adequate staff development, time to plan) of the character education initiative.
- Engage families and community members as partners in the character-building effort. We will take pains at every stage to communicate with families—via newsletters, e-mails, family nights, and parent conferences—about goals and activities regarding character education. All families and students will sign a contract with the school, which will include a commitment to good character. A special effort will be made at the start of the school year to make visits to every student’s home. Students and their families will have access to faculty cell phones to encourage strong communication.
- Assess the character of the school, the school staff’s functioning as character educators, and the extent to which students manifest good character. ADI Charter Schools, Inc. believes in empowering the Head of School to lead—which means that the school leader will ultimately determine, with his or her staff, the types of behavioral expectations, routines and rituals that will best develop strong character among the school community. The school leader will have many resources to guide his or her character development effort

Preparation for High School and Post-Secondary Success

The schools will utilize the Gaining Access to Tomorrow's Education (GATE) program developed by the CMO to increase the number of students who are "college ready." The program teaches students about: higher education opportunities, successful post-secondary application techniques and strategies; study skills preparation; test skill preparation; high school preparation and graduation requirements; college preparation and requirements; career preparation and a career assessment; and scholarships, loans, and other resources. Campus visits to various post-secondary education options will give students the chance to meet admissions staff and faculty while learning about admission requirements and campus life. A strong bi-lingual parent education component will include workshops that help parents understand how to support their child's preparation for and transition to high school and post-secondary opportunities. Online tools that will augment the GATE program include www.KnowHow2GOIndiana and www.driveofyourlife.org. Both support GATE's mission to engage students in career exploration and preparation for post-secondary education.

Students with Special Needs

ADI Charter Schools, Inc. understands that not all students learn in the same manner. Students have varied learning styles. Teachers will use best practices to identify students who may need additional help in or outside the classroom. Each child who has an identified learning need will be given the tools and opportunity to progress in school. Students will be referred to the schools Response to Intervention (RtI) team when they have shown continued struggles in areas of academic, social/emotional, or health. This team will work collaboratively with parents and the classroom teacher to formulate a plan of action for success. This will apply to any student, including those with comprehensive Individualized Education Plans (IEPs), in addition to those students who may be at risk of academic failure. ADI Charter Schools, Inc. is also aware of the need to identify and teach to students who may have limited or no English speaking skills; such circumstances must not be attributed to learning disability but must be carefully addressed through appropriate instruction and curriculum.

Two sample lessons are included as Attachment I. These lesson plans demonstrate how the schools' educational philosophy and mission play out in the classroom for all students, including those with special needs and those with limited English proficiency.

D. Assessment

Student Assessment

Content knowledge and skills will be assessed through screening, formative, and summative assessments and supplemented with progress monitoring and diagnostic instruments according to individual student need.

As previously noted, student mastery of specific skills as outlined in the secular Curricular Scope and Sequence will be tracked using the Academic Standards Tracking Sheet. Just as the Curricular Scope and Sequence serves as a pacing guide for teachers, guiding instruction in each academic quarter by the academic standards expected to be taught and assessed, the Academic Standards Tracking Sheet serves as a real-time, continuous assessment of student learning.

The schools will utilize a variety of assessment tools to determine and report student progress.

Formative and summative assessments, either teacher made, textbook derived, will assess student learning relative to specific criteria. Analysis of student growth over time will also be utilized. In addition to mandated ISTEP+ exams, the following assessment tools will be utilized:

English/Language Arts (Grades K-2)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) will be utilized as a universal screener for all students. Indicadores Dinámicos del Éxito en la Lectura (IDEL) will also be utilized as an English/Language Arts diagnostic assessment. These assessments are valid, reliable indicators which measure pre-reading and reading abilities. DIBELS is a Curriculum Based Measurement (CBM) system which can be used to benchmark all students three times a year and to monitor student progress so as to measure student growth. Use of CBM contributes to effective use of the RtI process.

DIBELS assessments measure phonemic awareness (from earliest development of initial sounds to later stages of ending and medial sounds), letter recognition, alphabetic principle, vocabulary, and comprehension. All measures are fluency based (timed). This assessment feature reflects recent research indicating that accuracy only in sub-reading and reading skills is not adequate to develop as a reader. Automaticity, measured by fluency, is also essential. Growth can be assessed in these critical reading areas. Research shows that greater than 90% of students who reach DIBELS benchmarks achieve ISTEP+ pass rates in third grade.

Mathematics (Grades K-2)

mCLASS is an assessment program for Mathematics that will measure a child’s math skills from the beginning stages of math development such as recognizing and writing numbers, to computation of one to three digit numbers. The assessment will also include questions of problem solving and multi-step problems in which students will be required to show their work and prove or defend their answers with written work. mCLASS tracks students’ math progress with an initial diagnostic baseline, as well as subsequent test scores, activity detail reports, and individual documented analysis. Assessments are administered three times a year for benchmark progress and monthly for students who need more intensive intervention. Diagnostic and progress reports can be produced on-demand, and identify strong and weak subject areas, as well as track student progress.

English/Language Arts and Mathematics (Grades 3-8)

Acuity Diagnostic Assessment for Mathematics English/Language Arts are formative assessment tools that help parents and teachers personalize each child’s education. Acuity Diagnostic assessments will be administered quarterly, beginning in the fall with a benchmark assessment. Predictive assessments will be completed in September and February. Automatic “assignments” link to questions the student has missed. Detailed reports will be provided to parents and utilized by teachers to focus reinforcement strategies.

The projected assessment schedule is as follows:

Assessment Tools (K-2)	Pre	Mid	Post	Ongoing
DIBELS/IDEL for English/Language Arts	X	X	X	
mCLASS for Mathematics	X	X	X	
Teacher made assessments, textbook				X

assessments, teacher observations				
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Assessment Tools (3-8)	Q1	Q2	Q3	Q4	Ongoing
Acuity Diagnostic Assessment English/Language Arts and Mathematics	X	X	X	X	
Teacher made assessments, textbook assessments, teacher observations					X

Assessment of Character Development

Three broad outcomes of character development will be assessed:

- The character of the school: To what extent is the school becoming a more caring community? This can be assessed, for example, with surveys that ask students, teachers, and parents to indicate the extent to which they agree with statements such as, “Students (teachers) in this school (classroom) respect and care about each other,” and “This school (classroom) is like a family.”
- The school staff’s growth as character educators: To what extent have adult staff—teaching faculty, administrators, and support personnel—developed understandings of what they can do to foster character development? Personal commitment to doing so? Skills to carry it out?
- Student character: To what extent do students manifest understanding of, commitment to, and action upon the core values? This can be assessed, for example, by gathering data on various character-related behaviors: Has student attendance gone up? Have fights and suspensions gone down? Have bullying, student cheating, littering, vandalism and/or drug incidents declined? How frequently do students choose to volunteer in the school or community? How often are students recognized for showing various virtues, such as compassion, perseverance, and courage? The three domains of character (knowing, feeling, and behaving) can also be assessed through anonymous questionnaires that measure student moral judgment (for example, “Is it wrong to cheat on a test?”); moral commitment (“Would you cheat if you were sure you wouldn’t get caught?”); and self-reported moral behavior (“How many times have you cheated on a test or major assignment in the past year?”). Such questionnaires can be administered at the beginning of the school year to get a baseline and again at later points to assess progress.

Assessment of character development will be measured through the following methods:

- Real-time tracking of behavior and discipline aligned with the school’s six-step School Discipline Policy
- Teacher and Head of School observations and surveys
- Parent and student surveys
- Data related to parent calls and emails, office referrals, quarterly report cards, attendance rates, and suspension and expulsion records

School-Wide Assessment Strategies for All Grades and All Subject Areas

Teachers will meet in vertical team groups by grade (K-3, 3-5, and 6-8) on a weekly basis, at which time they will review samples of student work, and discuss individual student concerns, rigor and alignment to the state standards, high-yield strategies for improving student performance, and student placement within the RtI process model. Other school-wide assessment strategies include:

- Ongoing formal and informal observations by teaching staff
- Value-added assessments to measure student gains and losses within the year and from year to year
- Mining of data to support the RtI process model
- Data collection, management, and reports contained within Management Information Systems, Inc. (MISI) to provide greater access to student records by faculty, teachers, and contracted providers of special education services
- Standards-based report cards designed to be fair and support rigorous performance and achievement standards for all students

Commitment to Student Growth

Using a variety of formative assessments to monitor student progress over time is a growth (progress) model that will be used to inform and adapt instructional practices. For example, a student may achieve proficiency on criterion-referenced formative assessment but not realize adequate growth over time. Each assessment contributes to instructional adjustments. Short-term student outcomes must translate into adequate overall growth over time. Analysis of varied assessment data must inform instructional actions to better serve each student.

ADI Charter Schools, Inc. will benefit from participation in Indiana's new growth model that will generate Student Growth Percentiles (SGP) by comparing individual students to an aggregate group of students with the same beginning achievement level to assess level of growth. However, trend data to determine SGP requires four ISTEP+ spring administrations (four administrations yields three growth data points which is necessary for trending). Trend analysis will be possible following spring 2010 ISTEP+ results.

Correlations will be considered between ISTEP+ growth and results from Acuity, DIBELS, and mCLASS to assess overall growth in student progress. For students who are not progressing at a rate expected by their academic grade level, the RtI model will be utilized to help students reach performance benchmarks.

Teacher Effectiveness and Accountability

In accordance with the Correlates of Effective Schools, specific emphasis will be placed on teacher effectiveness and accountability. The Look to Learning process (Antonetti and Garver) will be implemented, which monitors the degree to which the Effective Schools Correlates are being instituted. The Look to Learn process will include usage of the DIAL Instrument, which allows teachers to know where they are the continuum of implementation of the Effective Schools Correlates. This analysis will occur on individual, team, and whole-school bases. The key features of the DIAL system include:

- Questioning: What do we teach?
- Quantification of time
- Purposeful abandonment of ineffective approaches, methods, and practices

- Organization of essential content (includes across-content collaboration)
- Teachers held accountable for addressing essential content

Implementation of this system into all teachers' reflective practices will also help the school administrators: 1) evaluate the effectiveness of teaching strategies for students working above or below the school's performance standards; 2) prioritize professional development needs; 3) involve parents in their children's academic achievement; and 4) factor performance pay for teachers.

Monitoring Continual School Improvement

Monitored by the CMO, ADI Charter Schools, Inc. will utilize a School Improvement Plan as a method to ensure continual school improvement for all schools. Each School Improvement Plan will be in accordance with the school-specific academic and organization goals set forth by ADI Charter Schools, Inc. (identified in this application), and the Effective Schools Correlates. The School Improvement Plans will consist of a continuum of benchmarks that will be developed and monitored by each school's School Improvement Committee. This Committee will be comprised of all school staff, lead by the Head of School, who will be supported by the CMO. Examples of School Improvement Plan focus areas may include (but are not limited to):

- Discipline and Character Development
- Teaching and Learning
- Data-driven Decision Making
- Institutional Advancement

For each goal, the continuum of benchmarks will identify key staff, specific tasks, data needed to set and monitor benchmarks, methods to measure successful implementation of each goal, and a goal achievement timeline. The Head of School will submit to the CMO a School Improvement Plan progress report at the beginning, middle, and end of each school year. By the end of the school year, the Head of School will also submit to the CMO the School Improvement Plan for the following year for approval by the CMO and the Board of Directors. ADI Charter Schools, Inc. anticipates a direct correlation between the successful implementation of the School Improvement Plan and the achievement of school-specific goals identified by ADI Charter Schools, Inc.

Intervention Process for Underperformance of School-Specific Goals

Through the CMO, ADI Charter Schools, Inc. will implement a highly monitored intervention plan for any school that is not meeting projected achievement of school-specific goals that are stated in its School Improvement Plan. This intervention will include the following components:

- Refined quarterly benchmarks for goals not being attained
- A more detailed and specific School Improvement Plan that includes CMO-recommended and Board of Directors-approved changes in resources, professional development, strategies, a staffing, and timeline needed to attain each underperforming benchmark
- Quarterly Head of School reporting requirements to ensure adequate CMO and Board of Directors oversight

The CMO will monitor the intervention and make recommendations to the Board of Directors on a quarterly basis allowing for appropriate Board responses to the school's level of success in meeting the intervention plan benchmarks.

Intervention Plan for St. Andrew & St. Rita Catholic Academy School Site

At St. Andrew & St. Rita Catholic Academy (the site for proposed School #1), modest gains in student achievement have been noted in the last four years, but not to the expected state performance level. Since St. Andrew and St. Rita Catholic Academy will be closing and a new charter school will open, ADI Charter Schools, Inc. expects a new student population and a new staffing model. The strategies that ADI Charter Schools, Inc. proposes to ensure success for both schools will support St. Andrew & St. Rita Catholic Academy school location to meet school-specific educational and organizational goals. In particular, the following strategies (all of which are new to the school) and are described more fully in other parts of this application, will be employed:

- Implementation of the Effective Schools model and the seven Effective Schools Correlates, including the Look to Learning process and the utilization of the DIAL instrument to measure student success and teacher effectiveness
- Utilization of first-year baseline data to drive decision-making processes and instill differentiated learning strategies depending on individual student needs
- Specific focus given to:
 - Daily curriculum objectives aligned to grade-level state standards
 - Increased level of thinking and learning (the upper end of Bloom's taxonomy)
 - Implementation of effective lessons, including introduction, concept development, concept attainment, assessment of learning
 - High levels of student engagement
 - Environment conducive to learning
- An extended school year for all students, increasing days of instruction from 180 to 190
- An extended school day for underperforming students, including academic remediation in before- and after-school opportunities
- A 3-5 week academic summer learning opportunity to meet the needs of all students, through intervention and enrichment opportunities
- A rigorous and closely monitored School Improvement Plan and intervention plan process

ADI Charter Schools, Inc. is confident that the implementation of all of these new strategies will effectively increase student learning in both schools, and in particular at the St. Andrew & St. Rita Catholic Academy school site, in accordance with the benchmarks for school-specific goals.

E. Support for Learning

A safe and orderly environment is critical to the student's opportunity to learn. The ADI Schools, Inc. Board of Directors has drafted the framework for a secular School Discipline Policy that includes six intervention levels (included as Attachment F). However, it is important to note that the hired Head of School will have the authority to shape the School Discipline Policy according to his/her vision and consistent with state law. Once finalized, all staff members will be trained in the six intervention levels of the School Discipline Policy. All adults in the school will be expected to commit to being on duty all the time and everywhere while at work. All the adults must commit to the proposition that they will behave with consistency around the agreed-upon rules and regulations

of the School Discipline Policy. By establishing school-wide commitment, discipline is not just the desire of a few teachers but a cultural rule that pertains to everyone and is supported by everyone in the building.

The focus of the discipline plan is to help students attain the self-discipline necessary for self reliance, responsibility, respect, and positive self image. The school wide rules are respecting self and others, contributing to the learning environment, and following school and classroom procedures. Students who follow the rules receive rewards; students who don't follow the rules have up to six levels of consequences (the sixth level may result in expulsion). Rewards and consequences are consistently applied. Severe infractions, such as weapon or drug possession, result in immediate expulsion. When a modification of the discipline plan is required to effectively meet any special needs, the modification will be outlined in the student's IEP and clearly communicated to all members of the staff. Diagnosed Tourette Syndrome is an example of a condition likely to require a modification of the discipline plan.

ADI Charter Schools, Inc. will establish opportunities for developing respect and understanding through the recruitment policy, training for all staff members in understanding challenges of urban students, maintaining an open door policy in the Head of School's office, sending calls and notes home to celebrate student successes, morning student assemblies with family attendance encouraged, and student performance events.

Family members will be encouraged to volunteer in school activities. The school will employ a front office receptionist who understands and supports the community with a genuine enthusiasm for the students served by the school. Parental satisfaction will be determined formally and informally through parent surveys, conferences and frequent face to face communication. Staff members will make themselves visible and available during morning drop off time and afternoon pick up time. Each faculty meeting will include discussion regarding any parental feedback data. Families who have not responded to these methods will be targeted for proactive meaningful interaction through one-on-one conversations, encouragement, parent-to-parent mentoring opportunities, and support from the School Social Worker.

Community partners will be recruited to fund special projects, provide volunteer tutoring, read to students, prepare for community events such as student performances, and upgrade the facilities. The Head of School will actively recruit local businesses for mentoring activities and local foundations for special projects.

F. Special Student Populations

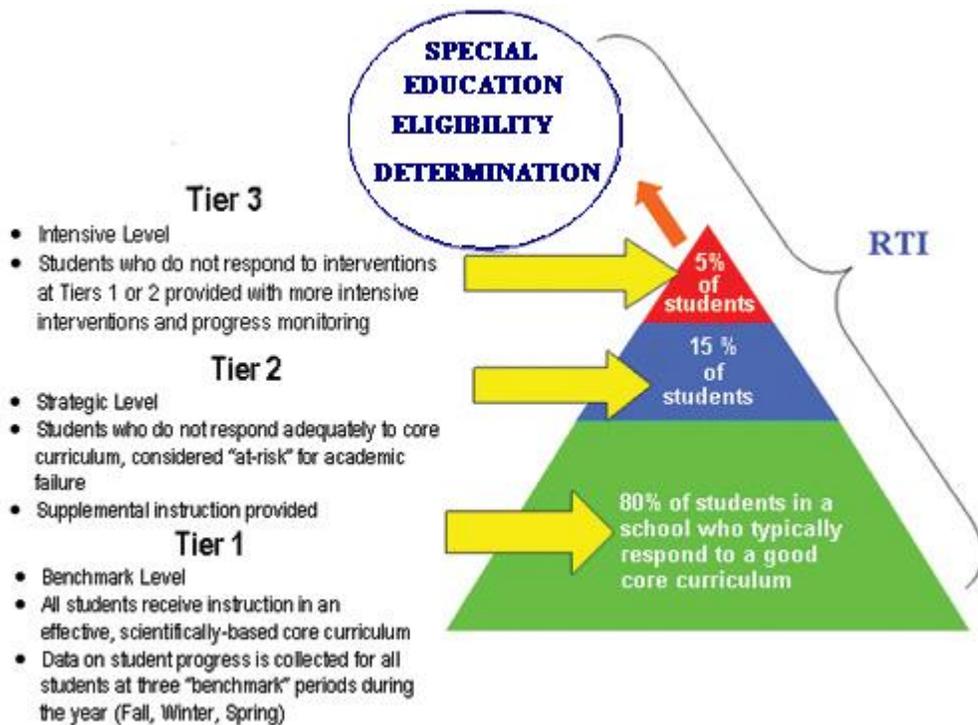
Serving Students with Special Needs

In order to ensure that all students can achieve their fullest academic potential, the schools will comply with federal and state special education laws. In specific, the schools will utilize Response to Intervention (RtI), a researched, evidenced-based intervention process model used to identify students with learning disabilities and to implement closely monitored instruction across three tiers. The key components of RtI are:

- Evidence-based programs to support high-quality instruction
- Targeted interventions to help struggling students catch up to their peers

- Progress monitoring information to support data-driven decision making
- Support—including family involvement—to make sure every student experiences success

As a three-tiered process model, RtI provides research-based instruction and strategies within the classroom, thus reducing the number of special education referrals. Students in tier two and three will have an IEP based on baseline data with goal specific-outcomes and methods to measure this progress. Specific assessments will be administered within a set timetable to ensure continued progress. The following diagram demonstrates the intervention levels and supports of the RtI model:



6

During weekly grade-level and subject-area team meetings, teachers will discuss the academic and social concerns of students, and in particular, those who are struggling but do not have an IEP. These proactive discussions will create a continual determination process for deciding whether a student needs to be referred to the RtI process. The grade level team will create a plan that will involve an analysis of the strengths and weaknesses of the student, possible research-based strategies for accommodations and a determination of next steps. Teachers and support staff will then implement this plan into the classroom and continually assess the impact that it has on the student.

The schools will make every effort to obtain a student’s previous school record within a reasonable time table. All special education records and files will be maintained within the Indiana Department of Education’s ISTAR/ISTART7 database, which will allow for quicker access to student records. It will also allow for collaboration with the Indiana Department of Education and current updates on pertinent information and legislation. A centralized database will also allow

⁶ Lehigh University, College of Education, Office of Special Education.

school staff and contracted consultants from the Institute for School Excellence to monitor records and IEP's to ensure compliance and progress of all students receiving special education services.

The Special Education Teacher and administration will review IEP's and Section 504 Plans of incoming students with the goal of determining what services can reasonably be provided utilizing school resources and what will need to be provided via contract with an external provider. Contracted services to enhance the support team will include a psychologist, speech and language pathologist, social worker, and occupational therapist as needed. As required by state law, the Special Education Teacher will hold a move in conference within 10 school days. This conference will include the parents, Teacher, Special Education Teacher, and Campus Director. As the support team leader, the Special Education Teacher will work with all teachers of students with disabilities and collaborate in curriculum planning and team teaching.

The Special Education Teacher, in collaboration with administrators, will coordinate all annual reviews for each student's IEP. The annual reviews will include testing in those areas in which services have been provided. Parents will be informed of a student's progress four times a year as an insert that is part of the student's report card. Progress will also be shared with parents through telephone calls, notes home, personal contacts, and meetings.

The schools will employ a full inclusion model that allows the least restrictive environment whenever possible. Students with special needs will participate in pull-out sessions in the Resource Room as needed; however, careful consideration will be taken to assure minimal disruption of the school day. The Resource Room will also serve as a place for students with IEPs process to engage in small group instruction based upon their RtI planning and progress monitoring.

In addition, separate focus periods several times per week will allow all students to work on specific skills or needs in designated areas. The focus periods will be required for all students regardless of their academic ability. Providing this additional academic enrichment for all students provides each student with individualized learn time and avoids stigmatizing those students who are required to use this time for remediation, while also giving students who are gifted a regularly-scheduled enrichment period.

Serving Students with Limited English Proficiency (LEP)

Teachers will hold true to the mission of the school and ensure that all students come first and that all students can achieve at high levels regardless of language or ability. All parents of enrolled students will be required to fill out the home language survey as required by law. From this information, students with Limited English Proficiency or where English is a second language can be identified. Administration and faculty will work closely with family, community, and local organizations to support LEP students and their families. Translators at school meetings and functions, mentoring and tutoring from community members, guest speakers, and specific workshops for parents in supporting their children's learning will be provided. As part of placement and services, LEP students will receive group coaching during the Focus period. This period will allow for an additional English/Language block of study. Students of LEP will fully participate in the general education classroom. This will allow the school to maintain an inclusive environment while meeting the specific needs of students learning English.

The following strategies will also be implemented to ensure the academic success and language progress of LEP students:

- Comprehensive Assessments - such as Language Assessment Scale (LAS) links, family interviews, and collection of a case history.
- Professional Development – training and professional development for teachers in research – based language and literacy instruction strategies for all LEP students including contextualized curriculum group work, appropriate teacher discourse, and differentiation of instruction.
- Personal Learning Plans – will be developed for each LEP student to include student goals and pinpoint strengths, needs, personal interests, and special accommodations such as testing time.
- Community Outreach – administration and faculty will work closely with family, community, and local organizations to support LEP students and their families. Translators at school meetings and functions, mentoring and tutoring from community members, guest speakers, and specific workshops for parents in supporting their children’s learning will be provided.
- English as a Second Language Instruction – Provided by a licensed and highly qualified ESL Teacher, as defined by the No Child Left Behind Act.

G. School Characteristics

School Calendar

The schools will provide 190 days of instruction for students and 198 days of teaching/ professional development for teachers and staff. The proposed school calendar for the 2010-2011 school-year is as follows:

August 2-6	Training and Professional Development for Teachers
August 9	First Day of School
September 6	Labor Day (school closed)
October 13,14	Parent/Teacher Conferences (evening only)
October 15	Professional Development Day (school closed)
October 18-22	Fall Break
November 24-26	Thanksgiving Break (school closed)
December 20-January 2	Winter Break (school closed)
January 17	Martin Luther King, Jr. Day (school closed)
February 18	Professional Development Day (school closed)
February 21	President’s Day (school closed)
March 23, 24	Parent/Teacher Conferences (evening)
April 4-8	Spring Break (school closed)
May 30	Memorial Day (school closed)
June 9	Last Day of School for Students
June 10	Last Day of School for Teachers

Daily Hours of Operation

6:15 a.m.	Before School Staff Arrival
6:30-7:45 a.m.	Before School Academic Intervention, Enrichment Opportunities, and Breakfast
7:30 a.m.	Teachers and Staff Arrival (7:15 a.m. arrival 1 x per week for faculty meeting)
7:45-8:00 a.m.	Student Arrival/Group Pledge of Allegiance, Announcements, Moment of Silence

8:00-11:00 a.m.	Morning Instruction
11:00 a.m.-12:30 p.m.	Lunch and Recess Periods for Students (2 groups) Lunch and Planning Period for Instructors
12:30-3:00 p.m.	Afternoon Instruction
3:00-3:15 p.m.	Student Dismissal
3:15-3:30 p.m.	Snack
3:30 p.m.	Teacher Dismissal
3:30-4:30 p.m.	Teacher Planning/Clusters by Grade and Subject (1 x per week, rotating schedule)
3:30-4:30 p.m.	Math and English/Language Arts Remediation Instruction for Underperforming Students (2 x per week)
3:30-6:00 p.m.	After-School Academic Intervention, Enrichment Opportunities, Snack, and Extracurricular Activities

Organization of School Day

Grade	E/LA	Math	Social Studies	Science	Specials (Art, Music, Physical Education)	Other (Focus Period, Assembly, Cross-Curricular Activities, Character Education)	Non-Instructional (Arrival, Dismissal, Lunch, Recess)	Hours Per Day
K	120 min.	75 min.	45 min.	45 min.	45 min.	35 min.	95 min.	7.5 hours
1	120 min.	75 min.	45 min.	45 min.	45 min.	35 min.	95 min.	7.5 hours
2	120 min.	75 min.	45 min.	45 min.	45 min.	35 min.	95 min.	7.5 hours
3	100 min.	75 min.	45 min.	45 min.	45 min.	45 min.	95 min.	7.5 hours
4	100 min.	75 min.	45 min.	45 min.	45 min.	45 min.	95 min.	7.5 hours
5	100 min.	75 min.	45 min.	45 min.	45 min.	45 min.	95 min.	7.5 hours
6	100 min.	75 min.	45 min.	45 min.	45 min.	45 min.	95 min.	7.5 hours
7	100 min.	75 min.	45 min.	45 min.	45 min.	45 min.	95 min.	7.5 hours
8	100 min.	75 min.	45 min.	45 min.	45 min.	45 min.	95 min.	7.5 hours

Extracurricular Activities

The schools will offer extracurricular activities that are aligned with the interests of the students. Examples of possible extracurricular activities include choir, student government, community service organizations, and others as we survey the interests of the students. The schools will encourage parent committees to lead the implementation of these activities.

Athletic Programs

The schools will partner with such organizations as the Police Athletic League, Catholic Youth

Organization, and the YMCA of Greater Indianapolis to provide male and female students with competitive and recreational athletic opportunities.

Academic Enrichment Programs

The schools will organize diverse opportunities for students to explore their specific interests. Examples may include book clubs, music clubs, math clubs, school newsletter, etc.

Before School, After-School, and Summer School Programs

The schools will offer students daily academic intervention, enrichment opportunities and meal/snack before school from 6:30-7:45 a.m. and after school from 3:30-6:00 p.m. A 3-5 week summer program will also be provided. Activities will include remediation tutoring in reading and math, homework assistance, enrichment, and recreation activities. The before school, after school, and a portion of summer learning opportunities will be operated by the CMO's successful program that has been funded as a Indiana Department of Education's 21st Century Community Learning Center for six years. In addition, parent committees will be encouraged to plan extracurricular activities in collaboration with the after-school schedule.

A Day in the Life of a Typical Student

A typical student day will begin at 6:30 a.m. when they arrive to school for academic remediation, enrichment opportunities, and breakfast. At 7:45 a.m. students will proceed directly to the gymnasium in the morning and sit with their classroom. At 7:45 a.m. all students will stand and form a large circle to say the Pledge of Allegiance. Announcements and news will then be shared along with a moment of silence and reflection. Each class will then be dismissed one at a time to their classroom. They will then unpack and turn in any assignments or projects that are due that day. They will then prepare for their day and begin their morning work that will be specifically related to Indiana Academic Standards as the morning instruction begins for all students. Shortly before lunch, students will finish morning instruction and use the restroom. Students in grades K-3 they will go to lunch and recess from 11:00-12:00 p.m. Students in grades 4-7 they will continue morning instruction until 11:30 a.m. at which time they will go to lunch from 11:30 a.m.-12:30 p.m. Students in grades K-3 will continue with afternoon instruction from 12:00-3:10 p.m. Students in grades 4-7 will continue with afternoon instruction from 12:30 – 3:10 p.m. All students will have a designated special each day with Art and Physical Education two times a week. Each special will be 45 minutes, allowing students to grow in the arts and health and wellness. At 3:00 p.m. instruction will come to a close and students will begin to collect and write down their homework for the evening and begin to pack up and get ready for dismissal. Any student who finishes early will read quietly. Students will dismiss at 3:15 p.m. If they are in the after-school program they will go there until they are picked up by family. Other students who have been identified to be in need of extra academic assistance will attend tutoring two days a week for one hour to focus on specific skills.

IV. Organizational Viability and Effectiveness

A. Enrollment / Demand

Demand

The MTCA's center-city schools have increased enrollment from 774 to 989 (22%) over the last four years, demonstrating a continuous and increasing parent demand for alternative school options (even those requiring tuition) within the boundaries of urban Indianapolis. By removing the tuition

requirement, ADI Charter Schools, Inc. expects this demand to continue to increase.

In the first year, ADI Charter Schools, Inc. anticipates a 30% attrition rate due to the schools becoming non-Catholic, public charter schools. However, based on extensive conversations with community members about the need for school options, especially those that do not require tuition, ADI Charter Schools, Inc. is confident it will meet the enrollment goals stated in this application.

Rational for School Size

The longer the schools can influence a student’s education, the better that student will perform. As such, the schools will be K-8 institutions, offering students the opportunity to build strong academic skills and character education over a nine year period. Class sizes will be limited to 24 students. The schools have projected slow enrollment growth goals which will allow school faculty and staff to manage growth while maintaining a commitment to school excellence. Slow growth will also minimize the impact on surrounding public and private schools.

Projected School Capacity and Enrollment

The projected capacity and enrollment of each school is identified in the following charts. However, depending on the capacity of the selected facilities, these figures may change.

School # 1 Projected Enrollment/Capacity

Grade	Year One 2010-2011	Year Two 2011-2012	Year Three 2012-2013	Year Four 2013-2014	Year Five 2014-2015	Year Six 2015-2016	Year Seven 2016-2017
K	22/22	22/22	38/44	44/44	44/44	44/44	44/44
1	22/22	24/24	39/44	44/44	44/44	44/44	44/44
2	24/24	24/24	24/24	48/48	48/48	48/48	48/48
3	24/24	24/24	24/24	26/48	48/48	48/48	48/48
4	24/24	24/24	24/24	24/24	45/48	48/48	48/48
5	21/24	24/24	24/24	24/24	24/24	36/48	48/48
6	24/24	24/24	24/24	24/24	24/24	24/24	24/48
7	24/24	24/24	24/24	24/24	24/24	24/24	24/24
8	0	23/24	24/24	24/24	24/24	24/24	24/24
Total	185/188	213/214	245/256	282/304	325/328	340/352	352/376

School #2 Projected Enrollment/Capacity

Grade	Year One 2010-2011	Year Two 2011-2012	Year Three 2012-2013	Year Four 2013-2014	Year Five 2014-2015	Year Six 2015-2016	Year Seven 2016-2017
K	20/22	20/22	24/24	24/24	24/24	24/24	24/24

Grade	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
1	20/22	20/22	22/24	24/26	26/26	26/30	30/30
2	20/24	20/24	22/24	26/26	30/30	30/30	30/30
3	20/24	20/24	22/24	24/26	30/30	30/30	30/30
4	20/24	20/24	22/24	24/26	30/30	30/30	30/30
5	20/24	20/24	22/24	24/26	30/30	30/30	30/30
6	21/24	22/24	22/24	24/24	30/30	30/30	30/30
7	0	12/12	18/24	24/24	27/30	30/30	30/30
8	0	0	17/12	24/24	26/26	30/30	30/30
Total	141/164	166/176	191/204	220/224	253/256	260/264	264/264

Admissions

The schools' admissions practices will comply with State law and applicable Federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful.

As per IC 20-24-5-5, the schools will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity.

If the schools receive a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process.

Enrollment Process and Lottery Procedures

Enrollment in the schools will be open to all students. Guaranteed space will be given to students enrolled and admitted the prior year and priority in the lottery will be given to siblings of students already enrolled.

The schools will hold an open enrollment period for a specific two-week period in February. If fully completed applications exceed the number of spaces available, the last business day of the enrollment period will be the deadline for applications to be drawn by a random selection lottery process.

Applications will be available in the school office on school days during school hours. School staff will email, mail, or fax applications upon request. Complete applications received after the open enrollment period closes, but before the lottery, will not be eligible to participate in the lottery, but will be added to the end of the waiting list created at the time of the lottery.

A random selection lottery process will be held within four weeks of the close of open enrollment. The schools will notify all applicants of the public drawing's time and place. Names will be drawn until all classroom seats are filled, then a waiting list will be established, in the order in which they were drawn, to fill openings during the school year for which the student applied. After all eligible names are drawn, the names of applicants who filed after the close of open enrollment will be added. Applications received after the deadline will be added in the order in which they were received.

Applicants on the waiting list must resubmit an application for the following year prior to the enrollment window for the next academic year. Once admitted, students will remain eligible to be admitted for successive years without having to re-enter the selection process.

Public Notice of Open Enrollment

The school's open enrollment period will include some evening and weekend times to accommodate family's needs.

The schools will provide notice of open enrollment by:

- Mailing written notice of the open enrollment period and an application to all families who have inquired about school enrollment
- Posting written notice of the open enrollment period at the school and at area libraries, community centers, and day care centers
- Placing a written notice of the open enrollment period in The Indianapolis Star and The Indianapolis Recorder

Please see Attachment J for the school enrollment form.

Marketing

The schools' recruitment efforts will target all segments of the community in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities. Increased efforts will be placed on reaching families that are traditionally less informed about school options. A summary of key recruitment strategies follows:

- Conduct school orientation/marketing training for all employees, Board members, and committee members
- Conduct enrollment presentations at community centers, YMCA's churches, day care centers, and other locations twice annually
- Create and distribute school posters and school brochures with application and open enrollment information to local libraries, small businesses, and restaurants
- Create application folders that inform, engage, and compel student and parents to choose the school
- Host Open House for current and prospective student families
- Place ads in The Indianapolis Star and The Indianapolis Recorder
- Develop and disseminate "Enroll Now" yard signs in strategic locations throughout the neighborhood

- Engage five parent and community volunteers in a door-to-door canvassing initiative in the surrounding neighborhoods, whereby volunteers talk individually with families about their educational needs and the opportunities available through the school
- Develop a school website to make information about the schools, including enrollment information, timely and accessible to parents and students

B. Human Resources

CMO Staff

ADI Charter Schools, Inc. proposes to contract with the MTCA, which currently performs operations and management oversight a consortium six urban elementary schools in Indianapolis. As CMO for the two proposed charter schools, the Director, Associate Director of Finance, and Office Manager positions will be allocated evenly across all six schools (two charters and the four remaining private Catholic schools). Therefore ADI Charter Schools, Inc. will contract for 2/6 of each of these leadership positions, meaning that one third of each position will be attributed to the oversight of the proposed charter schools. These staff members and their responsibilities are as follows:

Connie Zittnan, Director: Mrs. Zittnan has led the MTCA consortium since its inception in 2005. Mrs. Zittnan is responsible for overseeing all functions of the schools, including academic performance, marketing and enrollment, principal performance, Board development, human resources, scheduling, fundraising, and other activities. Prior to becoming Director of MTCA, Ms. Zittnan held teaching and principal positions within several Catholic schools throughout Indianapolis, including principal of St. Andrew and St. Rita Catholic School from 1995—2005.

Kathleen Damisch, Assistant Director of Finance: Ms. Damisch has been responsible for all of the financial functions for each of the current six MTCA schools since 2007. Ms. Damisch's responsibilities include working with school staff and MTCA Board members in developing and monitoring annual budgets, human resources, state and federal program funds, audits, payroll services, and other financial activities. Prior to joining the MTCA in 2007, Ms. Damisch was Director of Elementary School Finances and Regional Supervisor at the Archdiocese of Los Angeles for nearly 10 years.

Office Manager: This individual supports scheduling, Board communications, data entry and management, and other duties, as needed.

Facilities Coordinator: This individual will be responsible for supervising the maintenance, upkeep, and oversight of capital improvements for the school building.

Commitment letters, resumes, and background check authorization forms for the Director and Assistant Director of Finance are included as Attachment K.

In addition to the CMO staff noted above, The Mind Trust has committed to providing one Education Entrepreneur Fellow to support ADI Charter Schools, Inc. in preparing the schools for opening in 2010 and the University of Dayton Lalanne Program will augment school staff with post-graduate teachers seeking experience in urban educational settings, as needed.

Charter School Staff

All current school staff will be required to re-apply for their positions. All hired school staff will be the employees of ADI Charter Schools, Inc.

Head of School Recruitment Plan

While there appears to be widespread interest among business executives in applying their management skills to the field of education, Indianapolis is not yet at the forefront of capturing this potential resource. Programs to channel early-and mid-career business professionals into leadership roles in urban schools are attracting widespread interest. For example, The Broad Residency in Urban Education—a two-year alternative training program for school leaders—received applications from more than 2,500 leaders from the public, private, and nonprofit sectors over the past two years and only 3% have been accepted. Another alternative urban principal-training pipeline, New Leaders for New Schools, can accept only 8% of applicants. Despite such indicators that the applicant labor pool for rigorous training in school leadership is high, the constraints are as well and the resulting limitation on human capital creates a competitive market.

ADI Charter Schools, Inc. recognizes that the implementation of the Effective Schools model and increased emphasis on student learning and outcomes represents a major shift from the traditional duties of Head of School. Now, in addition to overseeing operations related to the physical plant and basic operations, Head of Schools carry responsibilities for applying and managing a rapidly expanding knowledge base about teaching and learning, instructional delivery frameworks, differentiated instruction and professional development, shifting aspects of compliance and sophisticated data collection, and management and interpretation.

While the guidelines below will be utilized, the Head of School recruitment process will consider expertise and experience, not just licensure. And due to the possible limited applicant pool within Indianapolis, a national search will be conducted. Entities such as the following will be contacted:

- Indiana Department of Education
- Teach for America Alumni Network
- The New Teacher Project
- New Leaders for New Schools
- The Broad Residency in Urban Education
- High-Performing CMOs such as Uncommon Schools and KIPP
- Colleges and Universities-Multiple Disciplines and Principal Preparation Programs (i.e. Experiential Program for Preparing School Head of Schools at Butler University and Center for Learning and Leadership program at University of Indianapolis)

The Head of School position postings were sent to each of these entities in February 2010.

Desired Knowledge/Skills and Competencies for Head of School

- Ability to effectively manage instructional and non-instructional personnel
- Ability to evaluate instructional programs and teaching effectiveness
- Excellent communication, public relations, and interpersonal skills
- Ability to implement effective business systems that ensure proper stewardship of school funds
- Ability to exercise excellent judgment in decision-making
- Knowledge in the selection, training, and supervision of personnel

- Knowledge of the laws, rules, procedures, and programs specifically related to the operation of charter schools
- Experience with elementary or middle grades (preferred)

Requirements for Head of School

- Bachelor's Degree with preference for a Master's Degree
- Licensure and certification as elementary school principal recommended
- Related expertise in teaching, learning, curriculum, instruction or relevant business and management
- Demonstrated successful leadership as a school Head of School/Principal or administrator
- Demonstrated successful teaching experience
- Demonstrated results such as student outcomes or systems improvements with clear measured indicators
- Proven leadership in working with professional staff, students, parents, and the community

Responsibilities of Head of School

The Head of School manages and oversees all functions of the individual school site, including the following duties:

- Provides instructional leadership for the school site, including: maintaining school-wide focus on high standards of student achievement; supporting all teachers in their professional development; developing and overseeing curriculum in collaboration with the CMO and other administrators and faculty; and ensuring students' special education needs are met.
- Manages all human resources at the school site, including: attracting and selecting high performing staff; providing professional development opportunities; developing a collaborative team culture; managing performance; and, adhering to state/federal employment laws.
- Manages all resources at school site, including: maintaining a budget that ensures fiscal solvency; planning for future needs; and ensuring compliance with restrictions and reporting requirements for ADI Charter Schools, Inc., the City of Indianapolis, the Indiana Department of Education, and other entities, as required.
- Develops an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with district and neighborhood schools.
- Hires and manages a campus director to provide daily operational support to the school, whose responsibilities will include, but will not be limited to: facilities, safety, compliance, and administrative processes.
- Addresses issues and problems that arise in a principle-centered, creative, thoughtful and constructive ways, including following-up with constituents as needed, working closely with ADI Schools, Inc. and CMO to implement Board-approved policies and recommend policy changes, and seeking outside support as appropriate.
- Leads long term strategic planning and medium term process improvement as needed

Head of School Selection Process

Selection Step	Description	Timeline	Accountable Entity
Step 1:	Candidates submit initial application via email/online application system. In addition to basic information, the initial application includes the submission of a cover letter, a resume, a summary of student achievement results, the names and contact information of three references, a signed background check authorization form.	Begin in February	MTCA will be accountable for contacting the references provided and conducting a criminal background check.
Step 2	Phone interview and essays. Candidates will be contacted for a phone interview and will be asked to answer three short essay questions.	February/March	Board of Directors, MTCA, and The Mind Trust Fellow
Step 3	Half-day site visit to observe candidates' classrooms/schools and in-person interviews.	March	Board of Directors, MTCA, and The Mind Trust Fellow
Step 4	Final interview selection (final two candidates)	March/April	Board of Directors and MTCA
Step 5	Offers extended. Candidates will be notified by phone within one week of the final interview selection process.	March/April	Board Chairperson
Step 6	Offers accepted or deferred. Candidates will be required to notify Board Chairperson or MTCA of acceptance of the offer within one week of the extended offer	March/April	Board Chairperson and/or MTCA Director.

All candidates will be informed of the selection results. Due to the large amount of anticipated applications, individual feedback will not be given to candidates.

Head of School Evaluation

The Head of School will report to the CMO Director. The Board of Directors, in partnership with the CMO, will develop and implement an annual Head of School evaluation process that will include setting and monitoring goals for enrollment, retention, fiscal accountability, academic growth performance for all students, teacher performance, and School Improvement Plan progress. The CMO will be responsible for submitting the annual evaluation of each Head of School to the Board of Directors.

Teacher Selection Process

Providing an effective educational experience for students is based on having talented and motivated teachers who are committed to student achievement and school excellence. All teachers

will meet Highly Qualified Teacher criteria as defined by No Child Left Behind. This qualification includes a Bachelor's Degree, full state certification or licensure, and proven knowledge of the subject they teach.

Teachers instruct not only through their words, but also through their actions. The schools' character values are predicated upon having teachers and other school personnel who show respect for humanity, responsibility for themselves, one another, and society, value hard work, productivity, and initiative, hold a strong commitment to family and community, and demonstrate care for the Earth.

In addition to expertise in their subject matter and a commitment to character values, strong candidates will be involved in extracurricular activities and community organizations, particularly in an inner city environment.

Teacher Qualifications

- Bachelor's Degree
- Indiana licensure and certification in elementary education
- Proven ability to:
 - utilize varied teaching methodologies to meet the unique learning styles of all students
 - communicate and work effectively with parents
 - work effectively as a member of the school staff team
- Commitment to teaching and demonstrating character values

Teacher Responsibilities

- Provide direct instruction and maintain an inclusive, engaging, and motivating learning environment
- Create and implement lesson plans utilizing varied teaching methodologies that meet the individual needs of all students
- Implement the RtI early intervention and instructional model in the classroom and through participation in the Special Education Support Team's work
- Evaluate and report students' progress

Special Education Teacher Qualifications

- Bachelor's Degree
- Indiana licensure and certification in special education
- Knowledge of federal and state special education laws
- Proven ability to:
 - utilize varied teaching methodologies to meet the unique learning styles of all students
 - communicate and work effectively with parents
 - work effectively as a member of the school staff team
- Proficiency with ISTART/ISTART7, Indiana's software program to manage special education files and student caseloads
- Commitment to teaching and demonstrating character values

Special Education Teacher Responsibilities

- Collaborate with teachers to monitor student progress and compliance with IEPs, develop specifically designed instruction for struggling students, and make data-driven decisions with teachers to improve student outcomes
- Manage all aspects of IEP process, including maintaining IEP data and progress reports, progress monitoring for caseloads, holding IEP meetings
- Manage RtI process to identify students with disabilities and implement closely monitored instruction
- Proctor standardized testing and administer achievement tests as needed
- Develop and monitor appropriate transition plans for students of transition age
- Maintain communication with related services providers and case managers to ensure compliance with provision of services, evaluations, and quarterly progress reports.

Teacher Recruiting and Hiring Process

A competitive benefits package will be developed and utilized in a wide variety of recruiting activities. Key recruiting strategies will include:

- Colleges and universities
- Unique teacher preparation programs such as the Teaching Fellows Program at Marian University, and Teach for America
- Job fairs
- School website

The Head of School will lead the interview process for all teachers. Prior to hiring, applicants will go through an extensive background check, which includes a Social Security Number trace, a criminal records check in each county of current and prior residence, a national criminal history check using law enforcement record repositories in all 50 states and the District of Columbia, and a check of the national sex offender registry maintained by the U.S. Department of Justice.

Teacher Assessment and Accountability

The schools will employ a systematic approach to teacher accountability that is closely linked to the evaluation of instruction on student achievement. The approach includes four pillars:

- A Career Ladder allows teachers to take on additional professional responsibilities, with increased compensation, throughout their careers, including Career Teacher, Mentor Teacher, Campus Director, and Head of School.
- Ongoing and Applied Professional Growth structures the school schedule to provide bi-weekly time for teachers to plan, mentor, and share with one another so they can constantly improve the quality of their instruction.
- Instructionally Focused Accountability utilizes a comprehensive system for evaluating teachers based on instructional rubrics.
- Performance-Based Compensation rewards teachers based on their performance in the classroom. Pay bonuses system are three-pronged and based on teacher performance according to instructional measures, the growth of student test scores for the school as a whole, and each teacher's contribution to classroom-level growth. The proposed CMO has managed performance-based compensation for teachers and principals for two years.

Each Head of School, in partnership with the CMO, will develop an annual teacher evaluation process that will assess each teacher’s utilization of data-driven decision making processes, participation in increasing enrollment and retention rates, achievement of goals for academic growth and performance for all students, fostering positive home-school relationships, maintaining effectiveness in the classroom, and setting and meeting professional development goals. Each teacher’s contribution to School Improvement Plan benchmarks will also be assessed.

Professional Development

Teachers will complete a minimum of 40 hours of professional development annually. School-wide professional development will be directly tied to the school-specific goals and the School Improvement Plan. Additionally, individual professional development will be based upon teacher evaluations, student assessment data, a teacher input as related to school-specific goals and the School Improvement Plan. The professional development plan will include:

- Eight (8) days of school-wide professional development to support the schools’ shared vision of a standards-based, student-centered approach to instruction, curriculum, and assessment.
- One 30 minute faculty meeting and one 60 minute grade- and subject-specific planning meeting each week for collaboration and problem solving support among peer groups.

School Staffing Plan

ADI Charter Schools, Inc. proposes the following full-time equivalent levels for each school:

Employee Position	Year One 2010-2011	Year Two 2011-2012	Year Three 2012-2013	Year Four 2013-2014	Year Five 2014-2015
Head of School	1.0	1.0	1.0	1.0	1.0
Campus Director	1.0	1.0	1.0	1.0	1.0
Secretary	1.0	1.0	1.0	1.0	1.0
Classroom Teachers	7.0	8.0	9.0	10.0	11.0
Classroom Aids	2.0	3.0	4.0	6.0	8.0
Special Education Teacher	1.0	1.0	1.0	1.0	1.0
Special Education Instructional Aide	1.0	1.0	1.0	1.0	1.0
ESL Teacher	1.0	1.0	1.0	1.0	1.0
Curriculum Coordinator*	.5	.5	.5	.5	.5
Physical Education, Art, Music, GATE Teachers*	2.0	2.0	2.0	2.0	2.0
Librarian*	.5	.5	.5	.5	.5
Technology Coordinator*	.5	.5	.5	.5	.5
Food Services	1.0	1.0	2.0	2.0	2.0
Custodian	1.0	1.0	1.0	1.0	1.0
School Nurse	1.0	1.0	1.0	1.0	1.0
School Social Worker*	.5	.5	.5	.5	.5

*Each of these positions will be full-time, budgeted at 50% of salary per school.

A proposed organization chart is included as Attachment L. ADI Charter Schools, Inc. has negotiated a contract with the proposed CMO to provide management functions for both schools. These functions include:

- Human Resources
- Finance and Accounting
- Professional Development
- Day-to-Day Corporation Services and Long-Term Planning
- Curriculum, Instruction, and Assessment
- Risk Management Services

Additional contracts will be held to provide specific student services, as needed:

- Psychologist
- Speech and Language Pathologist
- Social Worker
- Occupational Therapist
- ESL Teacher
- Bookkeeping
- Other Services

Staff Roles and Responsibilities

Following are brief description listing of school staff and their roles and responsibilities:

The **Head of School** is responsible for providing leadership, direction, and supervision to all staff, hiring and firing staff, managing enrollment, school-based financial policies and controls, special education services, student learning (including curriculum development and assessment of student growth), supervision of the School Improvement Plan and School Improvement Committee, and adherence to reporting requirements for the ADI Charter Schools, Inc. Board of Directors, the City of Indianapolis, the Indiana Department of Education, and other entities, as required. The Head of School supervises the Campus Director, Curriculum Coordinator, School Secretary, and Teachers. A position description for the Head of School is included as Attachment M.

The Campus Director is responsible for student safety and discipline, attendance, transportation, food services, scheduling, facility maintenance and repair, parent and student groups, and marketing and community outreach. The Campus Director supervises all school support staff, including the School Social Worker, Custodian, School Nurse, Librarian, Technology Coordinator, and Food Service Coordinator.

In addition to responsibilities as a Teacher, the **Special Education Teacher** designs instruction for struggling students, makes data-driven decisions with teachers to improve student outcomes, manages all aspects of the IEP process (including maintaining IEP data and progress reports), ensures progress monitoring for caseloads that IEP meetings are held, manages the RtI process to identify students with learning disabilities and implement closely monitored instruction, proctors standardized testing and administers diagnostic tests as needed, develops and monitors appropriate transition plans for students of transition age, and maintains communication with related services providers and case managers to ensure compliance with provision of services, evaluations, and

progress reports. The Special Education Teacher supervises the **Special Education Instructional Aide**, who supports special education efforts to address the individual needs of students.

The **Teachers** provide direct and indirect instruction and maintain an inclusive, engaging, and motivating learning environment, create and implement lesson plans utilizing varied teaching methodologies that meet the individual needs of all students, implement the RtI early intervention and instructional model in the classroom and, through participation in the Special Education support team's work, assess, evaluate, and report students' progress. The teachers supervise the **Classroom Aides**, who do not provide instruction but work closely with teachers to assist students.

The **ESL Teacher** serves and supports the needs of English Language Learner students. The ESL Teacher will plan a program of study that meets the individual needs, interests, and abilities of the students, create a classroom environment that is conducive to learning and appropriate to the maturity and interests of the students, work collaboratively with teachers to prepare lessons and small group instruction that reflect accommodations for individual differences, guide the learning process toward the achievement of curriculum goals, establish clear objectives for all lessons, units, and projects, assess the accomplishments of the students on a regular basis and provide progress reports as required, and maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations.

The **Curriculum Coordinator** will be responsible for developing, implementing, evaluating, and revising the K-8 curriculum, coordinating and overseeing the selection of textbooks, coordinating compliance with federal, state, and charter standards and legislated mandates, aiding in the development of budgets for curriculum development and evaluation, textbook purchases and staff training, ensuring that the school's curriculum components are operational and being actively used, working individually and collectively with staff to ensure that they are properly trained and know how to use the school's curriculum components. The Curriculum Coordinator reports to the Head of School.

The **Librarian** is responsible for maintaining the school library in partnership with the Indianapolis-Marion County Public Library (IMCPL), monitoring library procedures, and assisting students with identifying, selecting, and securing books and other materials.

The **Technology Coordinator** is responsible for maintaining the school's Computer Lab, monitoring Computer Lab procedures, providing expertise in purchasing software and hardware, assist in computer instruction, and leading long-range technology plans for the school.

The **School Nurse** is responsible for advancing the wellbeing of students by facilitating positive student responses to normal human development, promoting health and safety in the school environment, intervening with actual and potential health problems, and actively collaborate with others to build student and family wellness.

The **School Social Worker** is responsible for providing support for students' character development and maintaining positive school-family relationships, and helping parents deliver on their responsibilities in the parent/school compact.

Day in the Life of a Typical Teacher

A typical teacher day will begin at 7:30 a.m. when they are contracted to begin, or earlier if they

choose. Once a week teachers will report to school at 7:15 a.m. for faculty meetings, during which time they will be assigned on a rotating basis to cover the duty in the gymnasium while students arrive for morning instruction. At 7:45 a.m., all students will stand and form a large circle to say the Pledge of Allegiance. Announcements will then be shared along with a moment of silence to reflect and present any good news to be shared. Each class will then be dismissed one at a time to their classroom. Teachers will follow the school wide schedule of specials and subject area minutes. Teachers will have a duty-free 30-minute lunch and will work the assigned recess duty on a rotating schedule basis. Those teachers who are not on duty will have an additional 30 minutes of instructional planning within grade levels. Students in grades K-3 will continue with afternoon instruction from 12:00-3:10 p.m. Students in grades 4-7 will continue with afternoon instruction from 12:30-3:10 p.m. Specials will provide a 45-minute instructional planning period for teachers or grade level planning. The Teacher will dismiss at 3:15 pm and will escort all students to the dismissal locations (car riders, bus riders, walkers). They will then remain to monitor if they have assigned duty that day until 3:30 p.m. or when all children have been released and picked up. Once a week on a rotating basis, teachers will meet in clusters with the Head of School and Curriculum Coordinator to discuss their learning log data and identified students from 3:30-4:30 p.m. To continue to serve identified students in academic need, tutoring will be offered after-school two days a week. Some teachers will opt for additional pay after-school to tutor these students.

Compensation Structure for Teachers and Staff

Teachers will receive an annual salary of \$32,000-\$52,000 depending on years of experience. In addition, teachers will be eligible for performance-based compensation based on their performance according to factors such as:

- Instructional measures
- Growth and proficiency of their students and for the school as a whole
- Completion of professional development
- Level of participation in school activities outside of the classroom

Following are average salaries for other positions:

Position	Salary
Head of School	\$85,000
Campus Director	\$65,000
Teachers (including ESL)*	\$32,000 (FT) 0-4 Years Experience \$37,000 (FT) 5-9 Years Experience \$42,000 (FT) 10-14 Years Experience \$47,000 (FT) 15-19 Years Experience \$52,000 (FT) 20+ Years Experience \$17,856 (PT)
Special Education Teacher	\$50,400 (FT)
Curriculum Coordinator	\$30,500 (PT)
Classroom Aide	\$13,167 (PT)
Special Education Instructional Aide	\$18,000 (PT)
Librarian	\$25,500 (PT)
Technology Instructor	\$25,500 (PT)
School Social Worker	\$25,500 (PT)
School Nurse	\$50,400 (FT)

Position	Salary
School Secretary	\$31,200 (FT)
Custodian	\$28,080 (FT)

*Teachers will be eligible for up to an additional \$8,000 in performance pay.

Employee Benefits

ADI Charter Schools, Inc. will offer an innovative and competitive benefits package that promotes wellness, engages people in making more informed health care decisions, and helps them save for both medical and living expenses in retirement. A full listing of the benefit package for school staff is included as Attachment N.

Benefit Package Cost Effectiveness

In December of 2009, CIGNA, a global health services company, found that medical costs for individuals in Health Savings Accounts-based health plans went down 26% over four years, while levels of care for preventive medicine, chronic disease management, and evidence-based medicine were higher than for their counterparts in traditional PPO and HMO plans, according to a multi-year study of 655,000 of their customers. As a point of reference, the Archdiocese of Indianapolis' health plan is experiencing similar results. There were no premium increases in 2010, and increases are not anticipated for 2011.

Based on this data, ADI Charter Schools, Inc.'s proposed benefit package involves Health Savings Account that employees can use to pay for medical, prescription drug, dental, and vision expenses. Unused funds earn interest, are carried over year to year, and go with the employee when he/she retires or resigns from ADI Charter Schools, Inc. Therefore, there is a financial incentive for employees to be wise consumers of health care. For example, they may check prescription drug prices at several pharmacies to find the lowest cost, saving money for themselves and the health plan. This is the main reason for financial costs effectiveness of ADI Charter School's health insurance plan.

Relationship with Archdiocesan Pension System

The Archdiocese of Indianapolis offers employees two retirement plans: 1) a "cash balance" pension plan with contributions from the Archdiocese; and 2) a 403(b) retirement savings plan with a 50% match on employee contributions up to 6% of pay. Both of these plans are classified as "church plans" according to federal regulations, and therefore cannot be offered to employees of public charter schools.

As such, ADI Charter Schools, Inc. will create retirement plans for charter school employees with benefits that are equivalent to the current Archdiocesan plans, which have proven effective in ensuring adequate retirement income for employees. New employees will be automatically enrolled in the retirement savings plan at 2% of pay, which will increase by 1% each year until they are contributing 6% of pay. Employees will have the choice of opting out, but typically less than 1% of new employees choose not to save.

Research by Mercer, an actuarial firm, found that new employees who take part in the automatic enrollment and contribution increase program and spend their entire careers with the Archdiocese of Indianapolis will retire with annual income in excess of 100% of their final pay due to accrued

pension, retirement savings, and Social Security benefits. Charter school employees will receive identical benefits.

Accommodating Public School Teachers in Retirement Planning

ADI Charter Schools, Inc.'s "cash balance" pension plan will credit years of service in public schools for vesting and benefit accrual purposes. Since pension benefits vest after five years of service, a charter teacher hired with five or more years of service in public schools will accrue benefits under the plan that vest immediately. Also, prior service in public schools will be counted in calculating the pension plan contributions that a teacher receives each year. Therefore, a teacher with 10 years of service in public schools will receive the same pension contribution as a teacher with identical service in Archdiocesan schools. As noted above, pension plan, when combined with the retirement savings plan and Social Security benefits, is highly effective in providing adequate income during retirement.

C. Governance and Management

Please see Attachment O for copies of the organizational documents (Articles of Incorporation and Bylaws).

The Board of Directors will serve in a governance role, while the CMO will have the day-to-day management responsibility. The Board of Directors will be responsible for mission achievement, financial solvency, and protection of charter status, and will accomplish this through a well-defined committee structure that includes committees that focus on student performance, development, enrollment/marketing, finance, and membership/governance.

The Head of School, with assistance from the CMO, will implement the curriculum designed to achieve the school's mission, map the curriculum, align it with Indiana State Standards, and work with teachers to ensure effective instruction. The Head of School will follow Board-approved policies and procedures when making decisions. Following are the distinct roles of the Board of Directors, and CMO regarding key responsibilities, selection process, and evaluation (please note the distinct roles of the Head of School is listed on page 44 of this application).

Board of Directors Roles

- Focus on policy making, planning, monitoring, and evaluation in support of furthering the school's mission, core values and strategic objectives, rather than on day to day operations
- Approve curriculum plan, assess compliance of educational program outcomes as defined in charter
- Negotiate and monitor contract with the CMO
- Review and evaluate financial, enrollment, academic, and other reports from the CMO
- Oversee the activities of the CMO by utilizing its committee structure to evaluate data-driven reports that are provided by the CMO to the Board on a quarterly basis
- Review and approve personnel policies and Head of School candidate
- Approve annual budget and review periodic financial reports
- Review and approve selection of vendors
- Garner support from the community
- Choose, direct, evaluate, and set clear goals for the CMO and the Head of School

- Participate in annual regular self-assessment of the board's performance and set explicit priorities as a board for training and professional development

Board Recruitment and Selection

In particular, the Board of Directors will employ a best-practice approach to Board recruitment and selection:

- Establish a year-round membership/governance committee
- Link recruitment to the strategic plan
- Complete an annual review of Board skills
- Focus recruiting priorities that fill the gap between skills and knowledge needed on the Board
- Develop a written board director job description

Qualifications for Board membership include:

- A commitment to children and their education
- Enthusiasm for the school
- Willingness to give a minimum of four hours per month of time and energy to the school
- Skills that meet the needs of the Board
- Willingness to represent the school in the community
- Ability to represent and understand the community's needs

CMO Roles

ADI Charter Schools, Inc. will contract with MTCA to perform management functions for the schools. Roles include:

- Provide or manage contracts for all labor, materials, equipment, facilities, and supervision necessary for the successful provision of educational services to students, and for the management, operation and maintenance of the schools.
- Procure on behalf of the schools with school funds, all instructional materials, books, supplies, and equipment
- Provide the Board with an annual projected budget and detailed monthly financial statements and oversee the financial management of the schools
- Notify Board and/or Head of School of any material health or safety issues, labor, employee, or funding problems, or issues of any kind that could adversely affect the schools
- Provide human resources functions for the schools including, selection, evaluation, discipline, transfer, and termination of school personnel
- Provide oversight of school-specific goals and School Improvement Plans, and allocation of resources, personnel, professional development opportunities.

CMO Selection

The proposed CMO is the Mother Theodore Catholic Academies (MTCA), which currently operates a consortium of six elementary/middle schools located within the boundaries of the Indianapolis Public Schools. The consortium was formed in 2004, (then named Catholic Urban School Consortium) to standardize, consolidate, and professionalize curriculum, instruction, student assessments, and business practices within these six center-city elementary/middle schools. In

short, the consortium was established to enable these six schools to more effectively implement innovative and sustainable plans for increased student achievement.

Serving nearly 1,000 urban Indianapolis students annually, MTCA schools are anchors to the neighborhoods they serve. The six schools currently operated by MTCA are:

- **St. Andrew & St. Rita Catholic Academy (proposed location for school #1)** – a PreK-8 grade academy located at 4050 East 38th Street on the Near Northeast side of Indianapolis
- **St. Anthony School (proposed location for school #2)** – a PreK-6 grade academy located at 379 North Warman Avenue in the Haughville neighborhood of Indianapolis' near Westside;
- **Central Catholic School** – a PreK-8 grade academy located at 1155 Cameron Street near Garfield Park and the Eli Lilly and Company Corporate Center
- **Holy Angels School** – a PreK-6 grade academy located at 2822 Dr. Martin Luther King, Jr. Street on Indianapolis' Near Northside
- **Holy Cross Central School** – a K-8 grade academy located at 125 N. Oriental Street on Indianapolis' Near Eastside, also near the Lilly Corporate Center
- **St. Philip Neri School** – a PreK-8 grade academy located at 545 Eastern Avenue on Indianapolis' near Eastside

The vast majority of students served by MTCA are economically disadvantaged (80%) and of minority populations (75%). Sixteen percent (16%) have been identified as having Limited English Proficiency. MTCA is committed to closing the achievement gap for low-income and minority students by equipping them with academic and life skills that will enable them to graduate from high school and pursue post-secondary education.

MTCA strongly commits to character education, maintaining an orderly environment, setting high expectations for students, teachers, and teachers, and fostering parent involvement. As CMO of the schools, MTCA will create a safe, secure, and highly rigorous secular learning environment that:

- Instills a high-quality education
- Builds students' self-confidence and integrity
- Nurtures the development of critical thinking skills
- Sets high expectations for achievement for students of all abilities
- Encourages responsibility for one's actions
- Honors and respects diversity
- Prepares students for a successful adult life

MTCA utilizes a value-added model of assessment in all of its schools, which will bring a high level of accountability and performance for students, teachers, and administrators by:

- Measuring individual student performance growth from year-to-year
- Providing each student with opportunities for achieving success through individual learning strategies
- Requiring long-term commitment to data collection and assessment at the individual student level
- Providing performance pay to teachers based on the achievement and growth of their students

MTCA has demonstrated its success in meeting the needs of disadvantaged and minority students in an urban setting. The following chart demonstrates that students attending MTCA schools experience greater achievement and their public school counterparts:⁷

2007-2008 Student and School Data	MTCA	Indianapolis Public Schools
Attendance Rate	95.2%	94.1%
Suspension/Expulsion Incident Rates (Per 100 Students)	5%	24.1%
PL 221 Performance Average	67.1%	57.3%
PL 221 Improvement Average	3.85%	-1.5%

Current CMO Successes

MTCA has deep roots, a history of service, and successful partnerships in the neighborhoods where the schools will be located, and is a vital institution with proven results of educational excellence. Several key factors determined the selection of MTCA as the CMO:

- Over the last four years, all MTCA schools have averaged from Commendable to Exemplary PL221 Status.
- Enrollment has grown approximately 22% in the last four years.
- Relationships between Board, management, school staff, students, parents, and the community are trusting, positive, and productive.
- Board governance is ensured through an effective, working committee structure.
- Ability to manage multiple school budgets totaling \$6.5 annually has been demonstrated (including coming in under-budget for the last two years).

CMO Evaluation

The Board of Directors has set forth explicit performance expectations for MTCA in the quality of human resources and financial management, corporation-related services, curriculum, instruction, and assessment. As CMO, MTCA will provide the Board of Directors with data-driven performance reports which will be formally evaluated three times annually.

Board Policy Decision Making Process

The Board will develop and adopt policies to govern the schools. Policies may be proposed by school staff and parent committees; however, it is the role of the Board to review and consider each policy before approval. Policies that are developed or will be developed include:

- Secular Nature of Operations Policy
- Conflict of Interest Policy
- Admission Policy
- Board Policies
- Dress Code
- Facility Use Policy
- Human Resources Policies

⁷ Eighty-nine percent (89%) of students currently enrolled at both schools reside within the boundaries of the Indianapolis Public Schools, and therefore comparative data is only provided for this district.

- Purchasing Policy
- Student Discipline Policy
- Volunteer Policy
- Internet Use Policy
- Library and Computer Lab Policy
- Media Policy

The Head of School and the CMO will be jointly responsible for implementation of Board-approved policies and procedures.

A proposed administrative services agreement is included as Attachment P.

D. Financial Management

The CMO will draw upon its experience in financial management to provide financial oversight to the school budgets. Responsibilities will include developing an annual budget, conducting variance analysis of actuals to budget, monitoring financial policy and control implementation at the school, contract management, inventory management, leading cost saving measures, and planning and projecting for the following year. The MTCA Assistant Director of Finance will lead these responsibilities.

The CMO will contract with Bookkeeping Plus to do the day-to-day bookkeeping, including accounts receivable and accounts payable, maintaining the general ledger, managing deposits and receipts, preparing monthly reports for CMO and the Board of Directors, and preparing and filing quarterly and annual tax reports.

The schools' financial controls and policies will draw upon MTCA's experience, and will be implemented in accordance with general accepted principles. Examples of financial policies include:

- Accounts payable and check requests
- Deposits
- Expenditures outside of approved budget
- Contracted services
- Credit accounts with local vendors
- Fundraising expenditures
- School credit card and personal credit card reimbursements

In addition, financial controls will ensure the school is fiscally solvent. Examples of those financial controls include:

- Board approves annual budget
- Board reviews financial statements on monthly basis
- Board obtains yearly audit through independent CPA, as well as through the State Board of Accounts as required

Development of Annual Budget

The budgeting process for the schools will be completed on an annual cycle, beginning in September for the following school year. The CMO will work closely with the Board of Directors and the Head of School. The process will include discussion about programs to be implemented, cost research, costing out programs, and forecasting revenue streams. Hiring can begin after the Board approves a draft of the budget. Once the school opens, the budget will be adjusted based on enrollment. The final budget will be approved in September for that school year.

E. Budget

The proposed pre-operational and five-year budget for each school is included as Attachment Q. The budgets are based on the assumption that the Board contracts with MTCA for CMO management services (at a maximum management fee of \$150,000). Other assumptions are that the school will participate in all aspects of services provided through IDEA, Titles I, II, III, and IV, and will use the funding from each of these sources to enhance educational opportunities for students. Additionally, the school will fully participate in the Federal Nutrition Program by providing students with healthy and balanced breakfasts and lunches. Application for reimbursement from the State of Indiana for textbooks will be conducted annually each October. A cash flow projection for the first year of each school's operation is included as Attachment R.

Pre-Operational Budget

The pre-operational budget for each school contains funds for media marketing, the hiring and training of the Head of School, accessibility modifications to the selected facility, and other pre-operational costs. The pre-operational expenses will be incurred by the Archdiocese of Indianapolis unless public or private grants can be secured.

First Fiscal Year

The first-year school budgets are based on the current estimates of \$2.1 million for one school and \$1.6 million for the other. The revenue and expense detail included in the five-year budget summary reflects the timing of anticipated receipts from the state as February 2010 through December 2010.

Second-Fifth Fiscal Years

Increases in the budget are driven by estimated enrollment growth, additional staffing, salary inflation (3%), and general expense inflation (3%). Greater financial position is anticipated each year.

Loan Repayment Schedule

The school budgets assume payment obligations of facility rental, construction loan, and Common School Loan. The revenue-to-debt ratios for School #1 are as follows: Year 1 - 9%, Year 2 - 12%, Year 3 - 13%, Year 4 - 11%, and Year 5 - 11%. Revenue-to-debt ratios for School #2 are as follows: Year 1 - 11%; Year 2 - 15%, Year 3 - 13%, Year 4 - 12%, and Year 5 - 11%.

Contingency Plan

Close monthly scrutiny of projected vs. actual income and expenses will enable the schools to anticipate funding shortfalls before they occur and to take action to prevent a deficit from occurring. These actions would include: 1) reduction in expenses in targeted areas; 2) fundraising through grant writing and other activities; and 3) and requesting assistance from the Archdiocese of Indianapolis.

The Archdiocese of Indianapolis commits to providing the start-up funds needed until funding payments are received from tuition or grants. Should the school experience a budget shortfall due to low student enrollment or other operational difficulties, the Archdiocese of Indianapolis also commits to providing emergency funding to ensure that special education services and transportation continue. A letter confirming this commitment is included as Attachment S. A reserve fund will be established as soon as possible, with the goal of holding four months of total operating expenses for contingency needs.

F. Facility

ADI Charter Schools, Inc. intends to lease two school buildings from the Archdiocese of Indianapolis Properties, Inc. The locations are as follows:

School #1: The facility at 4050 E. 38th Street, Indianapolis, Indiana, 46218 (currently St. Andrew & St. Rita Catholic Academy)

This facility provides:

- 16 classrooms, an art classroom, a music classroom, and a resource room (690 square feet each)
- media center/library (1,900 square feet)
- computer lab (690 square feet)
- gymnasium (5,760 square feet)
- administration/office space (1,035 square feet)

School #2: The facility at 349 N. Warman Avenue, Indianapolis, Indiana, 46222 (currently St. Anthony Catholic School)

This facility provides:

- 8 classrooms (760 square feet each)
- media center/computer lab (760 square feet)
- resource/cafeteria space – 3,412 square feet
- administration/office space (665 square feet)

All religious symbols on the interior and exterior of the buildings will be removed or covered during school hours, excluding areas of the building that are used solely for religious purposes.

Anticipated structural improvements to the buildings will likely include installation of an elevator, handicapped accessible and compliant bathrooms and doorways, new windows, plumbing and electrical improvements, and air conditioning, and additional space for classrooms and multi-purpose rooms. Based on preliminary estimates, the cost to make these modifications to both buildings is estimated at \$5.5 million, which will be loaned to ADI Charter Schools, Inc. by the Archdiocese of Indianapolis. The modifications will be complete within 36 months of receiving charter approval.

It is important to note that the Archdiocese of Indianapolis will provide the CMO with usage of fully depreciated office furniture and equipment, student desks, chairs, textbooks, instructional equipment and supplies, physical education equipment and supplies, lunchroom tables and chairs presently located at both schools valued at approximately \$900,000.

The facility lease agreement between ADI Charter Schools, Inc. and the Archdiocese of Indianapolis Properties, Inc. will coincide with the length of the initial charter approval (seven years), with automatic renewal unless either party provides a required 12-month advance termination notice. The facility lease agreement will provide ADI Charter Schools, Inc. with the first right of refusal on the properties should the Archdiocese of Indianapolis Properties, Inc. decide to sell. Any conflicts of interest will be managed or avoided through the required conflict of interest policy, which is included as Attachment C.

The school budgets include one full-time custodian and contracted evening cleaning services.

G. Transportation

ADI Charter Schools, Inc. is committed to implementing a transportation plan that ensures the school is open and accessible to all students. As neighborhood schools, it is anticipated that 70% of students will reside within a one mile radius of the schools and will be able to walk or utilize car pools. The schools plan to contract with a private school bus carrier to provide transportation to students in accordance with the set policies of the board under the direction of the CMO. Initially, transportation will be offered to students residing more than one mile from the schools. Satellite bus stop locations will be established in areas beyond the one mile radius of the schools, as needed.

H. Risk Management

ADI Charter Schools, Inc.'s Board of Directors will be responsible for minimizing the liability and protecting the short-and long-term viability of the schools. Through the administrative service contract with the MTCA as the CMO, risk exposure will be constantly managed. The MTCA will proactively review all potential hazards to property, employees, students, and guests via a scheduled inspection and risk assessment of the school location utilizing Gallagher Basset Risk Services. In addition, a self-inspection format will be completed by the MTCA on an annual basis. The external and internal risk assessment reports will be submitted to the ADI Charter Schools, Inc. Board of Directors on an annual basis.

ADI Charter Schools, Inc. will maintain insurance pursuant to the terms and conditions outlined in the Charter Contract, including Commercial General Liability, Directors' and Officers' Liability/Educators' Legal Liability/Employment Practices Liability, Sexual Abuse, Automobile, and Workers Compensation. Evidence of ADI Charter Schools, Inc.'s ability to obtain liability insurance coverage from Arthur J. Gallagher Risk Management Services in the required amounts is included as Attachment T.

ADI Charter Schools, Inc. will indemnify the City of Indianapolis, the Mayor's Charter Schools Advisory Board, related entities and their respective officers, employees, and agents. The proposed service agreement between ADI Charter Schools, Inc. and the MTCA contains the following language providing indemnification to the charter holder, the CMO, and the charter sponsor:

This Agreement does hereby indemnify and hold harmless the other, and Sponsor, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence of the other party, (ii) any action taken or not taken by the other party, or (iii) any noncompliance or breach by the other party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, party shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

I. Timeline

ADI Charter Schools, Inc. proposes a 7-month startup plan to prepare for opening the schools. The plan will focus on six key areas: 1) organization of corporation; 2) education services; 3) marketing and student recruitment; 4) staffing; 5) facility; and 6) operations.

Task	Deadline	Lead
Organization of Corporation		
Incorporate	Complete	Board of Directors
Adopt and file Articles of Incorporation with the State of Indiana	Complete	Board of Directors
File for 501(c)(3) status with IRS	Complete	Board of Directors
Obtain insurance for the Board	Complete	Board of Directors
Select banking institution and set up account(s)	April	Board of Directors
Board recruitment and selection of officers	Complete	Board of Directors
Adoption of By-Laws	Complete	Board of Directors
Publish calendar of Board meetings	Complete	Board of Directors
Board training	March-June 2010	Board of Directors
Develop and adopt board policies	February – June 2010	Board of Directors
Develop and adopt Head of School evaluation tool and process	June 2010	Board of Directors/MTCA
Education Services		
Interview and select special education consultant(s) and contract providers	April-May 2010	MTCA/Head of School
Review and research curriculum for meeting needs students with limited English proficiency or special needs	April-June 2010	Head of School
Create staffing plan, including special education and limited English proficiency students	April-June 2010	Head of School
Marketing and Student Recruitment		
Finalize admission policy and lottery procedures	February 2010	MTCA
Finalize marketing plan	April 2010	MTCA

Task	Deadline	Lead
Develop printed material	April 2010	MTCA
Organize mailing list	April-May 2010	MTCA
Send direct mail pieces	April-May 2010	MTCA
Distribute material to local organizations	April 2010	MTCA
Place media advertising	April 2010	MTCA
Finalize lottery procedures	March 2010	MTCA
Develop school website	February 2010	MTCA
Hold open enrollment and accept applications	April 19-30, 2010	MTCA
Conduct parent meetings	May 2010	MTCA
Hold lottery, if necessary	May 2010	MTCA
Notify parents of student placement	June 2010	MTCA
Request student records	June 2010 - Ongoing	MTCA
Verify immunizations	October 2010	MTCA
Staffing		
Conduct Head of School interviews and selection	March/April 2010	Board of Directors/MTCA
Approval of Head of School candidates	March/April 2010	Board of Directors/MTCA
Hire Head of School (2)	March/April 2010	Board of Directors
Assess and finalize staffing plan	March-April 2010	Head of School/MTCA
Post positions, conduct interviews, conduct compliance documentation, hire staff	April-May 2010	MTCA
Conduct staff training	August 2010	MTCA
Facility		
Site selection process and identification	Complete	Board of Directors
Execute lease agreement	April 2010	Board of Directors
Facility modifications	April-July 2010	MTCA
Facility repairs	July 2010	MTCA
Facility occupied	July 2010	MTCA
Operations		
Obtain facility insurance	Completed	MTCA
Finalize school calendar	March 2009	Board of Directors
Develop policies for meeting local, state, and federal reporting requirements	May 2010	MTCA
Finalize and approve budget	June 2010	Board of Directors
Order furniture, equipment, supplies, textbooks, and materials	April-May 2010 Post date after July 1 st	MTCA (procurement) /Head of School
Identify students with IEPs	July 2010 – Ongoing	Head of School/school staff
Develop traffic flow plan	July 2010	Head of School
Publish parent handbook	July 2010	Board of Directors/MTCA/ Head of School
Set up classrooms	August 2010	Head of School/school staff

Task	Deadline	Lead
Develop school operations policies	May-June 2010	Board of Directors/ MTCA/Head of School
Classroom assignments	August 2010	Head of School/school staff
Conduct parent orientation	August 2010	Head of School
Establish parent committees	September 2010	Head of School

VI. Summary of Strengths

ADI Charter Schools, Inc. has carefully developed a school mission, philosophy, curriculum, academic goals, and organizational goals to meet the needs of public school students and their families in urban Indianapolis. ADI Charter School Inc.'s strengths that will create a high-performing charter school include:

- A skilled group of founding members with experience in urban education, charter education, finance, and law, along with a steadfast commitment to providing individualized high-quality education for poor and minority students
- A CMO with extensive experience in providing high-quality urban education, fostering positive parent-school relationships, leveraging active community involvement, and maintaining strong financial management
- A commitment to implementing a new educational philosophy at both schools that is built upon the best practices identified through 30 years of effective schools research
- A rigorous, secular, standards-based curriculum that incorporates a global perspective, technology, and character values
- A comprehensive assessment strategy to monitor and support the performance and growth of all students
- A commitment to slow enrollment growth and retention so as to maintain school excellence
- Commitments from community partners such as Indianapolis-Marion County Public Library, Marian University, Twenty-first Century Community Scholars Program, Art with a Heart, and the Institute for School Excellence