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Charter School Application
for New School Operators

Revised July 2017

APPLICATION INSTRUCTIONS: NEW SCHOOL

The "New School Operator" Application is designed for New School Operators that intend to apply for a charter. Education One, L.L.C. defines "New School Operators" as either: (a) applicants that have never previously operated a charter school; or (b) applicants that intend to contract with an Education Service Provider (ESP) that has never managed a charter school.

The Proposal Narrative section of the application seeks information about all major aspects of:
- the founding group and proposed leadership team;
- the targeted community(ies);
- innovative elements of the proposed school model;
- the proposed school design;
- the school plan and capacity; and
- the proposed implementation plan

The application questions are organized to solicit information efficiently and to aid quality review and decision making by Education One, L.L.C. **Education One staff reserves the right to reject applications that do not adhere to the application specifications.**

Throughout the application review process, Education One staff will communicate important information to the charter school applicant designee via phone or email.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant's position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana's Public Access Counselor prior to submitting any application materials**. If the Public Access Counselor's opinion supports the applicant's position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant's position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications
- The proposal must be typed and single-spaced, on white, 8.5"x 11" paper, with 1-inch page margins and a minimum of 11-point font.
- Applicants must use the following formats in preparing their applications:

- Proposal Overview and Enrollment Projections Template (MS Word or PDF Document)
- Proposal Narrative (MS Word or PDF Document)
- Attachments as specified in the table below.

- If a particular question does not apply to your team or proposal, simply respond "Not Applicable."
- **Do not exceed 55 pages** for the proposal narrative. Attachments do not count toward the proposal narrative page limit. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 60 pages total).
- All required attachments should be numbered in the order noted below and clearly labeled. Please do not exceed the page limits established for each attachment.
- The following is a list of attachments to accompany the application:

REQUIRED PROPOSAL ATTACHMENTS			
NUMBER	**ATTACHMENT NAME**	**PAGE LIMIT**	**REQUIRED FORMAT**
1	Founding Group Resumes	None	MS Word or PDF
2	Head of School/Principal Candidate Resume	None	MS Word or PDF
3	School Leadership Team Resumes	None	MS Word or PDF
4	Governance Documents – 501(c)(3) Letter of Determination, Articles of Incorporation and Bylaws	None	MS Word or PDF
5	Statement of Assurances (signed and dated) **NOTE:** Only one completed form is required.	Use required form	PDF
6	Board Member Information (completed by each Board Member of the proposed charter holder)	Use required form	PDF
7	Code of Ethics and Conflict of Interest Policies	None	MS Word or PDF
8	Education Service Provider (ESP) Documentation	None	MS Word or PDF
9	Organization's Business Plan	None	MS PowerPoint or Word, or PDF
10	Organizational Charts	5 pages	MS Word or PDF
11	Course Scope and Sequence	30 pages	MS Word or PDF
12	Academic and Exit Standards	15 pages	MS Word or PDF
13	School Calendar and Schedule	10 pages	MS Word or PDF
14	Enrollment Policy	10 pages	MS Word or PDF
15	Student Discipline Policy	10 pages	MS Word or PDF
16	Evidence of Support from Community Partners	25 pages	MS Word or PDF
17	Start-Up Plan	10 pages	MS Word or Excel, or PDF
18	Insurance Coverage	None	MS Word or PDF
19	Budget and Staffing Workbook	Use required template	MS Excel (no PDF submissions)
20	Budget Narrative	5 pages	MS Word or PDF
21	Operator Financials	None	MS Excel or Word, or PDF
22	Litigation Documentation	10 pages	MS Word or PDF

NUMBER	ATTACHMENT NAME	PAGE LIMIT	REQUIRED FORMAT
23	Entire Application (excluding items exempt from Indiana's Public Access Laws **assuming prior written approval from Indiana's Public Access Counselor**)		One combined PDF (for posting on our website)

- When submitting resumes, please label each document with the individual's affiliation with the proposed school (Founding Group member, Board member, Head of School/Principal, Teacher, etc.).
- Be sure to complete all pages of the Budget and Staffing Workbook.
- Review your application for completeness before submitting.
- **Incomplete submissions will not be accepted.**

SUBMISSION INSTRUCTIONS

Application

One electronic copy (PDF) should be sent to lindsay@education1.org as well as one hard copy, mailed to Education One, L.L.C. at the following address:

Trine University
Attention: Lindsay Omlor, Managing Director, Education One, LLC
1 University Avenue
Angola, Indiana 46703

Please be aware it is the applicant's responsibility to ensure all application materials reach Education One, as established above. Failure to submit a complete application may serve as grounds to reject the application.

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from Education One regarding the submitted application.

> **IMPORTANT NOTE:** *The full application, including this form, will be posted on the Indiana Department of Education website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Legal name of group applying for charter(s):   Level Up Learning

Names, roles, and current employment for all persons on applicant team: Kristen Milton Watt – Self-Employed

Designated applicant representative: Kristen Milton Watt

Address: 63262 County Road 19

Goshen, Indiana 46526

Office and cell phone numbers: 574-536-5374

Email address: kwatt@schoolwithpurpose.net

Provide the requested information for each school included in this proposal.
(You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Level Up Learning	August 2019	Competency-Based High School	Goshen, In	Goshen Community Schools	9-12

NOTE: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	Level Up Learning	
Academic Year	**Grade Levels**	**Student Enrollment (Planned/Maximum)**
Year 1 (2018-2019)	Planning Year	Planning Year
Year 2	9	75 - 90
Year 3	9 &10	150 - 165
Year 4	9, 10, & 11	225 - 240
Year 5	9 - 12	300 - 315
At Capacity	9 - 13	350

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes☐ †No☒

If yes, identify the ESP or other partner organization:

Will an application for the same charter school(s) be submitted to another authorizer in the near future?
Yes☐ No ☒

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

Please list the number of previous submissions (including withdrawn submissions) for request to authorize this(ese) charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):   N/A _____

Submission date(s):   N/A _____

PROPOSAL NARRATIVE

Please respond to the following questions, limiting your narrative response to all proposal sections to 55 pages total, excluding attachments. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 60 pages total).

Note:

The term "**organization**" as used in the application applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider ("ESP"); or other entities and arrangements. *In the case of an applicant proposing to contract or partner with a service provider, applicants should provide requested information for both entities if applicable.*

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the targeted community(ies) and your community engagement to date; the school design being proposed for replication; the replication or network growth plan; and the applicant's performance record and organizational capacity to execute the plan successfully. In five (5) pages or less, provide an Executive Summary that includes the following elements:

Mission and Vision for Growth in Indiana

State the mission and vision of the proposed schools and network as a whole. Provide an overview of the organization's strategic vision and five-year growth plan for developing schools in Indiana, including: years of opening; number and types of schools (grade levels); and projected number of students. Identify and briefly describe the targeted community(ies).

Level Up Learning allows students to personalize aspects of their high school experience. Students acquire critical thinking skills and social-emotional dispositions to become future-ready individuals. Learning is flexible and is not limited to a traditional classroom; students work collaboratively with peers, educators, community mentors, and members of one business community to develop confidence and a sense of purpose.

To accomplish our mission, Level Up Learning faculty and staff works alongside students to create an adaptive educational plan. Through weekly mentoring, students develop an understanding of how their mindset, interests/values, and academic/cognitive skills intersect to form purpose. Level Up Learning teaches students how to harness their sense of purpose and navigate towards a prosperous future. Our mission serves a greater purpose by facilitating economic development by:

- building a vibrant community through education,
- preparing a workforce with skills for the 21st century,
- developing critical thinkers and problem-solvers, and personalizing education to meet the ever changing needs of school, industry, and community.

Level Up Learning complements the K12 learning community in Elkhart County by targeting a group of students who are underserved. Goshen High School graduation data was analyzed over a five-year span. On average, 25 students earn a waiver diploma and 58 students earn a general diploma. Additionally, an average of 36 students return to Goshen High School as 5th year seniors to complete graduation requirements. Level Up Learning intends to attract these students who likely self-identify as:

- Average or "good" at school
- Struggle to keep up with others in class
- Describe math class as painful
- Avoid reading aloud in front of the class
- Perform average to low average on the ISTEP+ Exam
- Become overwhelmed during passing period
- Feel lost in a crowd
- Suffer a sustained illness or injury
- Suffer from a childhood trauma

We intend to open our doors to 75 ninth-grade students in August 2019. Our student enrollment will expand each year by 75 students by adding a grade level each year. At capacity, Level Up Learning will serve 300 students in grades 10 through 12.
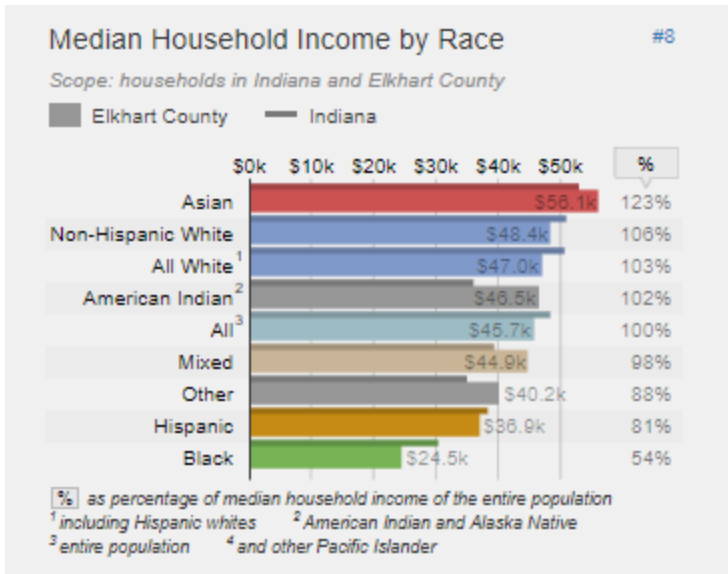
Educational Need
Describe the educational needs and challenges of each community targeted and your rationale for choosing the community.

Level Up Learning is located in Elkhart County, Indiana. The county is recognized as the RV Capital of the World. In 2009, the crash of the housing market triggered a massive recession. Our community experienced a major work stoppage and factory layoffs. The unemployment rate in Elkhart County skyrocketed to 18%. Hundreds of households, single and family, were devastated by the market crash and recession. Adult education programs were bursting at the seams and local libraries helped individuals complete unemployment forms. Teachers collected non-perishable food items and packed backpacks to send home with students on weekends and holidays. The economy lacked diversity and the workforce lacked skills to transition into other industries.
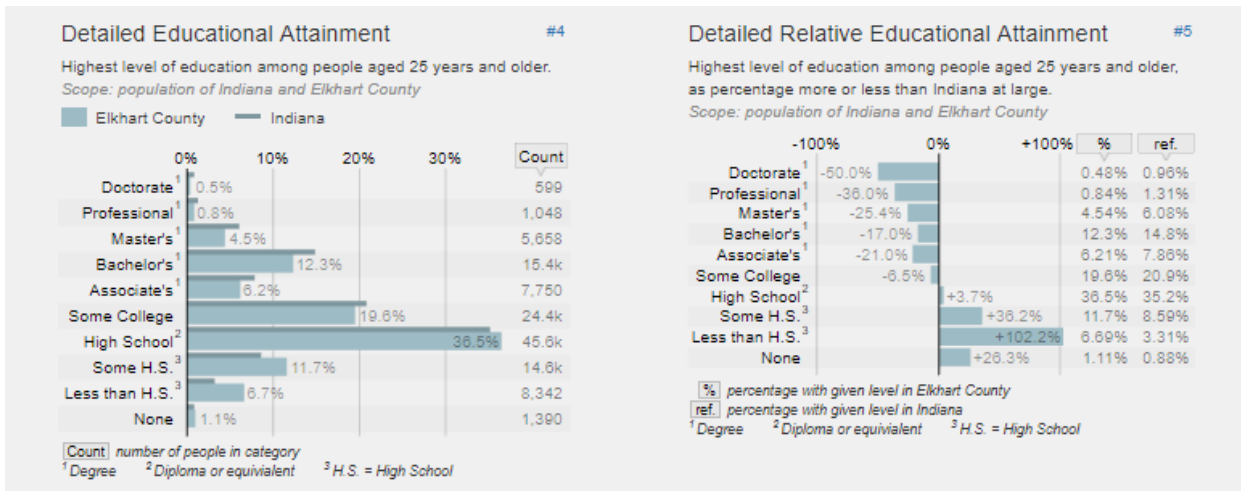
Ten years later, the RV Industry is booming, which stimulates every aspect of Elkhart County's economic stability. Today, the unemployment rate in Elkhart County is less than 3%. Many factory production line positions go unfilled; therefore, the factories are using new strategies to lure employees. Many employers have lessened their drug use policies and drug testing procedures. Others offer signing bonuses and higher wages to attract workers. The young people of the community lose sight of earning some form of postsecondary credential by the glamour of earning $60,000 per year in a factory. [1]

In Elkhart County, the average household income is $51,000; however, roughly 35,000 households earn less than the average. Level Up Learning intends to draw students living in households earning less than $50,000 per year. As compared to the entire Elkhart County population, income disparities between racial groups are consistent with other urban areas. Black, Hispanic, and mixed-race households earn less than white (non-Hispanic/all white) households.[2]

Median Household Income by Race #8

Scope: households in Indiana and Elkhart County

■ Elkhart County — Indiana

	Income	%
Asian	$56.1k	123%
Non-Hispanic White	$48.4k	106%
All White[1]	$47.0k	103%
American Indian[2]	$46.5k	102%
All[3]	$45.7k	100%
Mixed	$44.9k	98%
Other	$40.2k	88%
Hispanic	$36.9k	81%
Black	$24.5k	54%

% as percentage of median household income of the entire population
[1] including Hispanic whites   [2] American Indian and Alaska Native
[3] entire population   [4] and other Pacific Islander

According to the Economic Development Corporation (EDC) of Elkhart County, growth is needed across six industries and is "imperative to our region's economic growth, innovation, and global competitiveness." The growth industries identified by the EDC are: Financial and Professional Services, Electronics, Agriculture and Food Processing, Basic Robotics/Entry-Level Automation, Health Care, and Advanced Recycling.[3] Currently, the educational attainment of the workforce cannot support job growth within the six industries.[4]

Detailed Educational Attainment #4

Highest level of education among people aged 25 years and older.
Scope: population of Indiana and Elkhart County

■ Elkhart County — Indiana

	%	Count
Doctorate[1]	0.5%	599
Professional[1]	0.8%	1,048
Master's[1]	4.5%	5,658
Bachelor's[1]	12.3%	15.4k
Associate's[1]	6.2%	7,750
Some College	19.6%	24.4k
High School[2]	36.5%	45.6k
Some H.S.[3]	11.7%	14.6k
Less than H.S.[3]	6.7%	8,342
None	1.1%	1,390

Count number of people in category
[1] Degree   [2] Diploma or equivalent   [3] H.S. = High School

Detailed Relative Educational Attainment #5

Highest level of education among people aged 25 years and older, as percentage more or less than Indiana at large.
Scope: population of Indiana and Elkhart County

		%	ref.
Doctorate[1]	-50.0%	0.48%	0.96%
Professional[1]	-36.0%	0.84%	1.31%
Master's[1]	-25.4%	4.54%	6.08%
Bachelor's[1]	-17.0%	12.3%	14.8%
Associate's[1]	-21.0%	6.21%	7.86%
Some College	-6.5%	19.6%	20.9%
High School[2]	+3.7%	36.5%	35.2%
Some H.S.[3]	+36.2%	11.7%	8.59%
Less than H.S.[3]	+102.2%	6.69%	3.31%
None	+26.3%	1.11%	0.88%

% percentage with given level in Elkhart County
ref. percentage with given level in Indiana
[1] Degree   [2] Diploma or equivalent   [3] H.S. = High School

[1] https://www.wsj.com/articles/the-future-of-americas-economy-looks-a-lot-like-elkhart-indiana-1522942393
[2] https://statisticalatlas.com/county/Indiana/Elkhart-County/Household-Types
[3] http://www.elkhartcountybiz.com/site-selection/workforce/
[4] https://statisticalatlas.com/county/Indiana/Elkhart-County/Educational-Attainment

Target Population
Explain how the decision to serve the targeted population, including the grade levels you have chosen, would meet community needs.

In January 2018, the Indiana Department of Education published the first Public Corporation Transfer Report. The core development team examined mobility data for all public school corporations in Elkhart County. Research indicates school mobility rates often illuminate the existence of an at-risk student population. The transfer report showed Elkhart Community Schools and Goshen Community Schools had a net loss of 1600 students and 400 students respectively. Due to a potentially smaller student population, Goshen was selected as the site of Level Up Learning. Goshen Community Schools' 2016 Annual Performance Report was examined and paired against the graduation pathway requirements to be fully-implemented by the 2022 – 2023 school year.

In December 2017, the Indiana State School Board passed new graduation pathway requirements for high schools. To earn a high school diploma, students **must complete at least one (1)** requirement in each graduation pathway.

Graduation Pathway Requirements	Graduation Pathway Options
1) **High School Diploma**	Meet the statutorily defined diploma credit and curricular requirements.
2) **Learn and Demonstrate Employability Skills**[1] (Students must complete *at least one* of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: • **Project-Based Learning Experience**; • **Service-Based Learning Experience**; **OR** • **Work-Based Learning Experience.** [2]
3) **Postsecondary-Ready Competencies**[3] (Students must complete *at least one* of the following.)	• **Honors Diploma**: Fulfill all requirements of either the Academic or Technical Honors diploma; • **ACT**: College-ready benchmarks; • **SAT**: College-ready benchmarks; • **ASVAB**: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; • **State- and Industry-recognized Credential or Certification**; • **State-, Federal-, or Industry-recognized Apprenticeship**; • **Career-Technical Education Concentrator**: Must earn a C <u>average</u> or higher in at least 6 high school credits in a career sequence; • **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams**: Must earn a C <u>average</u> or higher in at least three courses; **OR** • **Locally created pathway** that meets the framework from and earns the approval of the State Board of Education.

1. **Diploma Pathway** - Indiana offers several high school diplomas; general diploma, Core 40, Technical Core 40, and Academic Honors Core 40. The State of Indiana identifies the Core 40 diploma as the "standard" diploma. The cohort size for the Class of 2016 was 455 students of which 401 students earned a high school diploma. In 2017, the four-year cohort size was 421 students of which 364 students earned a high school diploma. Goshen Community Schools issued:

	2015 -2016	2016-2017
Academic Honors Core 40	126 diplomas granted	145 diplomas granted
Core 40 *ECA Waivers Granted*	208 diplomas granted *26 ECA waiver diplomas*	175 diplomas granted *24 ECA waiver diplomas*
General Diploma	67 diplomas granted	44 diplomas granted
Grade 13 Graduates	31 diplomas granted	36 diplomas granted

2. **Employability Pathway** - Under the new graduation requirements, all students engage in activities in which to develop employability skills. Anecdotally, Goshen High School **does offer a few** employability options.
   - Two science teachers have fully implemented the New Tech Network framework in their classroom with additional teachers to follow in subsequent years.
   - Students participate in service learning opportunities in the alternative education programs, extracurricular clubs, athletic teams, and/or in classroom-generated activities.
   - Goshen Community Schools purchased student slots at the Elkhart Area Career Center (EACC). To participate, students apply for the program of their choice and meet eligibility requirements based on years completed in high school (grades 11 and 12), the number of credits earned, and the school attendance record, thus the EACC is not accessible to a group of students.
   - The closest apprenticeship program to Goshen High School is located in Warsaw, Indiana. Students must have earned a high school diploma or high school equivalency diploma to qualify for enrollment in the apprenticeship program.
   - Horizon Education Alliance (HEA), a local education non-profit organization connects schools with area businesses to develop project-based learning units.

Postsecondary Readiness Pathway – Under the new graduation requirements, all students must demonstrate postsecondary readiness. Students earning an Academic Honors Core 40 diploma are automatically eligible to receive a high school diploma. However, students earning a Core 40 or general diploma must successfully pass a measure of postsecondary readiness (see Indiana Graduation Pathway Requirements).

Class of 2016	Class of 2017
126 students of the graduating class of 2016 earned an Academic Honors Diploma.	146 students of the graduating class of 2017 earned an Academic Honors Diploma.
57.9% of the graduating class of 2016 took the SAT.	Data not released by the IDOE for the Class of 2017.
Seven (7) percent of the graduating class of 2016 took the ACT.	Data not released by the IDOE for the Class of 2017.

Goshen High School does not administer the ASVAP.	Goshen High School administered the ASVAP to a pilot group of students.
95 out of 116 seniors of the graduating class of 2016 passed an IB examination.	Data not released by the IDOE for the Class of 2017.
Based on 2016-2017 CTE Dashboard Report for the EACC, 174 graduates were identified as "concentrator". However, none of the 174 students earned an industry certification.	
The closest apprenticeship program to Goshen High School is located in Warsaw, Indiana. Students must have earned a high school diploma or high school equivalency diploma to qualify for enrollment in the apprenticeship program.	
According to the dashboard report, 21 Goshen High School students participated in a work-based learning program.	

If the graduation pathway requirements were implemented today, only 31% of the class of 2016 and 40% of the class of 2017 would be guaranteed a high school diploma. Based on the above information, Goshen High School provides a limited amount of access to employability and postsecondary readiness activities required by the graduation pathway requirements.

Our target student population will:

- struggle academically and will likely earn a general diploma or Core 40 waiver diploma,
- possess three or more barriers to education as identified by Jobs for America's Graduates.

WIA Barriers	Personal Barriers	Academic Barriers	Environmental Barriers	Environmental Barriers
Economically disadvantaged as defined by public assistance, TANF,	Special education certified	One or more modal grades behind peers	Mother did not graduate from high school	Convicted of a criminal offense other than a traffic violation
Having inadequate or no work experience	Lacks motivation or maturity to pursue education or career goals	Has repeated a grade in high school	Father did not graduate from high school	Homeless
Lacks marketable occupational skills that are in demand in the local labor market	Emotional disorder which impairs education or career goals	Low academic performance (teacher graded assignments)	Mother does not work	Runaway
	Has a disability	Basic skills deficient (reading and math in particular); Did not pass the state proficiency exam	Father does not work	Requires child care during work or school
	Health problems which impair education or career goals	Limited English proficiency	Is pregnant	Foster Care
		A past record of excessive absences as verified by school officials	Has dependent child(ren) in the home	Child of Incarcerated Parent
		Has been suspended, expelled, or put on probation during high school	Has documented alcohol and/or substance abuse	Child of Migrant Worker
		Has dropped out of school previously	Needs transportation to and from work or school	

Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed schools. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.

According to the Economic Development Corporation, Elkhart County is poised for economic development in the areas of Financial and Professional Services, Electronics, Agriculture and Food Processing, Basic Robotics/Entry-Level Automation, Health Care, and Advanced Recycling. We believe a partnership with Goshen College has the potential to level up the Elkhart County workforce as a whole. The starting point for the development of Level Up Learning is identifying the needs of the employer and higher education institution. A concerted effort will be focused on vertical alignment as a way to transition Level Up Learning students to the workforce or higher education. Our intent is to promote the idea individuals with strong cognitive and content knowledge skills can "level up" at any point over the course of their career. Level Up Learning intends to become a beacon of learning for the community.

Greencroft Communities: Level Up Learning is also committed to helping our students create a pathway to purpose in our community. We will work with Greencroft Communities to explore various career clusters through service learning and work-based learning opportunities. Greencroft Communities serves as a full-time work-based learning site. Students develop connections by interacting with the Greencroft residents who may serve mentors or life coaches. Greencroft employees, accompanied by Level Up Learning staff serve as career-learning guides on the Greencroft campus. Through intentional planning of service-learning activities, students gain valuable insight about career duties which they find purposeful. Level Up Learning staff intends to engage in conversation with Jobs for Americas Graduates and Jobs for the Future to develop a service-oriented and work-based learning program. Level Up Learning also will partner with the Education Design Lab to customize a 21st Century badging system. Tara Lifland is the main contact from the Education Design Lab (tlifland@eddesignlab.org).

About the Lab: The Education Design Lab is a 501(c)3 non-profit that designs, tests, and implements unique higher education models that address the rapidly changing economy and emerging technology opportunities. The Lab demonstrates where technology, rigor and design can improve opportunity for non-traditional students to maximize their potential in the higher education system. The core development team believes badges will make Summit Learning's cognitive skills and Habits of Success visible to students.

The Lab's expertise and experience is derived from 3+ years designing and testing 21st Century Skills Badges with over 300 students from 12 learning providers and over 50 employers.

The Lab's Role: The Lab will provide our design thinking and facilitation process to design + build a competency-based curriculum (using the Summit Learning model) that is centered around 21st Century Skills and the needs from community partners (e.g. city, employers, higher ed).

The Lab's human-centered design process brings together stakeholders from relevant employers, education institutions, the city, and of course prospective students to build a multitude of pathways for learners that are relevant to everyone involved.

Goshen College: Level Up Learning is interested in developing a partnership with Goshen College. According the Director of Admissions, the number of students enrolled on "academic probation" has increased. Thirty students were required to participate in the academic support program during the 2017-2018 school year. The Director of Admissions also noted the number of local students requiring academic support resources is on the rise. The core development team believes that a relationship with Goshen College would be mutually beneficial. Goshen College provides access to dual-credit offerings. Level Up Learning staff serves as an instructional resource for examining way to effectively support underachieving postsecondary students.

Education Plan/School Design
Provide an overview of the education program proposed for replication, including key innovations and non-negotiable elements of the school model. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Level Up Learning classrooms can be described as blended and one-to-one. Students interact with the instructional content via a Chromebook or window OS device. The primary model of instruction is competency-based learning. Teachers act as mentors and facilitators of self-directed learning. In addition, teachers provide large and small group instruction based on student performance data obtained from the Summit Learning platform. Our intent is to maintain a student-to-teacher ratio of 15:1. Level Up Learning believes all students, low-achieving, average, and high-ability, deserve the effective teachers; therefore, we are committed to hiring licensed teachers and utilizing TAP to evaluate student and teacher effectiveness.

Level Up Learning aspires to create the perfect learning environment for all students; especially for those students who have not established a strong connection to the school community. This task requires innovative thinking and a break from status quo. To accomplish this task, Level Up Learning has begun a partnership with Summit Learning to utilize their free learning platform.

The Summit Learning model is rooted in research around four domains:

Cognitive Domain	Content Knowledge
Research: Standard Center for Assessment, Learning and Equality (SCALE) 7 Cognitive Domains 36 Cognitive Skills Instructional Delivery: Project Based Learning; Small/Large Group instruction Assessment: SCALE Rubric	Research: Common Core State Standards & Next Generation Science Standards Instructional Delivery: Self-Directed Learning; Computer-Based Instruction; Small Group Instruction Academic Playlist per Course (e.g. vocabulary, ideas, events, concepts, properties, and content-matter details). Aligned to Advanced Placement Standards to demonstrate postsecondary readiness.
Habits of Success	**Sense of Purpose**
Research: Building Blocks for Learning Framework – Turn Around for Children Instructional Delivery: Mentoring (weekly individual and group), Self-Directed Learning, Project Based Learning, Home-School Connections, Belonging in a Community, and Restorative Connections Assessment: Identified set of instructional "look-fors" for teachers to help students develop the Habits of Success.	Research: Angela Duckworth; Carol Dweck; Instructional Delivery: Goal Setting, Mentor Community, and Expeditionary Learning (e.g. expeditions, internships, and service learning), and personal advisory board

School Schedule: As our research continues, we will develop a school schedule that supports our vision. The schedule will be built around Summit Learning curricular recommendations. Students spend 20-hours per week working on projects, 8 hours per week engaging in personalized learning and 2 hours developing reading and conceptual mathematic skills. Our school design ensures earning a high school diploma is a non-negotiable and is accessible to all students. The remaining time will be devoted toward the development of habits of success and sense of purpose.

Governance and Leadership

Provide an overview of the proposed network governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school replication plan over the long term.

Level Up Learning has registered with the Secretary of State of Indiana as a non-profit organization. Upon securing an authorizer, Level Up Learning will hire legal counsel to develop bylaw, employee policies, and student handbook. Level Up Learning has considered opening as an independent school or venturing into a partnership with Goshen Community Schools to become an innovative network school. We believe moving forward as an independent chart school or Innovation Network School is best suited to support our mission. The core development team has begun to interview potential board members. Our intent is to establish a fully working board by September 2018. An attorney

assist the governing board and school leader establishing policy and procedures to support the mission, maintain fiscal integrity, and ensure educational quality standards. The governing board will consist of community members with vested interest.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school(s). Identify *only* individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for any school or for the network as a whole. These may include network leadership, proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school or network development or operations.

Founding Group	Roles & Responsibilities
Kristen Milton Watt	Founder & CEO
Stephenie Ward	Competency-Based Learning Education Specialist
Brian Warrell	College/Career Success Specialist (alignment between secondary and postsecondary institutions)

Explain the Founding Group's collective qualifications for establishing high-quality schools in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

- School leadership, administration and governance
- Curriculum, instruction and assessment
- Financial, business and school operations management
- Performance management
- Parent and community engagement
- Facilities management
- Legal compliance

The core development team at Level Up Learning consists of an Ivy Tech College Connections Coach, a science teacher, and former building-level principal. As a whole, the team averages seven years of experience working with the same student population Level Up Learning intends to serve. The team collaborated to create a dynamic program earning full AdvancED Accreditation status in 2014. The team specializes in developing a comprehensive system to support competency-based personalized instruction. In addition, the team incorporated regular community service learning projects and utilized restorative justice principles. Program effectiveness was measured by the number of eligible seniors who graduated. For six consecutive years, the program maintained an average graduation rate of 86%.

Provide, as **Attachment 1**, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the first school proposed in this application. *NOTE: There is no page limit for this attachment.*

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

Organizations/Agencies/Consultants	Description of Role and Resources
Summit Learning	Curriculum, Instruction, and Assessment School Operations
Education Design Lab	Curriculum, Instruction Assessment
Goshen College	Facilities, Higher Education
Greencroft Communities	Work-based Learning Site
Economic Development Corporation of Elkhart County	Data Sources – Economic Trends
Northern Indiana Small Business Development Center	Financial, Marketing Strategy, and Business Plan

3. Explain the circumstances and motivations that brought the Founding Group together to propose this school replication plan.

Level Up Learning was created by Kristen Milton Watt. Over 20-years in education, she has learned that student success has everything to do with the school culture and relationships. Summit Learning's framework enables teachers and students to develop caring relationships around a central theme of purpose. Everyone, from young to old, needs a sense of purpose. In times of crisis, purpose serves as a source of hope and helps us form connections to our community. There are many students in Elkhart County who struggle to develop sense of purpose. Level Up Learning intends to serve as a beacon of hope for students who need a different instructional approach to foster their sense of purpose.

School Leader and Leadership Team

1. For the first proposed school described in this application, identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as **Attachment 2**, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader. *NOTE: There is no page limit for this attachment.*

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

The Head of School will continue to work full-time on the development of Level Up Learning and will go uncompensated until funds can be secured from a grant and/or philanthropic organization.

3. Describe the responsibilities and qualifications of the first proposed school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. *NOTE: There is no page limit for this attachment.*

In addition to the core development team, The Head of School has identified three possible candidates to fill school instructional leadership roles. These individuals have expertise in career and technical education, curriculum and assessment, project-based learning, and professional development. A timeline of start-up activities including a timeline for hiring staff can be found in Attachment 17.

Governance
Notes:
As used in the application, the term "**organization**" applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for the governing board and/or the CMO, as applicable.*

Legal Status and Governing Documents
For the entity proposing to hold the charter(s), provide the following governance documents as **Attachment 4**:
- 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);
- Copy of the Articles of Incorporation; and
- Copy of Board Bylaws.
- *NOTE: Applies only to non-profit corporations based outside of Indiana:* Evidence that the proposed charter holder is registered to do business in Indiana.

NOTE: There is no page limit for this attachment.

IMPORTANT NOTES:

- *Education One, L.L.C. awards charters only to nonprofit corporations that either have received, or have applied for, federal tax-exempt status from the IRS.* **A proposal will be considered incomplete if the applicant does not meet these criteria.**
- *Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-3-3: "The organizer's constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) all*

remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and (2) remaining funds received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution."

As **Attachment 5**, provide one (1) complete and signed Statement of Assurances form.
NOTE: Please use the provided form included in this RFP.

Governing Board

1. **Governance Structure and Composition**. Describe the governance structure. Will the new school(s) have an independent governing board, or will there be a single network-level board governing multiple schools? Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In **Attachment 6**, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder. *NOTE: Please use the provided form included in this RFP. If a Board member's resume has already been included in Attachment 1, a duplicate resume should NOT be included in Attachment 6.*

   Level Up Learning "Limited" has been formed as an Indiana Nonprofit Corporation whose purpose is to oversee the operation of Level Up Learning and Community Center. The business and affairs of the Corporation shall be managed by or under the direction of the Board of Directors, which may exercise all such powers of the Corporation and do all lawful acts and things, subject to any limitations set forth in Articles of Incorporation and Bylaws. The officers shall consist of Chair, Vice Chair, Secretary, and Treasurer and such other officers as the Board of Directors may otherwise elect. The number of directors shall be set and consist of no fewer than five (5) and no more of (9). Board members shall be sought who bring the skills, expertise, perspective, and qualifications, as established by the board and delineated in an annual board recruitment plan. Please see Attachment 4.

Governing Entity's Responsibilities

Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of all Indiana charter schools in the network's portfolio.

   The Board of Directors shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided herein, and may take such lawful acts that the Board of Directors deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board of Directors may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

   Each director is responsible for actively participating in the work. The Corporation board of directors are the life of the organization. Each director is expected to affirm and strive to fulfill the performance expectations outlined in the board of director agreement. In addition, individual directors are expected to help each other fulfill the performance expectations. The Corporation will nominate the candidate only after he or she has signed the agreement.

2. Procedures. How many times has the current board met to date? What will be the planned frequency and focus of meetings if the school is approved? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14. Additional

tguidance is available from the Office of the Public Access Counselor at http://www.in.gov/pac/ and at (317) 234-0906 or (800) 228-6013.

Utilizing tools provided by BoardOn Track and model templates, a preliminary set of bylaws for the organization has been drafted. Upon securing an authorizer, the Board of Directors will hire a law firm to serve as legal counsel for Level Up Learning who will assist in the development of policy and procedures.

The Board of Directors shall hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors. The Board of Directors shall hold regular meetings on a monthly basis during the academic year of the School and shall hold at least one (1) regular meeting during summer break. All regular meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event regular meetings shall be held at such location as may be approved in advance by the School's Sponsor.

The Board of Directors, by resolution, may create one or more committees, each consisting of one or more Directors. Each such committee shall serve at the pleasure of the Board. All provisions under the Statutes and these Bylaws relating to meetings, action without meetings, notice, and waiver of notice, quorum, and voting requirements of the Board of Directors shall apply to such committees and their members.

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors. Without limiting the foregoing, the Board of Directors shall post notice of any regular or special meeting not less than two (2) business days before such meeting at the place at which such meeting shall be held and shall provide such other notice of such meeting as shall be required under the Indiana Open Door Law.

3. **Ethics and Conflicts of Interest**. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 7**, the board's Code of Ethics and Conflict of Interest policy. ***NOTE: There is no page limit for this attachment.***

Upon securing an authorizer, the Board of Directors will hire a law firm to serve as legal counsel for Level Up Learning and who will assist in the development of policy and procedures.

4. **Advisory Bodies.** Describe any network- or school-level advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

From time-to-time, an advisory committee may be formed to support the growth of Level Up Learning and Community (for example, advocacy, consultation, and community partnerships). Membership of the advisory committee will be a minimum of three (3) and a maximum of seven (7). When needed, the Board of Directors

and school leader will develop an action plan with specific deliverables, due dates, and documentation requirements. The Board of Directors, with input from the school leader, will appoint a chairperson who will preside over the advisory committee meetings.

5. **Grievance Process**. Explain the process that schools will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

Upon securing an authorizer, the Board of Directors will hire a law firm to serve as legal counsel for Level Up Learning and who will assist in the development of policy and procedures.

> *IMPORTANT NOTE: If a charter is awarded by Education One, L.L.C., each Board member of the governing body (i.e., the legal entity that has been awarded the charter) is required to undergo an expanded background check prior to execution of the charter agreement.*

School Management Contracts
If the applicant does not intend to contract with an Education Service Provider (ESP), mark "Not Applicable" and skip to next section.

> *IMPORTANT NOTE: Any contract with an ESP will be null and void until approved by Education One, L.L.C. Once approved by Education One, the parties may execute the contract and subsequently must submit an executed copy of the contract to be kept on file with Education One. This contract is subject to Indiana's Public Access Laws, including public records requests.*

If any proposed school intends to contract with an Education Service Provider (ESP) for school management, provide the following information (and provide the requested documentation as **Attachment 8**):
   a. A brief overview of the ESP's founding year, mission, leadership team, and current geographic footprint; **N/A**
   b. A summary explanation of how and why the ESP was selected, and the due diligence conducted (including a list of other ESPs assessed during the due diligence process, if any); **N/A**
   c. A term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract; **N/A**
   d. A draft of the proposed management contract detailing all of the above terms; **N/A**
   e. Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations; **N/A**
   f. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and **N/A**
   g. Evidence that the service provider is authorized to do business in Indiana. **N/A**

NOTE: There is no page limit for this attachment. Please ensure the section on ESP compensation is clearly articulated, and includes a detailed description of the management fee, as well as all pass-through expenses, such as for curriculum licensing or technology costs. The Education One application evaluation team should be able to easily discern the total dollar amount and percentage of annual revenues that is paid to the ESP.

Network Vision, Growth Plan & Capacity

Note:

As used in this application, the term "**organization**" applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with an education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both the governing board and the ESP, as applicable.*

Provide the following information about the organization's growth plan and capacity to carry out that plan with quality and integrity.

1. Provide, as **Attachment 9**, the organization's 5-year business plan addressing the plan for network expansion in Indiana (and in other states, if applicable). If no business plan has been developed, please answer the remaining questions in this section. *NOTE: Experienced CMOs and ESPs are required to submit business plans containing all components of a traditional business plan. There is no page limit for this attachment.* **N/A**

2. If not clearly described in Attachment 9, or if no business plan exists, describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include: number and types of schools; planned opening years; all currently targeted geographies and criteria for selecting them; projected numbers of students; and measurable impact on student achievement. **N/A**

3. If not clearly described in Attachment 9, or if no business plan exists, summarize the organization's capacity to support and ensure the quality and long-term success of the new school(s) proposed. If the organization's existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Indiana. **N/A**

4. If not clearly described in Attachment 9, or if no business plan exists, provide evidence of organizational capacity to open and operate schools successfully in accordance with the growth plan. Explain results of past replication efforts and lessons learned, including how you have addressed replication challenges in other markets. **N/A**

5. If not clearly described in Attachment 9, or if no business plan exists, describe the greatest anticipated risks and challenges to achieving the organization's desired outcomes in Indiana. How will the organization meet these challenges and mitigate risks? **N/A**

1. Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services? *(In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter application.)*

Level Up Learning is actively searching for service providers to manage certain organizational duties. As a starting point, the core development team gathered information from the Indiana Charter School Network website to identify potential service providers. More specifically, our team examined the ICSN Vendor Service Matrix. Other charter school leaders "score" service providers as to the level of satisfaction. Our team also examined the matrix to identify service providers Education1-authorized schools.

Function/Service	Company	Cost
Accountant/Bookkeeper	TBD	$8,000
Assessment	NWEA	TBD – eligible for reimbursement
Auditor	Donovan CPAs BJ Lippert	$15,000
Curriculum Providers	Summit Learning Apex Learning - Elective Coursework	Free TBD
Facilities/Food Service	Goshen College/API Fresh Ken Newbold, Provost	*$20,000 estimate for 300 students*
EdTech – Productivity Suite	Google Apps for Education "schoolwithpurpose"	$20 – Domain
HR/Payroll/Benefits	IOI Pay Alex Lozano	$2,113.00
Health Insurance	State of Indiana or ICSN	TBD
Liability Insurance	Miller Insurance Company Chad Miller	$17,900.00
Professional Development – Safety & Student Discipline	Indiana Department of Education TREP Project Center for Community Justice – Restorative Justice	Free TBD TBD

Function/Service	Company	Cost
Professional Development – Board Development	BoardOn Track Elkhart County Community Foundation	$12,000.00 TBD
Professional Development – Teacher Effectiveness	TBD NIET	TBD $5,000 – Portal $5,000 – PD/Support
Student Management System/Learning Management System	PowerSchool Learning Motivis Learning QuickSchools	TBD

2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals	Board of Directors →	primary authority
Curriculum	School Leadership Team →	primary authority
Professional Development	School Leadership Team →	primary authority
Data Management and Interim Student Assessments	School Leadership Team → Board of Directors →	primary authority
Grade Level Promotion Criteria	Board of Directors → Indiana Department of Education Graduation Requirements	primary authority
Culture	School Leadership Team → Restorative Justice	primary authority
Budgeting, Finance, and Accounting	Board of Directors → Committee	primary authority
Student Recruitment	Board of Directors → Committee	primary authority

Function	Network/ Management Organization Decision-Making	School Decision-Making
School Staff Recruitment and Hiring	Board of Directors → School Leadership Team →	primary authority
HR Services (payroll, benefits, etc.)	Board of Directors →	primary authority
Development	Board of Directors → School Leadership Team →	primary authority
Community Relations	School Leadership Team → Board of Directors →	primary authority
Information Technology	School Leadership Team →	primary authority
Facilities Management	Board of Directors →	primary authority
Vendor Management / Procurement	Board of Directors →	primary authority
Other operational functions, if any		

a.   Provide, as **Attachment 10**, the following organizational charts:
   a.   Network as a whole, aligned with the 5-Year Business Plan
   b.   School-level organizational chart for school in Year 1, and also at Full Capacity

   NOTE: Limit attachment to five (5) pages.

The network and school-level organizational charts should clearly delineate the roles and responsibilities of the governing board, staff, and any Education Service Providers that will manage the school(s).

SECTION II: SCHOOL DESIGN

For this section, describe the design and plan for the school for which you are applying. If you are applying for multiple schools designed around the same model, simply state so.

Education Plan

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Indiana State Standards. More information about Indiana's State Standards can be found at http://www.doe.in.gov/standards

On 7/13/2018, the Indiana Department of Education provided K12 educators with a 60-page policy brief providing school districts with implementation guidance of the 2023 graduation pathway requirements. I believe the following statement will serve as the catalyst that causes a high school redesign across the state.

> With the passage of Graduation Pathways, students are now able to **individualize their graduation requirements to align to their postsecondary goal**. No longer must all students **fit into the same academic mold**, but rather, they can **choose the options** that best meet their postsecondary needs and aspirations. Students can **create pathways that serve their educational interests** and **prepares them for postsecondary educational and career opportunities**. Overall, this policy ensures that students are truly prepared to be successful in whatever they want to pursue after high school (p.7).

Many high schools, large and small, may encounter challenges to ensure all students have equal access to courses and authentic learning experiences. Additionally, schools need to define what it means to "individualize their graduation requirements", "choose options that serve interests", and "create pathways that prepare". The graduation pathway requirements initiated the first step in causing a disruptive innovation to replace the traditional high school. Essentially, the state handed students their own set of car keys and a roadmap to design their future. Level Up Learning intends to become the disruptive innovation school model in Goshen, Indiana.

We will accomplish our mission:

Mission	Outcomes
Building a Foundation on Success	Students engage in self-directed competency-based learning; Students control the pace at which they move through standards-based curriculum; Students have choice in the way they demonstrate learning; Students utilize a rubric and engage in self-reflection.
Creating Pathways to Purpose	Students work collaboratively with their teacher (mentor) and parents/guardian to design a personalized learning plan; Students engage in self-discovery activities to identify personal attributes; students participate in work-based and service-based learning activities to develop 21st Century skills.
Investing in Community	Students regularly interact with community members during service projects. Students develop relationships with community members who serve as mentors and career coaches.

The description of the instructional design should include, at a minimum, the following items:

- the basic learning environment (e.g., classroom-based, independent study, virtual)
- class size and structure,
- an overview of the curriculum,
- the use of technology in delivering instruction (if applicable),
- plans for ensuring the school is staffed with highly effective teachers, and
- evidence-based support.

Level Up Learning is a **blended learning school and community-based program**. Students are **expected to attend school daily** and follow a prescribed schedule. Core instruction tentatively takes place between **8:00 - AM and 3:00 - PM**. In addition, students will have the opportunity to participate in work-based learning and service projects on the Greencroft Communities Campus. Level Up Learning will have at least 180 days of instruction and for each fiscal year and offer, at a minimum, 64,800 minutes of instruction to students in grades 9-12.

The classroom environment is **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. Level Up Learning will maintain small-class sizes by employing one or more Opportunity Culture classroom design models: multi-classroom leadership, role specification, class-size changes, and time swaps. During Personalized Learning Time (PLT), students engage in self-directed learning. During Project Time (PT), teachers provide instruction, scaffold, and feedback to individuals and/or groups of students. These

conditions extend the reach of support that instructional staff can deliver to students.

Level Up Learning is a **competency-based learning** model that enables teachers to address individual needs of each student. Teachers use ongoing assessments to gather data about student progress; they use data to make informed instructional decisions. As in traditional public school classrooms, students achieve at different rates, thus teachers use a variety of scaffolds and instructional strategies to ensure that all students can successfully access the curriculum.

Instruction is personalized through the use of digital content, adaptive pedagogy, clearly articulated benchmark-assessments, and a **mentoring program**. Each student has one faculty member who serves as their mentor. Students meet with their mentor daily for ten minutes. One time per week, students are assigned to the same mentor form a smaller learning community. Mentors facilitate discussions and organize team building activities. Students support one another in all their academic and personal endeavors. In addition, students develop academic literacy skills.

The mentoring program fosters **self-discovery and goal setting**. Level Up Learning students explore their values, ethics, interests, passions, talents, and visions for the future. Students develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

Each student uses the **Summit Learning Platform** to guide them on their personalized learning plan. As part of the self-discovery and goal-setting process, mentors will work with students to identify what they need to study and learn to achieve their goals. The mentor and student, in collaboration with his or her parents, will develop a personalized learning plan that reflects the student's learning style, preparation, challenges, interests and his or her personal and professional aspirations. Our goal is to support students to work at their full potential, pursue their interests, and take personal responsibility for their own learning and success. Each year, students will participate, with their mentor and parents, in evaluating what they have learned and achieved in order to refine their goals and plans based on their educational experiences.

This process will help them to begin the next cycle of self-exploration, goal setting, and planning. Increasing students' self-awareness and their participation and experience in setting goals and evaluating how well they are doing in reaching those goals are important skills that are essential for success in the 21st century workplace.

Each student is guided through **college and career planning**. Through classroom activities, small groups, and individual counseling, students create a postsecondary plan. Students explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills. Through a partnership with Greencroft Communities, students participate in work-based learning and service projects to explore career interests. Students have the opportunity to earn badges that correspond to cognitive skills developed in the classroom and the Indiana's Employability Skills Benchmarks.

With the support of the school counselor, all students will utilize the Indiana Graduation Plan template to track their progress towards high school completion. All students will learn how to identify postsecondary learning/training opportunities In addition, all students participate in 21st Century Scholar Success Program activities regardless of eligibility.

2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

Level Up Learning recognizes there is no single instructional strategy that simultaneously meets the needs of all students. Therefore, staff employs a range of instructional strategies, both andragogical and pedagogical, that are considered "best practices" in the field and supported by the most current educational research. The implementation varied instructional methods provides all students the opportunity to learn academic content, demonstrate conceptual understanding, and take ownership of their learning.

Differentiated Instruction: Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Professional development enables teachers to develop and deliver curriculum to a heterogeneous group of students. The organizational structures help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods.

Self-directed learning content lessons and project-based learning activities allow teachers to assess their students' progress on various skills and tailor their projects' content to best meet each student's zone of proximal development. Students are provided with multiple modes to acquire knowledge and skills based on their prior preparation and learning style including online resources, projects, coaching, and more. Other strategies that teachers utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

Interdisciplinary Curriculum: To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips will integrate the various core curricular areas whenever possible.

Project-based instruction: Projects link the curriculum content with students' real world experiences, making learning more relevant and valuable to their lives outside of school. Research on project-based learning indicates the importance of connections between the classroom curriculum and the "world" beyond the classroom. Students who engage in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

Socratic Seminars: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. Level Up Learning teachers utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success.

Integrated technology: Students use technology throughout their high school experience. Level Up Learning provides each student with access to information, to facilitate communication and collaboration on projects with other students, both within the classroom or with community partners, and as another vehicle to demonstrate knowledge and understanding of content.

Complex Instruction: Complex Instruction evolved from over 20 years of research at the Stanford School of Education. The goal of this instruction is to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies including the treatment of status problems to equalize group interactions.

3. Identify any key educational features that would *differ* from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.

    Sense of Purpose: Purpose serves as the anchor of every decision that has been made regarding the design of Level Up Learning. In the book, *The Path to Purpose: How Young People Find Their Calling in Life,* William Damon reflects on his work.

    > *I have come to suspect that much of the difference between young people who were thriving and those who were floundering could be explained by whether or not they found a compelling purpose – in a career, in building a family of their own, or in some other way of making a difference in the world (p.7).*

Summit Learning has developed a unique research-driven instructional approach that places relationship between the student and teacher at the heart of school. Like a tradition public high school, teachers oversee and disseminate content-knowledge and utilize student work to address the needs of struggling students. Unlike a traditional public high school, Level Up Learning uses digital curriculum to change the daily duties of teaching and learning. Teachers utilize diagnostic teaching strategies and students work to provide targeted support. Teachers help students develop Habit of Success such as mindset, self-management skills, learning strategies, and social skills.

Over the next three years, Level Up Learning will work with the Education Design Lab to help students visibly connect "school work" to their postsecondary plans. The Lab's expertise and experience is derived from 3+ years designing and testing 21st Century Skills Badges with over 300 students from 12 learning providers and over 50 employers. Our work over the past 3+ years, has landed us with 8 micro-credentials that align with Indiana's Employability Skills Benchmarks. The Lab plans to work with Level Up Learning to intentionally integrate the relevant badges into the curriculum. The badge components will be threaded through in class experiences as well as work-based experiences with the school's employer partner, Greencroft.

In addition the Lab will use expertise in both college and career readiness to ensure the badge curriculum is suited for postsecondary success or job success right out of high school. The Lab's human-centered design process brings stakeholders from local Goshen College, local employers such as Greencroft, and other SMEs to ensure the curriculum is robust enough for student's possible futures.

Habits of Success: Studies have shown that **emotional intelligence and life skills** (e.g., motivation, leadership, interpersonal skills) can be as important for success in today's workplace as academic qualifications (Daniel Goleman, *Emotional Intelligence*). Level Up Learning intends to improve social and professional relationships, to foster mutual cooperation among students and teachers in solving problems, to have students develop a stronger sense of belonging to the school and the community, to foster cross-cultural sensitivity among students and respect for life, and to develop a sense of self-empowerment in making healthy life choices.

Level Up Learning staff utilizes the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016). The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner. This framework includes the development of skills in five categories:

- Healthy Development (Attachment, Stress Management, Self-Regulation);
- School Readiness (Self-Awareness, Social Awareness/Relationship Skills, Executive Functions);
- Mindsets for Self and School (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School);
- Perseverance (Resilience, Agency, Academic Tenacity); and
- Independence and Sustainability (Self-Direction, Curiosity, Civic Identity)

Cognitive Skill Development: Level Up Learning is committed to ensuring that all students succeed in college, their careers, and in life. Curriculum is aligned to college and career expectations of the Indiana Academic Standards. In addition, Level Up Learning emphasizes cognitive skills and habits of success alongside content knowledge in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce.

SUMMiT LeArNiNg™
Cognitive Skills Rubric

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills that are necessary for college and career readiness.

Through Summit Learning, students practice and develop cognitive skills in every subject and in every grade level. For each cognitive skill, students must score a six on a 0-8 point scale to demonstrate college and career readiness. Students progress along a continuum demonstrating competency in a skill as appropriate for their level of development and growth. We prioritize the development of cognitive skills; a student's score on the Cognitive Skills Rubric contributes more to a student's grade than does any other outcome measure.

TEXTUAL ANALYSIS
- Theme/central idea
- Point of view/purpose
- Development
- Structure
- Word choice

USING SOURCES
- Selecting relevant sources
- Contextualizing sources
- Synthesizing multiple sources

INQUIRY
- Asking questions
- Hypothesizing
- Designing processes & procedures

ANALYSIS & SYNTHESIS
- Identifying patterns & relationships
- Comparing/contrasting
- Making connections & inferences
- Critiquing others' reasoning
- Justifying/constructing explanations
- Interpreting data/info
- Modeling

COMPOSING/WRITING
- Argumentative claim
- Narrative
- Counterclaims
- Information/explanatory thesis
- Selection of evidence
- Integration of evidence
- Organization (transitions, cohesion, structure)
- Introduction & conclusion

SPEAKING & LISTENING
- Discussion/contribution
- Preparation
- Norms/active listening

PRODUCTS & PRESENTATIONS
- Style & language (tone, academic language, syntax)
- Oral presentation
- Multimedia in written production
- Multimedia in oral presentation
- Conventions
- Precision

SCALE Developed in collaboration with the Stanford Center for Assessment, Learning & Equity. May, 2017.

4. As **Attachment 11,** provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana's Academic Standards and the Common Core. The scope and sequence should clearly reflect how the school's curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. ***NOTE: Limit attachment to thirty (30) pages.***

5. *For Blended Learning Operators only:* As described in IC § 20-24-7-13, Indiana statute defines a virtual charter school in the following manner: a virtual charter school "means any charter school, including a conversion charter school, that provides for the delivery of more than fifty percent (50%) of instruction to students through: (1) virtual distance learning; (2) online technologies; or (3) computer based instruction." Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana's funding formula for virtual charter schools (i.e., 87.5% ADM funding, no access to start-up grant).

Pupil Performance Standards

State the proposed school model's pupil performance standards, consistent with Indiana's Academic Standards. In particular:

1. Provide, in **Attachment 12,** the school's exit standards for graduating students *for each division of the school* as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. ***NOTE: Limit attachment to fifteen (15) pages.***

2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

The state has provided many resources available to students and their families to facilitate communication regarding high school graduation and postsecondary readiness. Level Up Learning intends to utilize resources found at https://learnmoreindiana.org/. The resources provided by Learn More Indiana contain the most up-to-date and accurate regarding K12 education and postsecondary readiness; therefore, Level Up Learning staff will incorporate the resources into the personalized learning plan for each student.

High School Graduation Requirements (High Schools Only)

High schools approved by Education One will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements.

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.

In order to implement Summit Learning's framework, all schools must agree to certain conditions. Summit Learning provides pacing guides to help Level Up Learning teachers guide students through the core graduation requirements in English Language Arts, Mathematics, Science, and Social Students. Students will earn one credit per semester-long course. In core courses, students spend 20 hours per week in project time. Students develop cognitive skills or literacy information skills that are transferrable and assessed by a rubric developed by SCALE at Stanford University. Level Up Learning agrees to follow Summit Learning's grading policy and scale. Details are addressed in Attachment 12.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

According to Marzano, "a guaranteed, viable curriculum increases students' likelihood of postsecondary success". In other words, Indiana students are expected to receive access to the same "standards-driven" curriculum across the state. In addition, the state expects school leaders to ensure curricular viability through accountability measures (for example, college and career readiness score) under ESSA. To accomplish the task, Level Up Learning has adopted the curricular framework developed by Summit Learning. During the start-up phase, teachers will review Summit Learning curriculum to ensure alignment to the 2014 Indiana Academic Standards. Through one-on-one mentoring sessions, each student develops a personalized learning plan. Teachers provide an overview of the curricular expectations for the school year and together, the pair creates a long-term plan to complete the coursework outlined above. Students develop cognitive skills while engaged in project-based learning activities embedded within the Summit Learning platform. Teachers provide feedback to students using a cognitive rubric developed by the Stanford Center for Assessment and Learning.

3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

At-Risk Students: Level Up Learning offers a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. Students are able to select the instructional delivery method that allows every student to receive an education at their "just right" level: the place where projects and content are challenging enough to push their learning without being so difficult that they becomes frustrated. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs.

Level Up Learning will administer the NWEA MAP assessment to identify students who may be academically

low-achieving or at-risk at the beginning of the year and on regular cycles throughout the year. Students who perform below grade level expectations on these assessments and/or students who are making insufficient progress to achieve grade level by the end of the school year will be targeted for additional support.

Educational research indicates that academically low-achieving students benefit from learning experiences that are relevant to their lives. Students also benefit from a supportive learning environment where staff establishes and communicates high expectations for academic and behavioral performance environment (Shulman, Lotan, and Whitcomb). Level Up Learning intends to develop a culture that celebrates the unique gifts and talents of students, parents, and teachers, thus staff will make a concerted effort to group students heterogeneous across the entire student body and within the curricular expectations.

With professional development support from Summit Learning, teachers will develop complex instructional skills increasing their ability to support students working within heterogeneous groupings. Teachers will develop scaffolding techniques across English/Language Arts, Mathematics, Science and Social Studies. Additionally, the technology-enhanced curriculum, including assessments, ensure that all students' academic needs are quickly and accurately diagnosed. Teachers utilize small and large group instruction to monitor learning and target student who require additional support. This instructional approach allows students to develop confidence while progressing at their optimal pace. The use of a technology-enhanced curriculum enables students to choose the curriculum materials (for example, text-based material, interactive lessons, and multimedia presentations).

Faculty Office Hours: For six hours each week, the student's classroom teachers hold office hours outside of normal school hours. The teachers have a rotating schedule to ensure that every student can see all classroom teachers at least 30 minutes per week, in a small group or individual session. Academically low- achieving and at-risk students are encouraged to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

Tutoring: On a daily basis, Level Up Learning students have the opportunity to access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during Personalized Learning Time or during Faculty Office Hours. Tutors provide support on current assignments and course work and on remediation work to help develop missing skills and poor academic literacy.

Faculty Discussions / Interventions / Individual Plans: During bi-weekly faculty meetings, teachers meet to discuss and identify "target" students. The discussions focus on tracking progress, identifying areas of need and effective strategies for working with the individuals. Teachers meet with "target" students and their parents when necessary throughout the semester in "intervention" meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the student, parents and teachers. The student's mentor monitors the plan to ensure that it is followed and that the student makes progress. Progress monitoring is individualized and may include monitoring the student's progress towards goals set, grades, standardized assessments, and teacher reports. The student's mentor will continue to monitor progress even once the student has achieved his/her targets in order to ensure continued growth.

School Calendar and Schedule

1. Provide, in **Attachment 13,** the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. *NOTE: Limit attachment to ten (10) pages.*

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

   Level Up Learning will utilize weekly mentoring activities to develop and reinforce the school culture. All students meet one-on-one with their mentor 10 minutes per week. During this time, the pair will discuss the student's progress toward their personalized learning plan. In addition, all students participate in a weekly mentoring class with activities that promote Habits of Success.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

   Prior to the first day of school, Level Up Learning staff will receive professional development on how to implement Summit Learning's framework. Work with Summit Learning will tentatively begin in the fall 2018-2019. The Head of School will develop an overall timeline during the 2018-2019 planning year, as well as create a guidebook to support staff induction process.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

During the 2018-2019 planning year, the leadership team will work with Summit Learning to develop a school schedule. A student's day consists of project time, personalized learning time, service/work-based learning, and mentor time. Here is a potential schedule for a cohort 1 students in 10th grade.

Block	Time	Length	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	8:15 - 8:30	90 mins	Spanish 2	Math II	Spanish 2	Math II	Mentor Group Time
	8:30 - 8:45						
	8:45 - 9:00						
	9:00 - 9:15						
	9:15 - 9:30						Mentor PLT
	9:30 - 9:45						
Brunch	9:45 - 10:00	15 mins	Brunch	Brunch	Brunch	Brunch	Brunch
Block 2	10:00 - 10:15	90 mins	Modern World II	English 10	Modern World II	English 10	Mentor PLT
	10:15 - 10:30						
	10:30 - 10:45						
	10:45 - 11:00						
	11:00 - 11:15						
	11:15 - 11:30						
Passing Time	11:30 - 11:35	5 mins	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
Block 3	11:35 - 11:50	90 mins	Chemistry	PLT	Chemistry	PLT	Mentor PLT
	11:50 - 12:05						1:1 Check-in
	12:05 - 12:20						Mentor PLT
	12:20 - 12:35						
	12:35 - 12:50						
	12:50 - 1:05						
Lunch	1:05 - 1:20	35 mins	Lunch	Lunch	Lunch	Lunch	Lunch
	1:20 - 1:35						
	1:35 - 1:40						
Block 4	1:40 - 1:55	90 mins	Math Intervention	PLT	Math Intervention	PLT	Mentor PLT
	1:55 - 2:10						
	2:10 - 2:25						
	2:25 - 2:40		PLT	Literacy Intervention	PLT	Literacy Intervention	
	2:40 - 2:55						
	2:55 - 3:10						
Passing Time	3:10 - 3:15	5 mins	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
Mentor Time	3:15 - 3:25	10 mins	Mentor Time	Mentor Time	Mentor Time	Mentor Time	Mentor Time

4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

During the 2018-2019 planning year, the leadership team will work with Summit Learning to develop a school schedule. A student's day consists of project time, personalized learning time, service/work-based learning, and mentor time. Here is a potential schedule for a cohort 1 teacher of 10th grade student.

Block	Time	Length	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1	8:15 - 8:30	90 mins	Biology - Section #1	Biology - Section #2	Biology - Section #1	Biology - Section #2	Mentor Group Time
	8:30 - 8:45						
	8:45 - 9:00						
	9:00 - 9:15						
	9:15 - 9:30						Mentor PLT / 1:1 Check-ins
	9:30 - 9:45						
Brunch	9:45 - 10:00	15 mins	Brunch	Brunch	Brunch	Brunch	Brunch
Block 2	10:00 - 10:15	90 mins	PLT (9th Grade)	Prep Period	PLT (9th Grade)	Prep Period	Mentor PLT / 1:1 Check-ins
	10:15 - 10:30						
	10:30 - 10:45						
	10:45 - 11:00						
	11:00 - 11:15						
	11:15 - 11:30						
Passing Time	11:30 - 11:35	5 mins	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
Block 3	11:35 - 11:50	90 mins	Biology - Section #3	Biology - Section #4	Biology - Section #3	Biology - Section #4	Mentor PLT / 1:1 Check-ins
	11:50 - 12:05						
	12:05 - 12:20						
	12:20 - 12:35						
	12:35 - 12:50						
	12:50 - 1:05						
Lunch	1:05 - 1:20	35 mins	Lunch	Lunch	Lunch	Lunch	Lunch
	1:20 - 1:35						
	1:35 - 1:40						
Block 4	1:40 - 1:55	90 mins	Math Intervention - Section #1	Math Intervention - Section #2	Math Intervention - Section #1	Math Intervention - Section #2	Mentor PLT / 1:1 Check-ins
	1:55 - 2:10						
	2:10 - 2:25						
	2:25 - 2:40		PLT (9th Grade)	Math Intervention - Section #3	PLT (9th Grade)	Math Intervention - Section #3	
	2:40 - 2:55						
	2:55 - 3:10						
Passing Time	3:10 - 3:15	5 mins	Passing Time	Passing Time	Passing Time	Passing Time	Passing Time
Mentor Time	3:15 - 3:25	10 mins	Mentor Time	Mentor Time	Mentor Time	Mentor Time	Mentor Time
Passing Time	3:25 - 3:30	5 mins	Transition	Transition	Transition	Transition	Transition

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?

Decisions regarding summer school will be driven by student need. Funding decisions will be based on advisement of the Indiana Department of Education upon publication to the 2020 Summer School Program Memo.

Example of Summer School Program Memo - http://www.doe.in.gov/sites/def.ault/files/finance/2017-summer-school-packet-11217.pdf

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

Our community partners enable Level Up Learning students to engage in interest-driven activities. Greencroft residents may provide music lessons, or cooking lessons to students. Goshen College engineering majors may lead a student robotic club. Level Up Learning students and teachers may form a soccer team and compete against the college's intramural teams. The activities are endless and will be developed based on student interest and/or need.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

Habits of Success are addressed during mentoring activities. Students participate in one-on-one, small group, and whole group activities that encourage students to develop self-regulated learning habits associated with goal-setting, developing study strategies, and reflecting on their performance. Habits of Success are assessed by the students themselves and their mentor, who supports students in reaching their goals and skill development. Throughout the year, students will take self-assessment surveys on their emotional intelligence, as well as their mindsets and feelings at various stages of the learning process.

The role of the mentor is critical to meeting the social-emotional needs students. This relationship helps students develop confidence, self-directed learning habits, and a sense of belonging with the school community. The mentor works closely with the administrator and school counselor to find resources for students. Additionally, the mentor works collaboratively with team members to provide targeted instructional support based on their students needs.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Level Up Learning staff serve as a Mentor for a group of students in a specific grade. This individual serves as an advocate for the students within their group. In addition, Mentors act as the primary contact for families whenever they have questions about their child's progress or concerns about the support they are getting. During these weekly meetings, the Mentor helps students reflect on past progress, set goals for the future, and works through any obstacles that may get in the way of the student reaching their goals. The final responsibility of the Mentor is to build a culture within the mentor group where everyone supports each other and motivates each

other to be their best.

Special Populations and At-Risk Students

> **IMPORTANT NOTE:** *Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.*

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. *[NOTE: Questions 2-5 in this section request more detail about how the school will serve each of these student categories. Your response to Question 1 should be a brief summary only.]*

Level Up Learning offers a personalized competency-based learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. This design allows every student to receive an education at their "just right" level: the place where projects and content are challenging enough to push their learning without being so difficult that they becomes frustrated. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs. Level Up Learning staff will establish a Multi-Tiered System of Support to provide researched-based instructional strategies and interventions to meet the needs of all students. Level Up Learning will follow all provisions of federal and state laws relating to students with disabilities, including IDEA, Section 504, and Article 7.

Upon securing an authorizer, Level Up Learning will hire legal counsel to ensure policies and procedures meet the requirements of IDEA, Section 504, and Article 7.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:

    a. How the school will identify students with special education needs.

    Upon securing an authorizer, Level Up Learning will utilize Swift Education Center to develop a multi-tiered system of support. The support system will serve as the entry point for academic and behavioral interventions.

    Upon securing an authorizer, Level Up Learning will hire legal counsel to ensure policies and procedures meet the requirements of IDEA, Section 504, and Article 7.

    b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

Level Up Learning is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. Our school design will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education, receive an evaluation, IEP, and instruction within a least restrictive environment. Level Up Learning staff may utilize strategies such as co-teaching, collaboration between special educations teachers and core subject teachers, and small group work, when appropriate to meet the needs of each student. Direct service classes may also be utilized when students need extra support. All services will be provided in accordance with the student's IEP.

d. If applicable, the school's plan for promoting graduation for students with special education needs. **N/A**

e. How the school will provide qualified staffing for students with special education needs?

Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. To do so, the organizer will ensure the appropriate special education and/or ELL personnel is hired.

Option A - contract with a service provider.
Option B – establish a memorandum of understanding with traditional school district.
Option C – establish a memorandum of understanding with Goshen College to provide teacher licensure certificates.
Option D – hire personnel to address the needs of students.

f. Provide examples from your existing network of schools of how you have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at your existing schools. N/A

English Language Learners
Needs of English Language Learner (ELL) students
a. How the school will identify ELL students.
Level Up Learning staff will utilize the home language survey to determine the language proficiency level in English and native language. Level Up Learning staff understands the home language survey can only be given one-time and will work diligently to find survey results for transfer students.

b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.

Level Up Learning is designed to meet the individual needs of each student and is well equipped to serve

students with special needs effectively. Our school design will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

Level Up Learning staff may utilize strategies such as co-teaching, collaboration between ELL teachers and core subject teachers, and small group work, when appropriate to meet the needs of each student. Shelter English classes may also be utilized when students need extra support. All services will be provided in accordance with the student's ILP.

c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

Pursuant to federal and state laws, charter schools are responsible for assessing the language proficiency level of identified students. Level Up Learning will assess ELL students with the WIDA assessment within the state designated window. Pursuant to federal and state requirements, students earning a five (5) on the WIDA assessment are eligible to receive language proficient status.

d. How the school will provide qualified staffing for ELL students.

Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. To do so, the organizer will ensure the appropriate special education and/or ELL personnel is hired.

Option A - contract with a service provider.
Option B – establish a memorandum of understanding with traditional school district.
Option C – establish a memorandum of understanding with Goshen College to provide teacher licensure certificates.
Option D – hire personnel to address the needs of students.

e. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.

Level Up Learning staff will establish a Multi-Tiered System of Support to provide researched-based instructional strategies and interventions to meet the needs of all students. ELL teachers will work collaboratively with other staff to implement a variety of research-based teaching strategies which support students' acquisition of English. Examples of these strategies include the following: use of the native language, language experience activities, total physical response, dialogues, songs, chants, guided- reading activities, story-telling, hands-on projects, and cooperative learning activities.

Gifted & Talented Student Population

needs of intellectually gifted students, including:

a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

All students will receive access to a guaranteed, viable curriculum. Level Up Learning will identify students with high ability in general intellect and within specific academic domains. Indiana Code (IC 20-36-1-3) defines a students with high abilities as one who:

- Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment, and
- Is characterized by exceptional gifts, talents, motivation or interests.

b. How the school will provide qualified staffing for intellectually gifted students.

Competency-based learning enables students with high abilities to accelerate and/or differentiate their coursework. In addition, Level Up Learning staff may work with Goshen College to provide access to dual credit coursework for those students with high abilities.

c. How the school will assess and monitor the progress and success of intellectually gifted students.

Level Up Learning staff will utilize NWEA MAPS and iLearn 8 students data as a way to identify students with high abilities.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.

During the 2018-2019 planning year, the leadership team will consult with successful charter/innovative network schools in Indianapolis to develop a strategic enrollment plan. In addition, the leadership team will consult with a marketing firm to connect marketing plan with our enrollment plan. We will utilize analytic data from our website and social media sites to help monitor our plan.

2. Provide, as **Attachment 14**, the school's Enrollment Policy, which should include the following:

a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.

Level Up Learning will develop an enrollment packet during the 2018-2019 school year.

b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.

To be developed during the 2018-2019 planning year.

c. Tentative lottery dates and procedures.

d. To be developed during the 2018-2019 planning year.

e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

To be developed during the 2018-2019 planning year.

NOTE: Limit attachment to ten (10) pages.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.
During the 2018-2019 school year, the leadership team will work with a service provider to develop a restorative justice schools. A local agency, Center for Community Justice has developed a training model and has implemented components of restorative practices in schools around Elkhart County. Level Up Learning will utilize the weekly mentoring class to develop our school culture around these principles.

2. Provide as **Attachment 15** the school's discipline policy, which should include a summary of the following:
   1. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior

   To be developed during the 2018-2019 planning year.

   2. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively

   To be finalized during the 2018-2019 planning year with the support of legal counsel.

   3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings

   To be finalized during the 2018-2019 planning year with the support of legal counsel.
   .

   4. A description of the appeal process that the school will employ for students facing expulsion.

   To be finalized during the 2018-2019 planning year with the support of legal counsel.

   5. How parents will be informed of the school's discipline policy.

   To be finalized during the 2018-2019 planning year with the support of legal counsel.

NOTE: Limit attachment to ten (10) pages.

1. What other school options exist in the targeted location for your proposed school(s)? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration. In the list or table, please include the following information for each school: the most recent enrollment figures by grade level, and the school's most recent A-F Model (Public Law 221) letter grade as reported by the Indiana Department of Education ("IDOE"). Letter grades can be found on the IDOE website: http://www.doe.in.gov/improvement/accountability/f-accountability.

The North Central Indiana Small Business Development Center gathered population and economic tapestry data based on a 10 mile, 15 mile, and 30 mile radius of the potential location of Level Up Learning, Goshen College. Census data from 2010 was used to determine the population size of potential enrollees during the first four (4) years of existence of Level Up Learning.

Operational Year	Age	Graduation Year	Population 2017	Population 2022
1	14	2023*	1586	1693
2	13	2024	1649	1783
3	12	2025	1694	1834
4	11	2026	1690	1836

* Under new graduation pathway requirement; enter high school in 2019-2020

Student performance data was used to verify the existence of an "achievement gap" or underserved population. More specifically, student performance data from Goshen Middle School (GMS) was used. The first cohort of students entered GMS in 6th grade during the 2016-2017 schools year.
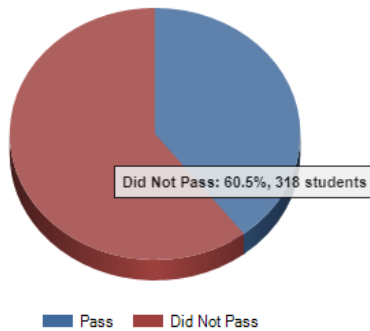
6th Grade ISTEP Scores for the Class of 2023

Goshen Middle School, Goshen 1629

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
A-F Accountability Grade	C	C	B	D	
Student Enrollment	1,530	1,485	1,434	1,518	1,133,380
Number of Certified Teachers	89	95	95	93	59,669
* Grade 6 Percent Passing ISTEP+ Math Standard	79.3	58.7	61.1	50.1	59.7
* Grade 6 Percent Passing ISTEP+ Language Arts Standard	64.4	55.8	56.4	52.0	66.3
* Grade 6 Percent Passing ISTEP+ Science Standard	58.2	61.7	54.5	50.6	65.0

ISTEP+ Overview

Year: 2016-17 ▾   Subject: Both English/Language Arts and Math ▾   Grade: Grade 6 ▾

ISTEP+ 2016-17

Did Not Pass: 60.5%, 318 students

■ Pass   ■ Did Not Pass

526 Students Tested
208 Passed ISTEP+
318 DNP ISTEP+

ISTEP+ Percent Passing Trend

2014-15 Spring ISTEP+   2015-16 Spring ISTEP+   2016-17 Spring ISTEP+
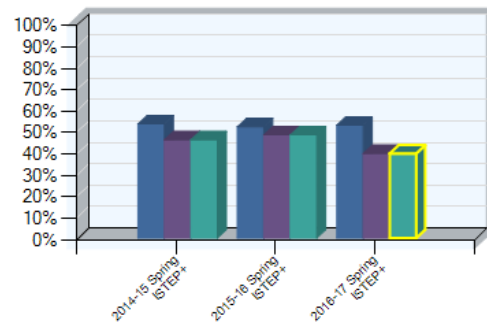
During the 2017-2018 school year, the Class of 2023 enrollment increased by 52 students.

Enrollment By Grade

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 5					1
Grade 6	494	483	486	546	517
Grade 7	531	486	466	491	544
Grade 8	504	513	473	474	485
Grade 9	1	2	7	3	
Grade 10		1	2	3	1
Grade 11				1	
Grade 12					1
Total Enrollment	1,530	1,485	1,434	1,518	1,549

The educational programs in Goshen vary in type from the traditional public school to private school to alternative education programs.

Goshen High School

Year: 2017-18 ▾ Grade: All Grades ▾

Enrollment By Grade

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 9	440	490	489	470	477
Grade 10	480	438	488	491	462
Grade 11	455	467	440	477	510
Grade 12	384	437	469	428	485
Grade 12+/Adult				1	18
Total Enrollment	1,759	1,832	1,886	1,867	1,952

Fairfield High School

Year: 2017-18 ▾ Grade: All Grades ▾

Enrollment By Grade

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 7	179	154	153	131	134
Grade 8	166	186	150	137	135
Grade 9	161	151	146	126	133
Grade 10	150	162	149	140	123
Grade 11	138	143	159	142	132
Grade 12	155	127	137	157	141
Total Enrollment	949	923	894	833	798

Bethany Christian High School

Year: 2017-18 ▾ Grade: All Grades ▾

Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Grade 4	15	12	19	18	18
Grade 5	21	20	17	22	20
Grade 6	29	33	29	30	31
Grade 7	35	33	45	33	29
Grade 8	37	29	35	44	32
Grade 9	34	45	29	38	47
Grade 10	37	34	45	30	42
Grade 11	38	34	32	47	30
Grade 12	35	38	33	33	45
Total Enrollment	281	278	284	295	294

2016-2017 School Letter Grade

Goshen High School - B
Fairfield High School - B
Bethany Christian High School - B

Alternative Education Program # 1:

Merit Learning Center provides educational services to students in grades 10 – 12. The program is a county-wide cooperative education program. Students attend school for three-hours per day. Based on a yearly average, Merit Learning Center services 300 alternative education students from Concord High School, Fairfield High School, Goshen High School, Jimtown High School, and Northridge High School. Typically, Goshen High Schools sends 130 students to Merit Learning Center.

Alternative Education Program #2:

The Goshen Online Academy provides educational services to students in grades 5- 12. The program is solely used for students living within legal settlement of Goshen Community Schools. Students receive a computer and login to Edmentum. Students are asked to engage in two-hours of instruction daily and are to report to a classroom at the Boys & Girls' Club to complete assessments. The Goshen Online Academy served 147 students during the 2017-2018 school year.

2. What will be unique or compelling about the proposed school(s)? How have you determined that the proposed school(s) will have sufficient demand from student and families to meet enrollment projections?

Level Up Learning's school design brings the best research-based practices together in one building. Students are closely with a core group of teachers. The small structured learning environment is predictable and stable. Each student is assigned a mentor who guides them towards developing a strong sense of self and purpose. As a result, students feel connected to the school which promotes academic engagement and a creates a safe loving place to learn.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

As our school is being established to serve the needs of the students, it is imperative that families are

actively involved. Level Up Learning parents are strongly encouraged to become actively involved in the school and in their students 'education. Several opportunities for parent involvement exist and include:

- Parents participate in the annual development of their child's personalized learning plan.
- Parents are encouraged to attend the several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the school administration. Meetings address such topics and college preparation, financial aid, ACT/SAT prep, school finances, and organizational planning.
- Parents are encouraged to participate on advisory and planning committees.
- Parents are invited to all charter school social functions.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

   To be developed during 18-19 planning year.

5. Provide, as **Attachment 16**, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. *NOTE: Limit attachment to 25 pages.*

Performance Management

IMPORTANT NOTE:
Education One will evaluate each charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational compliance performance standards that are incorporated into the charter agreement. The academic performance standards will consider proficiency, growth and comparative performance based on state standard.

1. Each school authorized by Education One will be evaluated according to a consistent set of indicators and measures agreed upon between the applicant and the authorizer and included in the Charter Agreement. Apart from these indicators and measures, what other goals will students at the school be expected to achieve? **NOTE:** Goals must be specific and measurable, and must include a timeline by which the school will determine whether or not students have successfully achieved these goals.

School-Wide Goal	
Attendance	Student chronic absenteeism rates will remain low to ensure students are able to access learning opportunities and remain on track to achieve college readiness, including those of the various subgroups enrolled.

Definition:	***Model Attendee:*** *(a) persistent attendee - attends at least 95% of days enrolled during school year; or (b) improving attendee - increased at least 3% in days attended based on the student's enrollment from the previous school year.*
Actions	Parents and students will be informed of attendance policy.
	Administration will work with students and families to develop a plan to support the student in attending school regularly.
Measurable Outcome	State ESSA Requirement - K8 Attendance Rate
Measurement Tool	Personalized Learning Plan
	Monthly, quarterly, and annual attendance reports.

School-Wide Goal	
Credit Earning	Students will earn credits to remain in their four-year graduation cohort.
Definition:	***Model Credit Earner:*** *(a) accumulates 5 credits per semester; or (b) accumulates 10 credits per year.*
Actions	All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day.
	Mentors will work with all students and families to ensure students are supported and have personalized learning plans in place to address individual academic needs.
Measurable Outcome	State ESSA Requirement - % of model credit earners consistent with high school graduation rate.
Measurement Tool	Personalized Learning Plan
	Weekly, monthly and quarterly progress reports
	Student transcript

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, STAR).

Assessment Tool	Frequency	Topics Assessed
Cumulative Final Projects	Annually	English, Math, Science, History, Cognitive Skills
Progress in coursework	Each semester	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis
Advanced Placement Exams	TBD	TBD
NWEA MAP	Annually (2-3)	English, Math
PSAT	TBD	TBD
ACT	TBD	TBD
SAT	TBD	TBD
RIASEC Job Interest Inventory	TBD	Holland Code aligned to O'NET

3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Level Up Learning will implement TAP – The System for Teacher and Student Advancement. Staff will participate in weekly professional development meetings. The school leadership team will be responsible for collecting data and will teach staff how to analyze the data to make instructional decisions. The leadership team will rely on data from the Summit Learning Platform as the primary source of student data. The leadership team will use Summit Learning teacher observational "look fors" as the primary source of teacher data.

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

The information system will be identified during the 18-19 planning year. The head of school will select a system that provides; student information system, learning management, online enrollment, data management, student/parent communication tool.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

   TBD during the 18-19 planning year (for example, Summit Learning Platform training, NIET – TAP training, National School Reform Faculty protocols).

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by Education One, L.L.C. and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

   The Board of Directors and the school leadership team will follow the expectations for school improvement outlined in the Indiana ESSA Plan and the performance contract outlined in this charter school document.

   https://www.doe.in.gov/sites/default/files/essa/school-improvement-summary.pdf

SECTION III: IMPLEMENTATION PLAN

Note:

As used in this application, the term "**organization**" applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with an education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both the governing board and the ESP, as applicable.*

Human Capital

Network-wide Staffing

Complete the following table indicating your projected staffing needs for the proposed school over the next five years. Include full-time staff and contract support that serves the school 50% or more. Please adjust school types, and staff functions and titles as needed to reflect your network's organizational plans.

NOTE: If the requested information is already included in the business plan (Attachment 9 of the proposal), you do not need to complete this table.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools					
Number of middle schools					
Number of high schools	1	1	1	1	1
Total schools	1	1	1	1	1
Student enrollment	75	150	225	300	330
Management Organization Positions					
Administrative Assistant – School	1	1	2	2	2
Administrative Assistant – Student Services			1	1	1
Registrar – Student Services					
Bilingual Parent Liaison					
Total back-office FTEs	**1**	**1**	**3**	**3**	**3**
High School Staff					
Principals/Head of School	2	2	2	2	2
Assistant Principals					
School Counselor	1	1	1	1	1
Master Teacher	1	1	2	2	2
Classroom Teachers (Core Subjects)	3	5	7	9	9
Classroom Teachers (Specials)	1	2	2	3	3
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]	1	2	3	4	5
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total Network FTEs	**10**	**15**	**22**	**26**	**26**

School Leadership & Staff Hiring, Management and Evaluation

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools. How does this process align with the 5-Year Growth projections described in the business plan? Who will lead this process? How much will it cost? N/A

2. Describe your strategy and timeline for recruiting and hiring teachers across the network. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers. N/A

3. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your network will use to ensure that every student at each school has access to excellent teaching? Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?

    Level Up Learning will establish a four-member team per student cohort. Level Up Learning intends to implement EdFuel's protocols for selecting and hiring teachers.

4. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

    Level Up Learning will implement TAP – The System for Teacher and Student Advancement. Staff will participate in weekly professional development meetings. The school leadership team will create an observation schedule and contract with NIET to evaluated how the leadership team implements TAP with fidelity.

5. Explain how the school/network would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school/network identify and address development needs or concerns?

    To be determined during the 2018-2019 school year with the assistance of legal counsel.

6. Provide an overview of the organization's compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

    To be determined during the 2018-2019 school year with the assistance of legal counsel.

Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.

    The Head of School will attend trainings and visit Summit Learning Schools. In addition, the head of school will work closely with the Education Design Lab to develop the expectations and activities at Greencroft Communities. The leadership team will receive training from NIET to implement TAP – The System for Teacher and Student Advancement.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

A detailed timeline of start-up activities can be found in Attachment 17.

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.

Level Up Learning intends to implement TAP – The System for Teacher and Student Advancement. TAP provides a framework from which professional development aligns to the needs of both teachers and students around a centralized school-wide goal. The school leadership team sets a school-wide goal and designs professional develop activities to increase student achievement. The school leadership team utilizes teacher observation data and student work (for example, NWEA MAPS, Summit Learning Data) as the centerpiece of date analysis. Professional development occurs on a weekly basis for no less than 50 minutes per session. The core development team will develop a school schedule that supports our needs and vision.

4. Explain how the professional development program will be evaluated – at both the school and network levels – to assess its effectiveness and success.

Our professional development program will be evaluated through the use of a school climate survey and evaluating whether the school-wide goal was met. The Head of School has experience with using the TELL Indiana Survey. During the planning year, The Hear of School will identify the school climate survey.

Start-Up & Operations

Start-Up Plan
Provide, as **Attachment 17**, a detailed start-up plan for the period leading up to the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1). **NOTE: Limit attachment to ten (10) pages.**
  a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
  b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.

Start-Up Staffing and Costs
Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook **(be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 19).**

Transportation
If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if applicable.

The Head of School will develop a plan for transportation during the planning year. Possible considerations include:

- Establish a memorandum of understanding with Goshen Community Schools.
- Establish an arrangement with the Interurban Trolley system for students to obtain a pass to ride the trolley to and from school.
- Explore the a potential partnership with Lime Bike.
- OR a combination of all three options.

Safety and Security

Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

The Head of School has earned advanced certification through the (formerly Indiana School Safety Specialist). Based on past practice, Level Up Learning will implement the Standard Response Protocols and Standard Reunification Methods from the *I Love You Guys Foundation.*

During the planning year, the Head of School will work with Goshen College, Greencroft Community, and Goshen Police Department to establish appropriate emergency plans. Additionally, the Head of School will work with legal counsel to develop school policies and procedures aligned to state and federal requirements.

Technology Specifications and Requirements.

a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.

The Head of School has established a relationship with Acruity who is familiar with the way the technological infrastructure should be structured to support the Summit Learning implementation. Level Up Learning will utilize network support from Goshen College.

b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.

During the planning year, the Head of School will finalize protocols and procedures related to technical support of the technology infrastructure.

c. Describe the charter school's data retention, security, and confidentiality procedures.

During the planning year, the Head of School will finalize protocols and procedures related to information sharing and student privacy requirements.

d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).

Decisions regarding instruction will be determined by the principal and teachers.

e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).

Our data will be housed in the cloud. Acruity will be tasked with developing an overall plan to ensure data is properly backed up to prevent a significant loss of data.

Insurance Coverage

Charter schools authorized by Education One, L.L.C. will be required to indemnify the Education One, L.L.C., Trine University, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming Education One, L.L.C., Trine University, and the Indiana Department of Education as Additional Insured on a primary basis. The applicant should provide, as **Attachment 16,** an estimate from an insurance agent/broker for insurance coverage. ***NOTE: There is no page limit for this attachment.***

Facility Plan
Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in the 5-Year Budget.

   Level Up Learning is currently in talks with Goshen College to locate on the second floor of Westlawn Dormitory. The Head of School toured the building with the Provost. Goshen College will provide Level Up Learning with a rental agreement that includes facilities, maintenance, waste removal, and utilities. Additionally, Goshen College has agreed to facilitate a conversation with AVI Fresh to provide food service.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged. **TBD**

3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with the organization's 5-Year Business Plan. **N/A**

Budget & Finance

> **IMPORTANT NOTE:** *Schools chartered by Education One are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts:* http://www.in.gov/sboa/
>
> *For multi-site operators or networks, Education One requires individual school and network-level financial budgeting, reporting and annual audits. Each Indiana school's finances must be transparent and distinct from the network level.*

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school. What financial controls will be in place at the network and school levels to ensure long-term financial viability?

   The "potential" board treasurer, Catherine Cripe, EA will work closely with the Head of School to establish systems and processes that will place Level Up Learning on a path to financial sustainability. At this time, the Head of School has obtained information from IOI Pay and Donovan CPAs and continues to identify an accounting/bookkeeping firm.

2. Provide, as **Attachment 19**, a detailed 5-Year Pro-Forma Budget for each of the schools described in the application. Applicants proposing to operate a network of schools must provide a network-level budget (no template is provided). *NOTE: There is no page limit for this attachment.*

3. Provide, as **Attachment 20**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. *NOTE: Limit attachment to five (5) pages.* The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address the degree to which the network and school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the pro-forma budget and the budget narrative:

   a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

   I have created a budget based solely on federal and state dollars from the basic school grant, complexity formula, NESP funds, CTE fund, and Title I. In my budget, I developed a staffing plan based on best case scenario. In other words, I developed a budget on pretense that Level Up Learning will enroll 75 students per year. Level Up Learning becomes sustainable at the beginning of year three on the funds identified above. Under this assumption, CSP funds would be used to cover the deficient during start-up (Planning Year, Year 1, and Year 2).

   I will continue to look for grant monies to support operations during our start up years (i.e., planning year, year 1, and year 2). I have submitted a letter of intent to the Walton Family Foundation. I have contacted Charter School Development Fund regarding their work with minority leaders. I will submit a letter of intent to the Joyce Foundation. NewSchools Growth Fund announced new funding opportunities on 8/1/2018.

   Finally, I have a unique opportunity to participate in Pitch Night Goshen. This event is Goshen's version of *Shark Tank* and the winner receives seed money. I will use Pitch Night Goshen as my first step in my marketing strategy. I will also use Pitch Night to ask investors for funds to cover the cost of facilities renovation and the purchase of equipment.

b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

I have submitted an application for CSP funding through the Indiana Department of Education. I intend to work with Goshen College to offer licensure certificates in ELL and Special Education as a way to create an "index factor" for role specification; the indexing of roles supports the principles established when creating an opportunity culture.

As the budget was built, student enrollment becomes the driving force of school sustainability. The head of school could serve as the principal until Learning Up Learning is in the early start-up phase. Within the staffing plan spreadsheet, some staff appear in italics. These roles will be limited until enrollment supports hiring.

IMPORTANT NOTE: *Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budgets should assume a July 1-June 30 fiscal year.*

SECTION IV: INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Foundations of Innovation

Summarize the innovation(s) embodied in the proposed school design and/or implementation plan. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different from typical school models,

- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model,

- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools.

Description of Innovation(s)

Describe proposed innovation(s) in **one or more of the following categories**. For each applicable category, explain how the proposed school design and/or implementation plan will address the key elements listed below.

Teaching

Innovative school models can increase access to excellent teaching and rigorous and challenging academic programs for all students, including those in rural areas.

Key elements include:

- Use of staff roles, technology, compensation structures, and/or other aspects of school design and/or implementation to enable the school to reach more students with excellent teaching;

- Identification of the adult(s) accountable for each student's outcomes, and clarity on adult roles and duties; and

- Financial sustainability over the long-term within budgets available from per-pupil funding

The key elements above would not be met, for example, through class-size reductions alone or by simply shifting student time from teachers to technology. One example of school models that can be used to meet these key elements can be seen at opportunityculture.org/reach/ .

Technology

In addition to its uses to increase access to excellent teaching (above), technology can be used to personalize learning through digital content and the strong collection and application of student data.

Key elements include:
- Enabling students to use technology as a learning tool for a significant portion of the school day;

- Use of technology and computer-adaptive learning systems to personalize and differentiate instruction; and

- Financial sustainability over the long-term within budgets available from per-pupil funding

Examples of innovative uses of technology include using cutting-edge software to tailor instruction and using real-time data to inform instructional needs. This category of innovation does not include hardware purchases alone (e.g., one-to-one laptop programs; interactive whiteboards); it requires thoughtful integration of hardware and software into the school design and implementation plan.

Time

Some innovative models can fundamentally alter school schedules and calendars to dedicate more time to high-value academic work.
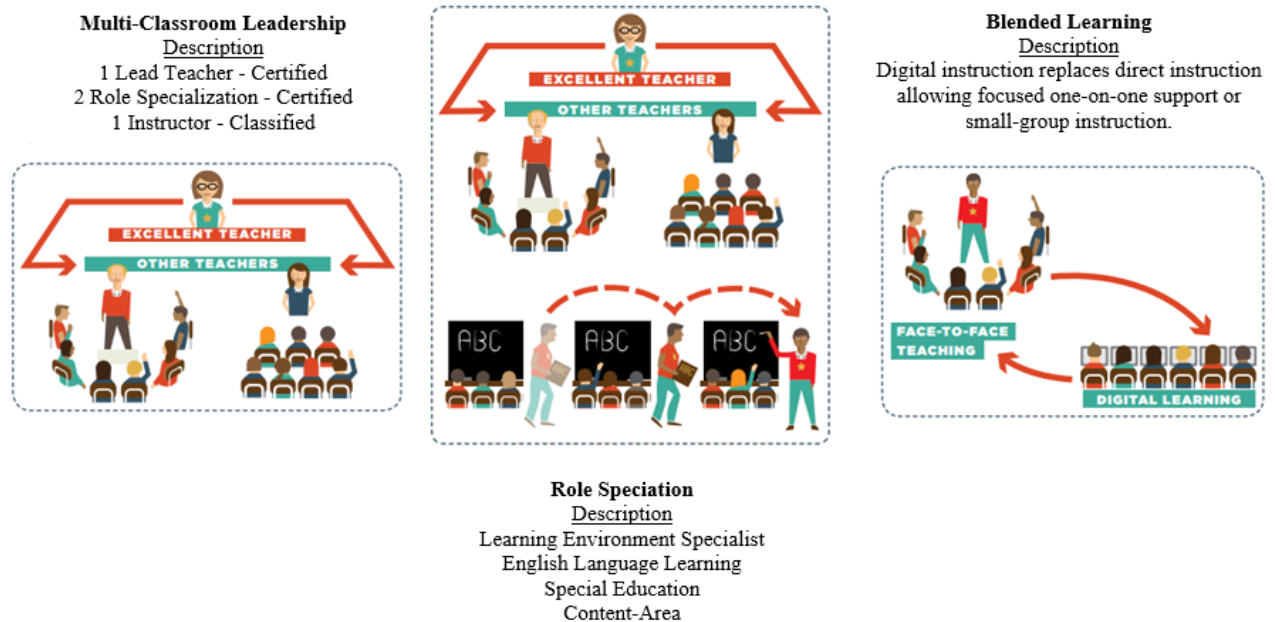
Key elements include:

- Changing schedules to give students more quality academic time; and

- Financial sustainability over the long term within budgets available from per-pupil funding

Examples include highly structured extended school days and school years that maximize use of students' academic time, and models that enable students to control a significant portion of their own learning time (often in conjunction with technological innovations). Innovation in this area must include more than simply adding time to the day or days to the school year; it requires thoughtful use of that time to improve student outcomes.

Other Innovations

The three categories above are not exclusive. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas.

Level Up Learning will implement an innovative school design model. Staff will use digital curriculum to extend the reach of certified teachers by developing an opportunity culture. The core development team will utilize a multi-classroom leadership, role specialization, and time swap- rotation model. The staffing plan allows Level Up Learning to extend the reach in which teachers can impact students achievement. This staffing approach enables Level Up Learning to create an innovative pay structure based on the knowledge, skills, and responsibilities of the staff. The staffing approach also empowers the staff to participate in shared leadership roles within the school.

Multi-Classroom Leadership
Description
1 Lead Teacher - Certified
2 Role Specialization - Certified
1 Instructor - Classified

Blended Learning
Description
Digital instruction replaces direct instruction allowing focused one-on-one support or small-group instruction.

Role Speciation
Description
Learning Environment Specialist
English Language Learning
Special Education
Content-Area

Level Up Learning has changed the role of the teacher from leader to facilitator. Staff utilizes Summit Learning's curricular framework to blend instruction. Teachers and students access the

digital curriculum within the bootcamp platform. Each student cohort of 75 has a four-member teaching team; one lead teacher, two role specialists, and on instructor. The team is responsible for providing small and large group instruction, establishing personalized learning plans, gathering and analyzing student data, and providing all students with academic feedback. The unique staffing model allows Level Up Learning to hire less staff while providing effective instruction. The staffing structure also allows the leadership team to increase pay for teachers taking on additional leadership and instructional duties. Team leaders take on mentor teacher role and help other teachers develop skills associated with the learning environment indicators of the TAP Instructional Rubric. Role specialist take on responsibility for certain students. An example would be a teacher who obtained an additional licensure certification for ELL.

During the 2018-2019 school year, the leadership team will utilize training materials from the Opportunity Culture to develop a compensation model that supports our plan and school design.

SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD

1. For the organization as a whole and any related business entities, provide the following as **Attachment 21**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented. *NOTE: There is no page limit for this attachment.* **N/A**

2. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach." **N/A**

3. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain. **N/A**

4. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved. **N/A**

5. Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 22**: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation. *NOTE: Limit attachment to ten (10) pages.* **N/A**

FINAL APPLICATION SUBMISSION REQUIREMENT

As **Attachment 23**, attach one PDF file that contains all application components, including the Proposal Overview and Enrollment Projections Template, the Proposal Narrative, and all required Attachments. This PDF file will be posted on the Indiana Department of Education website as required under Indiana law. Therefore, please be certain that this attachment contains no confidential personal information.

EXHIBITS

- Exhibit A: Charter School Board Member Information Form (one per person)
- Exhibit B: Statement of Assurances

Exhibit A: CHARTER SCHOOL BOARD MEMBER INFORMATION
(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, Education One, L.L.C. requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

2. Your full name:

3. Brief educational and employment history. (No narrative response is required if resume is attached.)
   ☐ Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
   ☐ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐ I / we do not know any such persons. ☐ Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☐ I / we do not anticipate conducting any such business. ☐ Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ I / we do not know any such persons.   ☐ Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☐ I / we have no such interest. ☐ Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family. ☐ Yes

8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐ None. ☐ Yes

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Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for _____ Charter School is true and correct in every respect.

_____   _____
Signature   Date

Statement of Assurances
(One copy per proposed charter)

The charter school agrees to comply with all of the following provisions: (*Read and check*)

☒ 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.

☒ 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.

☒ 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by Education One, L.L.C. and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.

☒ 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act,* and section 427 of the *General Education Provision Act*.

☒ 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.

☒ 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.

☒ 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.

☒ 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

☒ 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.

☒ 10. Recipients will indemnify and hold harmless Education One, L.L.C., Trine University, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

☒	11. Recipients understand that Education One, L.L.C. may revoke the charter if it deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE **SIGN NAME**	**DATE**

Attachment 1 - Founding Group Resumes

Kristen Milton Watt

Contact

📱 (574) 536-5374

✉️ kmiltonwatt@gmail.com

🏠 63262 County Road 19
Goshen, Indiana 46526

in http://www.linkedin.com/in/watt-level-up-learning

Education

PhD in Education| Present
Doctoral Candidate
Walden University | Baltimore, Maryland

Education Specialist | August 2010
Educational Technology
Walden University | Baltimore, Maryland

Master of Science | May 2004
Secondary Education
Certification in School Leadership
Indiana University | South Bend, Indiana

Bachelor of Arts | December 1996
Biology Education
Athletic Training
Goshen College | Goshen, Indiana

Summary

Visionary and dynamic leader with more than 20 years of experience in education. Dedicated and motivated by designing opportunities and programs for underserved individuals to develop self-confidence and a strong sense of purpose. Areas of educational expertise include blended learning environments, computer-based instruction, and competency-based education.

Experience & Core Competencies

Principal, Merit Learning Center
Goshen Community School | Goshen, Indiana | 2006 - 2017

- Establish, coordinate, and oversee educational service for underserved students across five-district cooperative education program.
- Prepare and submit budget recommendations to the governing board of directors for approval.
- Complete personnel actions related to hiring, training, and evaluating teachers and support staff.
- Collaborate with stakeholders to develop mission statements and set program performance goals.
- Recruit, hire, train, and evaluate teachers and support staff.
- Evaluate teacher performance data; Plan and deliver weekly professional development activities to support teaching and learning.
- Case conference coordinator for five-district cooperative education program

Education Consultant
Apex Learning Inc. | Remote | 2010 – 2014

- Confer with school officials to establish program goals, to discuss network configurations, and identify curricular needs.
- Plan teacher training workshops dealing with product functionality, curricular pathways, and instructional materials.
- Develop instructional aid to be used by educators and instructors.
- Deliver face-to-face and online learning training workshops, using an instruction application or web conferencing tools.
- Assess training deliver and update training material to ensure teacher needs are met.

Kristen Milton Watt

Skills

Creative Thinking

Decision Making

Interpersonal Communication

Leadership

Mentoring

Negotiating and Persuading

Public Speaking

Researching

Supervising

Teaching and Learning

Technology
Google Apps for Education
Microsoft Office Suite
Learning Management Systems -
Canvas, Its Learning, Moodle, &
PowerSchool Learning
Jing by TechSmith
Windows/OS/macOS

Assistant Principal, Goshen Middle School
Goshen Community School | Goshen, Indiana | 2004 -2006

- Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
- Establish, coordinate, and oversee particular programs within the building.
- Counsel and provide guidance to students regarding personal, academic, or behavioral issues.
- Establish and enforce rules for behavior and policies and procedures to maintain order among students.
- Confer with parents or guardians, other teachers, counselors, and administrators to resolve students' behavioral and academic problems.
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.

Science Teacher, Elkhart Central High School
Elkhart Community School | Elkhart, Indiana | 1997-2004

- Prepare course materials such as syllabi, homework assignments, and handouts.
- Establish and enforce rules for behavior and policies and procedures to maintain order among students.
- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.

Candidate for Lead Teacher

Stephenie L. Ward
56959 Timber Circle.
Elkhart, Indiana 46516
(574) 389-0092
sward@goshenschools.org

Objectives
Seeking a teaching position in a non-traditional school setting to inspire at-risk teens to be their best selves and to assist them in finding success in their educational careers.

Experience
Merit Learning Center, Goshen, Indiana
August 2007 – Present
- Building relationships with at-risk teens, acknowledging they may have years of negative academic experiences to overcome, to assist them in building self-esteem and confidence.
- Developing, implementing, and evaluating curriculum for computer-based learning environment.
- Using data analysis to improve instruction.
- Guiding students in setting and monitoring short-term and long-term goals by breaking graduation requirements into daily, manageable goals.
- Implementing restorative discipline through weekly classroom circle time and relationship building.

Elkhart Central High School, Elkhart, Indiana
August 1997 – May 2007
- Biology Teacher- Developing curriculum for and co-teaching a three trimester Biology course to students with varying learning disabilities.
- Science Olympiad Coach – Preparing a team of students for 23 events in earth space, physical, chemical, and biological sciences and qualifying for state level competition on two occasions.
- Ecology Club Sponsor – Leading students in river clean-ups, adopt-a-road sponsorship, and school-wide recycling programs.

Education

Masters in Secondary Education, Indiana University South Bend, 2007
Teaching Certification, Indiana University, 1997
BS in Biology, Indiana University, 1994

References
References available upon request.

Candidate for Master Teacher/Asst. Principal

Amy J. Fisher

401 N Constitution Ave.
Goshen, Indiana 46526
(574)533-6490
afisher@goshenschools.org

OBJECTIVE

To obtain a Assistant Principal position with Level Up Learning

EDUCATION

Principal Licensure pending August 2018, building level school administrator exam passed April 4, 2018

M.A. in Elementary Education, June 1998, Indiana Wesleyan University, Marion, Indiana

      Cum GPA 3.96/4.00

B.A. in Elementary Education, Music minor, May 1995, Bluffton College, Bluffton, Ohio

      Cum GPA 3.89/4.00 Major GPA 3.86/4.00

AREA OF LICENSURE

General Elementary 1-6, 7/8 Non-dept. Kindergarten Endorsement. Expiration date January 13, 2025.

TEACHING EXPERIENCE

Mentor Teacher, Chandler Elementary School, Goshen, Indiana (August 2015-present)

- *Provided weekly coaching for my follow up team*
- *Field tested lessons weekly to determine the critical attributes of the lesson in order to help lead weekly professional development meetings*
- *Observed and provided coaching for teachers that aligned with their Individual Growth Plans*
- *Implemented knowledge of the TAP rubrics*
- *Maintained proficient and above scores on the TAP rubrics*
- *Modeled lessons for my follow up team and other colleagues*
- *Implemented best teaching practices in the classroom and encouraged colleagues to do so also*
- *Used student data from NWEA and weekly lessons to guide instruction in my own classroom, in the classrooms of colleagues and school wide to increase student achievement*
- *Served on the building leadership team*

Kindergarten Teacher, Chandler Elementary School, Goshen, Indiana (August 2001-present)

- *established classroom procedures and norms to create a safe learning environment for all*
- *visited homes of all students to promote relationships*

- *communicated weekly through newsletters, email and Remind*
- *mentored student teachers, interns from the high school, colleagues new to kindergarten, and para professionals working in the classroom*
- *developed behavior contracts to promote self regulation in learning*
- *utilized data to drive instruction by continually forming and reforming small groups throughout the year to differentiate instruction*
- *collaborated weekly with colleagues to develop learning goals and assessment based on those goals*

Second Grade Teacher, Jefferson Elementary School, Goshen, Indiana (August 1996-2001)
- *created thematic units across all subject areas*
- *managed centers while instructing guided reading groups*
- *established open communication with parents via weekly newsletter*
- *provided a safe, exciting, classroom environment conducive for learning*
- *implemented Writer=s Workshop curriculum/assessments*
- *developed interactive math games/manipulatives*

Prime Time Teaching Assistant, Jefferson Elementary School, Goshen, Indiana (August 1995-May 1996)
- *directed literature circles*
- *developed and led three week folk tale unit*
- *introduced students to Accelerated Reader/other computer programs*
- *tutored small groups in math and writing*
- *created interactive bulletin boards*

Kindergarten Practicum, Washington McKinley School, Lima, Ohio (Spring 1995)
- *directed two week unit on farms utilizing visual, tactile, and auditory learning experiences*

Student/Pre-Student Teaching, Perry Elementary School, Lima, Ohio, Third Grade (Fall 1994, Winter 1993)
- *employed cooperative learning strategies across curriculum*
- *infused cross cultural awareness through creative writing lessons*
- *implemented positive classroom management techniques, such as constructive behavior contracts*
- *developed math lessons that bridged concrete to abstract through use of manipulatives*
- *managed four reading groups using Basal materials*

PROFESSIONAL DEVELOPMENT
- **Passed the Building Administrator Exam, (**April 2018)
- **Tools of the Mind Certification** (2015-2016)
- **TAP Summer Institute Training** (2015)
- **Math Lead Teacher** (2010)
- **Reading Recovery Conference** (Winter, 2009)
- **Primary Literacy Training with Ruth Metcalfe** (2009)
- **Mentor Certification Training Program** (March 2005)
- **Ruby Payne Training** (2001)

- **C.L.A.S.S. training,** Elkhart, Indiana (Summer 1998)
- **Richard C. Owens Institute**, Lafayette, Indiana (Summer 1998)
- **Math Their Way**, Goshen, Indiana (Summer 1998)
- **T.E.S.A. training,** Middlebury, Indiana (1997-1998)

REFERENCES

Available upon request

Candidate for CTE – Role Specialist

Brian A. Warrell
56613 Crescent Dr.
Osceola, IN 46561
574-261-8585
baw143@gmail.com

Employment History

Goodwill Industries/Workone   08/14 to present
JAG Master Specialist
- Job Skills/life skills training at Merit Learning Center Goshen In.

Goshen Community Schools
Academic Adviser
- Instruct and help students with classes and credits needed for graduation 8/15 to 6/16
- Use of Apex

Granger Community Church, Granger In   01/10 to 8/14
Facilities Care
- Provide a clean and inviting environment for guests
- Prepare spaces for meetings and classes

Penn Harris Madison School Corporation, Mishawaka In   09/11 to 8/14
Substitute Teacher
- Follow lesson plans provided by teacher
- Ensure safe and orderly learning environment
- Assist special needs children as needed

Great Lakes Heating and Air Condition, South Bend In   03/06 to 12/09
Customer Service Technician
- Interact with customers to help them make informed decisions about
  repairs or equipment replacement
- Maintain and service residential gas furnaces and a/c equipment
- EPA CFC Certified
- NATE Certified in Gas Heating
- Most Improved Employee of the Year Award 2006

Other employment experience include: Sales Representative, Customer Service Representative, Account Manager, and Office Manager with companies such as Beneficial Finance, Office Concepts and Nationwide Papers.

Education

James Whitcomb Riley High School
General Studies Diploma

IUSB Continuing Education
Using Personal Computers Certificate
Microsoft Excel, Word, PowerPoint, Front Page, Access

Ivy Tech Community College

Human Services Program - Associate of Applied Science Degree
Graduated 2012 Magna Cum Laude

Bethel College of Indiana - School of Nontraditional Studies
Human Services Program - Bachelors of Applied Science Degree
Graduated December 2013 Magna Cum Laude

Internships

Human Services Internship 1 at Granger Community Church for Ivy Tech Community College
Granger Student Ministry Group Leader, GSM Parents Group
Adult Groups Leader
Completed 160 hours as required

Human Services Internship 2 at Monroe Circle Community Center for Bethel College
Research grant funders and proposal development
Development of WEE Intensive Program
Facilitate Hurts, Hang-ups and Habits Program (Celebrate Recovery)
Completed150 hours as required

Certification

CPR/AED for Professional Rescuers and Health Care Providers
Certified for Adult and Pediatrics by the American Red Cross

Awards

JAG Outstanding Specialist 2017
JAG Peak Performance Award 2017

Who's Who Among Students in American Universities & Colleges 2014
Bethel College Indiana

Smooth Stone Award Recipient 2008 for outstanding volunteer service at
Granger Community Church

Most Improved Employee of the Year Award 2006
Great Lakes Heating and A/C

Mission Trips, Volunteer, and Other

March 2010 and July 2011 to Southern India with Life Missions International
Edification of Indigenous Church Planters and Pastors

Facilitated Groups for Adults based on the book Boundaries by Cloud and Townsend
Co-facilitate Celebrate Recovery Program at Monroe Circle Community Center

References

Joann Phillips
Ivy Tech Community College
Human Services Department
Professor
574-289-7002 ext 6372

Michael Griffen

James Howard
Penn Harris Madison School Corporation
Discovery Middle School
574-674-6010

Ivy Tech Community College
21st Century Scholars Coordinator
574-830-0375 ext 4502

Attachment 4 - Governance Documents – 501(c)(3) Letter of Determination, Articles of Incorporation and Bylaws

BUSINESS INFORMATION

BUSINESS NAME	LEVEL UP LEARNING "LIMITED"
TYPE OF ORGANIZATION	DOMESTIC NONPROFIT CORPORATION
PRIMARY ADDRESS	63262CR 19, GOSHEN, IN, 46526, USA
FEIN	82-5192855
ACCOUNTING PERIOD YEAR ENDING DATE	DECEMBER 31
STATE OF COMMERCIAL DOMICILE	IN
NAICS PRIMARY CODE	EDUCATIONAL SERVICES / ELEMENTARY AND SECONDARY SCHOOLS
DATE OF INCORPORATION	12/22/2017

OFFICER/AFFILIATE

NAME	KRISTEN D MILTON WATT
TITLE	CHIEF EXECUTIVE OFFICER
ADDRESS	63262COUNTY ROAD 19, GOSHEN, IN465269370 USA

QUESTIONNAIRE

1. Are you withholding tax on wages paid to employees/Indiana residents?	Yes
2. Are you engaging in retail, wholesale, manufacturing, and/or distribution in Indiana?	No

WITHHOLDING TAX

LOCATION	63262COUNTY ROAD 19, GOSHEN, IN465269370 USA
DBA	LEVEL UP LEARNING

Provide the date taxes were first withheld from Employees	January 2018
Anticipated monthly wages paid to Employees	$1.00
Will you be using a Payroll Provider?	No

BUSINESS TAX APPLICATION
INDIANA DEPARTMENT OF REVENUE
Date Submitted: 04/16/2018
As of Date: 04/16/2018
TID: Applied For

SIGNATURE

I CERTIFY THAT I AM EITHER THE OWNER, GENERAL PARTNER, CORPORATE OFFICER, OR RESIDENT AGENT. I ALSO CERTIFY THAT ALL INFORMATION AND STATEMENTS SUPPLIED IN THIS APPLICATION ARE TRUE AND CORRECT.

NAME   KRISTEN MILTON WATT

TITLE   CEO

INFORMATION CONTAINED IN THIS DOCUMENT IS CONFIDENTIAL PURSUANT TO IC6-8.1-7-1 AND MAY ONLY BE PROVIDED TO THE EXTENT PERMITTED BY LAW.

WHILE THE DEPARTMENT MAKES EVERY EFFORT TO ENSURE THE INFORMATION IN THIS DOCUMENT IS ACCURATE, ANY ERRORS OR OMISSIONS IN THE DOCUMENT SHALL NOT BE CONSIDERED BINDING ON THE DEPARTMENT.

State of Indiana
Office of the Secretary of State

Certificate of Incorporation
of
LEVEL UP LEARNING "LIMITED"

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, December 22, 2017.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 22, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201712221229635 / 7786388

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

Attachment 5 - Statement of Assurances

Attachment 6 - Board Member Information

Level Up Learning has identified two potential board members. These individuals have agreed to participate in the authorizer interviews. These individuals will help Kristen Milton Watt develop bylaws, policies, and procedures for the organization. Level Up Learning will utilize a strength-based needs assessment to determine the skills/qualities needed to accomplish the vision of the organization.

Catherine Cripe, EA – Goshen Community School Board Member, Retired

Darren Bickel - United Way of Kosciusko County, President

Attachment 7 - Code of Ethics and Conflict of Interest Policies

The Board of Directors and the school leadership team will follow the student enrollment guidelines set forth in Indiana Code. Upon securing an authorizer, the Board of Directors will hire a law firm to serve as legal counsel for Level Up Learning and who will assist in the development of policy and procedures.

Attachment 8 - Education Service Provider (ESP) Documentation – N/A

Click on icon to open document.

Pitch Deck with Business Model

Public Schools in Indiana

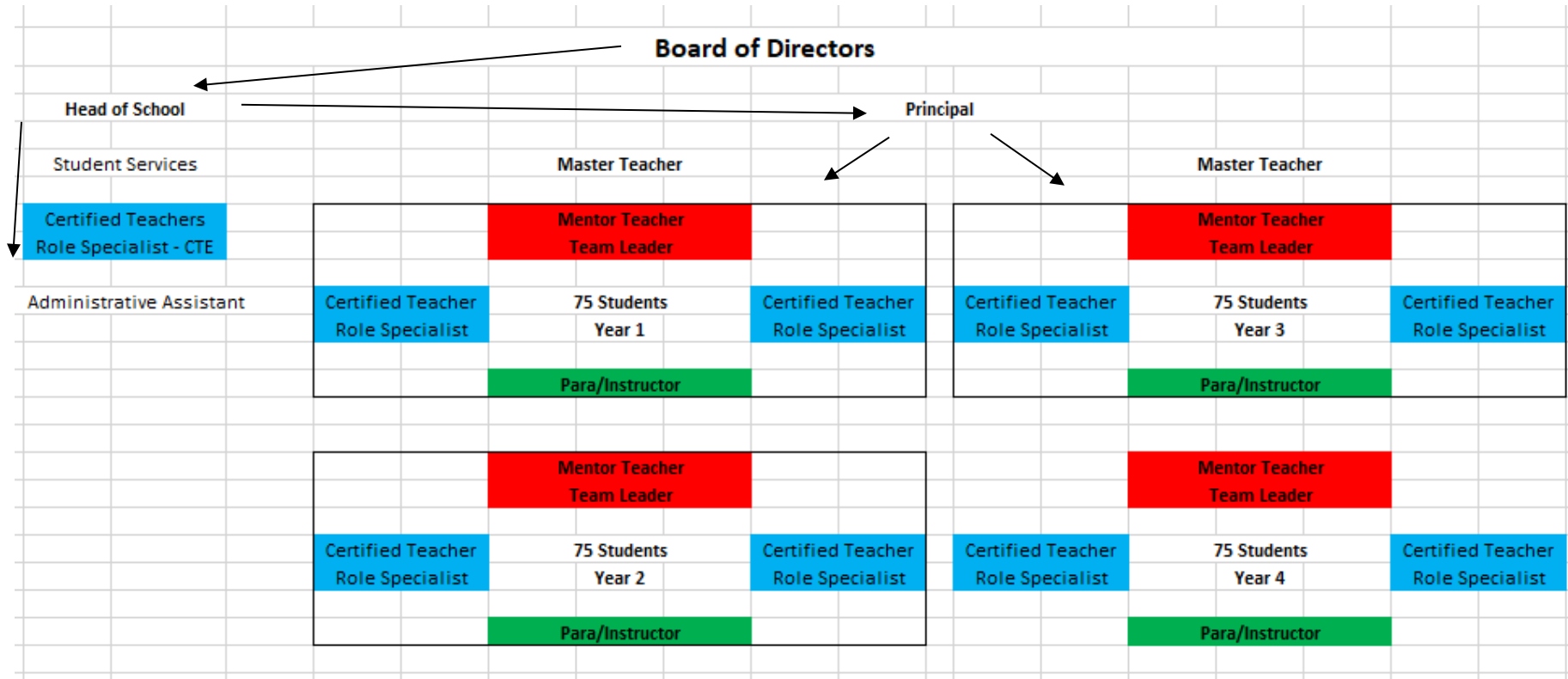| Traditional School	Innovation School	Independent School
• Money Follows Student • Tax Payer • State Letter Grade • Elected School Board • All Indiana Students • Member of School Corporation	• Money Follows Student • Tax Payer • State Letter Grade & Performance Contract • School Board Elected with Authorized Charter • All Indiana Students • Antonomous School • MOU with Traditional School Corporation	• Money Follows Student • Tax Payer • State Letter Grade & Performance Contract • School Board Elected with Authorized Charter • All Indiana Students • Independent School

Level Up Learning

Kristen Milton Watt
Founder & CEO
School With Purpose

kwatt@schoolwithpurpose.net
574-536-5374

Attachment 10 - Organizational Charts

Board of Directors

Head of School

Principal

Student Services

Master Teacher

Master Teacher

Certified Teachers Role Specialist - CTE

	Mentor Teacher Team Leader				Mentor Teacher Team Leader	
Certified Teacher Role Specialist	75 Students Year 1	Certified Teacher Role Specialist	Certified Teacher Role Specialist	75 Students Year 3	Certified Teacher Role Specialist
	Para/Instructor				Para/Instructor	

Administrative Assistant

	Mentor Teacher Team Leader				Mentor Teacher Team Leader	
Certified Teacher Role Specialist	75 Students Year 2	Certified Teacher Role Specialist	Certified Teacher Role Specialist	75 Students Year 4	Certified Teacher Role Specialist
	Para/Instructor				Para/Instructor	

Core 40 Diploma

The Core 40 diploma is designed to prepare you for many college programs and careers. There are 40 total state credits required, however some schools may have additional local graduation requirements that apply to all students.

- English/Language Arts: 8 credits
    - Including a balance of literature, composition and speech.
        - English 9
        - English 10
        - English 11
        - English 12
- Mathematics: 6 credits (in grades 9-12)
    - 2 credits: Algebra I
    - 2 credits: Geometry
    - 2 credits: Algebra II
    - Or complete Integrated Math I, II and III for 6 credits.
    - Students must take a math or quantitative reasoning course each year in high school
- Science: 6 credits
    - 2 credits: Biology I
    - 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics
    - 2 credits: any Core 40 science course
- Social Studies: 6 credits
    - 2 credits: U.S. History
    - 1 credit: U.S. Government
    - 1 credit: Economics
    - 2 credits: World History/Civilization or Geography/History of the World
- Directed Electives: 5 credits
    - World Languages
    - Fine Arts
    - Career and Technical Education
- Physical Education: 2 credits
- Health and Wellness: 1 credit
- Electives: 6 credits*
    - College and Career Pathway courses recommended

Core 40 - Technical Honors Distinction

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
    - State approved, industry recognized certification or credential, or
    - Pathway dual credits from the approved dual credit list resulting in 6 college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a cumulative grade point average of a "B" or better.
- Complete one of the following:
    - Any one of the options (A – F) of the Core 40 with Academic Honors
    - Earn the following scores or higher on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
    - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
    - Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80

Core 40 - Academic Honors Distinction

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a cumulative grade point average of a "B" or better.
- Complete one of the following:
    - Earn 4 credits in 2 or more AP courses and take corresponding AP exams
    - Earn 6 college credits in dual credit courses from the approved dual credit list.
    - Earn two of the following:
        - A minimum of 3 college credits from the approved dual credit list,
        - 2 credits in AP courses and corresponding AP exams,
        - 2 credits in IB standard level courses and corresponding IB exams.
    - Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each.
    - Earn an ACT composite score of 26 or higher and complete written section.
    - Earn 4 credits in IB courses and take corresponding IB exams.

PUSH FOR SUCCESS: COGNITIVE SKILLS

This resource would be good to adapt to all of the Cog skills ([helps to put the rubric into students words)](#)
Possibly, do this for each first day of the individual cog skill workshops to help the students make sense of the rubric.

Subject	Cog Skill	Resources
ELA	Point of view/purpose Development Structure Word Choice Narrative Conventions	[Organization](#) ([1](#), [2](#), [3](#)) [Point of view](#) ([practice](#)) ([pov 2](#), [3](#), [4](#), [5](#)) [Word Choice](#) ([practice](#)) ([WC 2](#)) [Word choice](#) [1](#) [Structure](#) [Development](#) ([1](#), [2](#), [3](#), [4](#)) [Narrative](#) ([1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#), [8](#))
HISTORY	Point of view/purpose Selecting sources Explaining evidence Argumentative claim Selecting Evidence Theme/Central Idea	[Argumentative claim](#) ([1](#), [2](#), [3](#), [4](#)) [Evaluating sources](#) [Selecting evidence](#) ([1](#), [2](#), [3](#), [4](#), [5](#), [6](#), [7](#)) [Punctuation](#) [Theme](#) ([practice](#)) ([1](#)) [Explaining evidence](#) [1](#), [2](#)
MATH	Modeling Identifying patterns Justifications, Constructing explanations Argumentative claims (See above) Connections, conclusions, generalizations Precision (No workshops/resources found)	[Interpreting data, Making connections, modeling, oral pres, design, narrative](#) [Connections](#) [1](#) [Constructing explanations](#) [1](#), [2](#) [Identifying patterns](#)
SCIENCE	Asking questions Hypothesizing (Making inferences/connections) Designing processes/procedures Identifying patterns and relationships Modeling Interpreting data Justifying/constructing and explanation	[Interpreting data, Making connections, modeling, oral pres, design, narrative](#) [Constructing explanations Workshop](#) [1](#) [Synthesizing](#) [Interpreting data](#) [1](#) [Modeling](#) [1](#) [Justifying](#) [1](#) [Designing processes](#)

Summit Learning 18-19 Curriculum Guide – Click on icon to open document.

Summit Learning
18-19 Curriculum Gu

Attachment 12 - **Academic and Exit Standards**
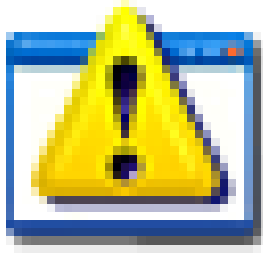
Indiana College and Career Pathway Plan – State Model	

Cluster:	Pathway:

Core 40 Diploma

*This is a SAMPLE plan for schools to use in planning. Course sequences and grade level in which courses are offered may vary according to local policies, practices and resources.

Students should enroll in Indiana Career Explorer, complete interest inventories, and investigate
careers in clusters & pathways prior to or during the time they create their individual Pathway Plans.

Grade	English/ Language Arts	Math	Science	Health/PE Social Studies	CTE/Career Preparation Courses for this Pathway		Other Elective Courses for this Pathway	
9	English 9	Algebra I	Biology	Health & Wellness/ Physical Ed	Preparing for College & Careers			
10	English 10	Geometry	Chemistry	Geography/History of the World or World History/Civilization	Adult Roles & Responsibilities			World Language
11	English 11	Algebra II	3rd Core 40 Science	US History				World Language
12	English 12	Math or Quantitative Reasoning		Government Economics			Fine Arts	World Language

Employability Pathway:

Postsecondary Pathway:

Other:

Summit Learning Grading Policy – Click on icon to open the document.

Grading_Policy_122
017_2018.pdf

Attachment 13 - School Calendar and Schedule

I will use the same calendar as Goshen Community Schools. The private school, Bethany Christians Schools also implements the Goshen Community Schools calendar.

Attachment 14 - Enrollment Policy

The Board of Directors and the school leadership team will follow the student enrollment guidelines set forth in Indiana Code. Upon securing an authorizer, the Board of Directors will hire a law firm to serve as legal counsel for Level Up Learning and who will assist in the development of policy and procedures.

Open Enrollment
IC § 20-24-5-1 provides that a charter school must be open to any student who resides in Indiana.

IC § 20-24-5-4 further provides that a charter school may not establish admission policies or limit student admissions in any manner in which a public school is not allowed to limit admissions, e.g., on the basis of test scores, socioeconomic status, race or ethnicity, or a variety of other factors.

Accordingly, a charter school must admit and enroll each student who presents her or himself for enrollment unless the number of students seeking to enroll exceeds the number of seats available at the school, in which case the lottery provisions of IC § 20-24-5-5 apply.

The Lottery
Pursuant to IC § 20-24-5-5, lotteries must be open to all students who submit a timely application and should give each student in a particular grade level an equal chance to enroll.
The only students who may exempted from the lottery (automatically enrolled even if the number of spaces are exceeded) include:

- A student who attended in a prior year;
- A student who attended a charter school operated by the same organizer in a prior year; and,
- Siblings of a student who attends a charter school or charter school operated by the same organize.

A charter school that is at or near capacity may limit new admissions to the above-described students. A charter school may give enrollment preference to children of the charter school's founders, governing body members, and charter school employees as long as the total preference is not given to more than ten percent (10%) of the school's total population. See IC 20-24-5-5(e).

Attachment 15 - Student Discipline Policy

The Board of Directors and the school leadership team will follow the student discipline guidelines set forth in Indiana Code. Upon securing an authorizer, the Board of Directors will hire a law firm to serve as legal counsel for Level Up Learning and who will assist in the development of policy and procedures.

Suspensions and Expulsions

1. Definitions and Grounds Indiana Code defines suspension (IC § 20-33-8-7) and expulsion (IC § 20-33-8-3), distinguishing these disciplinary forms by whether the student is separated from school attendance for a period of greater or fewer than ten days. Additionally, Indiana Code provides permissive grounds for suspension or expulsion (IC § 20-33-8-14 and IC § 20-33- 8-15). It is important to note that, except for situations in which weapons are at issue, expulsion may not extend beyond the current school year unless it is very near the end of the school year. See also IC § 20-33-8-16.

2. Due Process Schools must take care to avoid violating students' federal and state due process rights when suspending or expelling students. Courts have held that students have property and liberty interests in an education, and expulsion and suspension deny students access to classroom instruction and potentially their property and liberty rights to an education.

3. Students' due process rights must be protected both in suspension and expulsion; however, the procedures required for suspension are less formal than those required for expulsion. To be suspended, a student must receive informal due process, which must include an opportunity to respond before an impartial fact finder. For expulsion, a more formal hearing is required in order to protect the student's constitutional rights. Schools must comply with both IC § 20-33-8-19 as well as the requirements deemed necessary under federal law.

4. Schools must take care to provide appropriate processes when questioning students about facts that may lead to discipline. If a student is questioned in a way that constitutes "interrogation," the student must receive his/her Miranda warnings.

5. Please note that students with disabilities have additional protections and required procedures. As noted in the subsequent section of this manual, applicable rights-protecting laws include: State Special Education Law, as contained in 511 IAC 7 of the State Board of Education administrative regulations ("Article 7"); the Individuals with Disabilities Education Act of 2004, as amended ("IDEA"), 20 U.S.C.A. §§ 1400–82 (2011); 34 CFR 300; Section 504 of the Rehabilitation Act of 1973, as amended ("Section 504"), 29 U.S.C.A. § 794 (2011); 34 CFR 104; and Title II of the Americans with Disabilities Act ("ADA") of 1990 ("Title II"). The U.S. Department of Education as well as the Indiana Department of Education Office of Special Education offer multiple resources regarding these critical areas of law.

June 6, 2018

VIA EMAIL (kwatt@schoolwithpurpose.net)

Kristen Watt, Founder
Level Up Learning
63262 CR 19
Goshen, IN 46526

Re: Qualification for Funding – Level Up Learning

Dear Ms. Watt:

Please be advised that Level Up Learning has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of $65,000.00.

Funding for Level Up Learning is generally contingent on the following factors and is subject to satisfaction of CSC's underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of Indiana, including the Indiana Department of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit corporation in good standing with the Indiana Secretary of State;
5. A "Good Standing Certification" being executed by school's Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and Indiana laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Charlie Burrows

Charlie Burrows
VP of Sales and Business Development
971.352.8355

Indiana

SMALL BUSINESS
DEVELOPMENT CENTER NORTH CENTRAL

July 30, 2018

To Whom It May Concern:

I am pleased to provide this letter on behalf of Kristen Milton Watt and her efforts to establish Level Up Learning as a charter school in Goshen.

I met Kristen in June following an introduction by a mutual acquaintance and was immediately impressed by her knowledge and her passion for the vision of Level Up Learning. Kristen provided an education in the changing landscape of graduation requirements and the focus on vocational pathways to equip students for success upon graduation. My extensive work with small businesses across northern Indiana has made me aware of the critical importance of workforce development in advancing the region's economic prosperity, and I believe Level Up Learning would be a valuable addition.

I look forward to continuing work with Kristen to support her vision and efforts to make Level Up Learning a reality.

Sincerely,

Alan Steele
Regional Director
North Central Indiana Small Business Development Center

WorkOne
——————Northern Indiana

Lindsay Omlor
Director of Charter Schools
Trine University/Education One

Dear Charter Authorizing Review Committee,

I am writing this Letter of Support at the request of Kristen Milton Watt on behalf of the proposed Level Up Learning public charter school in Elkhart County, Indiana. The sea change in the workforce world, especially in Elkhart County, requires innovative approaches to be developed in corresponding educational settings.

The targeted vision for this school, along with the organic experience of the organizational team, promises to offer opportunities to students who otherwise may fall between the cracks and end up in the large Out Of School Youth (OOSY) population found in Elkhart County. In fact, according to U.S. Census data posted in the past 3 years, Elkhart County is in the Top 5 highest counties in Indiana by percentage (20.2%) with adults aged 18 or older without a high school diploma or equivalency. To add to the workforce complexity, record low levels of unemployment, juxtaposed with growing skills gaps, have necessitated educational opportunities responding directly with learning that is applied and relevant to the emerging needs of the marketplace.

As a former public charter school administrator and developer, I am confident the steps being taken by the Level Up Learning team will lead to success for many students and will lead to another positive school in the Trine/Education One portfolio of authorized schools.

If any questions or comments are needed to follow up on this Letter of Support, feel free to contact me directly at the cell number provided.

Warmest regards,

Chad Addie

Workforce & Education Innovation,
Northern IN Workforce Board
219.393.4609

July 27, 2018

Ms. Kristen Milton Watt
Founder
Level Up Learning & Community Center
1700 S. Main St.
Goshen, IN 46526

> Re: Letter of Support

Dear Kristen:

Please accept this letter of support for the Level Up Learning & Community Center Charter School. The areas of curriculum focus represent industries woefully underserved in terms of training and development in our region. These industries are unable to find the talent needed to effectively serve clients and/or customers.

The formalized education and training provided by Level Up will ensure your students properly target the career path development necessary to succeed post-graduation. Level Up will help our community fill workforce gaps in ways traditional K-12 institutions are unable to meet. Your curriculum compliments those available in Elkhart County. For these reasons, we support your project and look forward to meeting the first graduates.

Respectfully,

Mark A. Dobson, IOM, AE
President & CEO

Attachment 17 - Start-Up Plan

Governance

Due Date	Area of Review	Document Description	Status / Verification
July 27th	**Board**	Founding Board Meeting Darren Bickel & Catherine Cripe, EA	Confirmation of Interest
August	**Communication**	100 Million Cups of Coffee Presentation	
September	**Board**	Needs Assessment – Recruit Other Board Members	
September	**Communication**	Participate in Goshen Pitch Night	
September	**Board**	Legal Documents • Bylaws • Board Policy • Administrative Guidelines	
October	**Board**	Board Training: The Organizer shall submit documentation demonstrating all board members attended board training, unless exceptional circumstances for a specific board member is approved by OCS. Board Members: The Organizer shall submit an updated list of board members and current resumes and criminal background checks for all board members. Board Calendar: The Organizer shall submit the board's calendar for the school year.	
Oct 1	**Tax-Exempt Status**	The Organizer shall provide a determination letter from the IRS approving tax-exempt status.	

Oct 1		The Organizer shall provide an organizational chart with school leader and other key leadership positions.	
TBD		Criminal Background Checks	

I. Operations and Policies

Due Date	Area of Review	Document Description	Status / Verification
	School Calendar	The Organizer shall submit the detailed calendar that will be used by the Charter School for the first school year.	
October	**Conflict of Interest**	The Organizer shall submit a detailed, specific policy regarding conflicts of interest for members of the organizer's not-for-profit status, applicable laws, regulations, and Education 1 School Policies.	
October	**School Admissions Policy and Criteria**	The Organizer shall submit plans and timelines for student recruitment and enrollment, including its lottery procedures. The school's admission policy and criteria must provide equal opportunities and access for students with exceptional needs.	
	Transportation Policy	The Organizer shall submit a specific, detailed plan for transporting students that attend the school, including arrangements made for students whose IEP's specify transportation as a related service.	
	School Safety and Emergency Preparedness	The Organizer shall submit a detailed, specific School Safety and Emergency Preparedness Plan approved by the Indiana Department of Education. Make sure the plan incorporates special education students.	
	Indiana Department of Education – National Provider Identifier	The Organizer shall submit a certificate of verification that the school has obtained a national provider identifier through Indiana's Medicaid Office. School must apply for Medicaid.	
	Medication Policy	The Organizer shall provide evidence that health services are available and procedures are in place for administering student medication.	
	Health Screening Policy	The documentation must demonstrate that procedures are in place to document student immunizations and to screen and document student hearing, vision, and posture.	

		Discipline Policy	The Organizer shall provide the charter school's discipline rules and procedures, including: student due process and judicial review; firearms and deadly weapons; and reporting of student violations of law to appropriate authorities.	
	October	**Student Handbook**	The Organizer shall submit its Student Handbook.	

Due Date	Area of Review	Document Description	Status / Verification
December	**Special Education Policy and Procedures**	The Organizer shall submit its policies and procedures manual specifying the charter school's plan for compliance with state and federal regulations.	(Special Education Chart)
October	**Student Records Policy**	The Organizer shall submit a specific detailed plan regarding the collection and storing procedures of academic, attendance, and discipline records. Such policies should be compliant with the Family Educational Rights and Privacy Act (FERPA) and records retention schedules and regulations of the county commission of public records under IC 5-1-5-6.	
January	**Food Services Plan and Policy**	The Organizer shall submit the plan for food services to be provided by the charter school, including the Board's food services policy.	
November	**Retention, Promotion, and Graduation Policy**	The Organizer shall submit a detailed plan regarding the schools retention, promotion, and graduation policy.	
	Allocation of Permitted Enrollment	The Organizer shall submit an updated allocation of the manner in which it has elected to allocate its maximum permitted enrollment for the school year, an updated staffing plan and a revised budget.	

II. Personnel

Due Date	Area of Review	Document Description	Status / Verification
	Criminal Background Check Policy	The Organizer shall submit a detailed, specific policy regarding a national criminal history background check for teachers, administrators, other staff, volunteers, contractors, and employees of contractors or subcontractors.	

		Appropriately Licensed Personnel	The Organizer shall submit documentation verifying school personnel are appropriately licensed. *DOE data report "Certified Position/Certified Employees" verifies requirement*	
December		**Performance Evaluation Plan for Administrators and Teachers**	The Organizer shall submit a plan for performance evaluation for both administrators and teachers. Indiana Department of Education's Model Teacher and Principal Evaluations: http://www.doe.in.gov/news/idoe-releases-model-teacher-and- principal-evaluations	
		Staffing Plan	The Organizer shall submit a teacher roster to validate the number of teachers is adequate and their assignments match the staffing plan.	
		Special Education Personnel	The Organizer shall submit evidence that special education staff is hired to provide special education services, including an appropriately licensed teacher of record OR evidence that arrangements have been made for contracted services. The Organizer shall submit documentation of identified students with disabilities under IDEA (monthly for the 1st semester). Indiana Department of Education, Office of Special Education: (please become familiar with the IDOE's monitoring requirements associated with special education) http://www.doe.in.gov/achievement/individualized-learning/special-education	
		English Language Learners Personnel	The Organizer shall submit evidence that appropriate staff is hired to serve the school's student population of English Language Learners. The Organizer shall submit documentation of identified students as English Language Learners (monthly for the 1st semester).	

III. Facilities, Furnishings, and Equipment

Due Date	Area of Review	Document Description	Status / Verification
	Timeline for Renovation	The Organizer shall create and submit a timeline for facility renovation.	
	Acquisition / Lease Agreement	The Organizer shall submit documentation as evidence that the location and facility for the school has been acquired through purchase, lease, or other appropriate means.	
First Day of School	**Certificate of Occupancy**	The Organizer shall submit its Certificate of Occupancy.	
	Local Municipality Requirements	The Organizer shall submit documentation demonstrating the school has met all local municipality requirements.	
	State Board of Health Inspection	The Organizer shall provide documentation from the State Department of Health regarding the inspection.	
	County Board of Health Inspection	The Organizer shall provide documentation from the County Health Department regarding the inspection.	
	State Fire Marshall Inspection	The Organizer shall provide documentation from the State Fire Marshal regarding the inspection.	
	Local Fire Department Inspection	The Organizer shall provide documentation from the Local Fire Department regarding the inspection.	
	Local Building Inspection	The Organizer shall provide documentation from the City Building Inspector regarding the inspection.	
	License from County Health Department (Food)	The Organizer shall submit a copy of the license to Education 1.	

IV. Insurance

Due Date	Area of Review	Document Description	Status / Verification
	Certificate of Insurance	The Organizer shall submit a certificate of insurance for all real and personal property.	

	Insurance Coverage for Commercial General Liability and Umbrella Liability	The Organizer shall submit certificates of insurance for general liability and umbrella liability. Coverage must take effect no later than effective date of acquisition of physical plant.	
	Insurance Coverage for Governing Board	The Organizer shall submit documentation regarding certificates of insurance for Directors' and Officers' liability.	
	Insurance Coverage for Employees	The Organizer shall submit documentation regarding certificates of insurance for the following: Educators' Legal Liability; Employment Practices Liability; Automobile Liability; Sexual Abuse Liability; and Workers Compensation Liability.	

V.   Financial

Due Date	Area of Review	Document Description	Status / Verification
	Financial Planning	The Organizer will submit an updated First-Year Budget and Cash Flow Projections	
	Financial Health	The Organizer must submit monthly a Statement of Net Assets.	
		The Organizer must submit monthly a Statement of Revenue and Expenditures.	

Insurance Estimate: Level Up Learning

Prepared on: July 5, 2018
By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for Level Up Learning.

Miller Insurance group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students in Indiana to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law and ICSB, and to advise our clients on school-specific strategies to mitigate risk.

Education One General Requirements

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place Indy Level up Learning's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the Level Up Learning is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Minimum Insurance Requirements
On behalf of Level Up Learning, the following coverages can be secured to meet all requirements of Education One, L.L.C. and/or additional insureds as appropriate:

- **Workers' Compensation Liability**: Workers' compensation for all employees as required by Indiana law (see IC § 22-3).
- **Commercial General Liability**: Commercial general liability in an occurrence form, with limits of not less than $1,000,000 per occurrence and $2,000,000 aggregate for bodily injury, personal injury and property damage liability coverage. Liability coverage shall include the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover sexual abuse/molestation liability, and medical payments of $5,000. The ICSB and the IDOE must each be named as

an Additional Insured on a primary, non-contributory basis for any liability arising directly or indirectly from all school business, including school-sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.

- **Educators' Legal Liability (including Directors' and Officers' and Employment Practices Liability)**: Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to operation and management of the school with limits of not less than $1,000,000 per occurrence and $3,000,000 aggregate.
- **Automobile Liability**: Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than $1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance provides coverage for the school only. The ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least $100,000, and that all such employees must provide certificates of insurance to keep on file at the school.
- **Umbrella/Excess Liability**: Umbrella or Excess Liability Insurance with limits of not less than $3,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance**: Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
- **Student Accident Coverage**: All Indiana High School Athletic Association (IHSAA) schools must include coverage for athletic participation.
- **Employee Dishonesty Liability**: Employee Dishonesty liability insurance in the amount of at least $250,000 for all school employees. Note that the state of Indiana has specific fidelity bond requirements for certain school employees.
- **Cyber Liability**: Schools may wish to obtain cyber liability insurance, depending upon the school model.
- **Foreign Travel/Field Trip Liability**: Schools may wish to obtain liability insurance covering field trips and/or foreign travel, depending upon the school model. Additional Requirements For Schools

Possible Additional Requirements

Charter schools authorized by Education One, L.L.C. will be required to indemnify the Education One, L.L.C., Trine University, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming Education One, L.L.C., Trine University, and the Indiana Department of Education as Additional Insured on a primary basis.

Year One Projection (2019-2020 Academic Year) – New School with Leased Space

Property and Casualty Insurance Coverage	Annual Premium
Liability	
Directors and Officers Liability, Educators Legal Liability, and Employment Practices Liability	$7,650
Workers Compensation/Employer's Liability	$1,375
Commercial General Liability (including "Abuse" or "Molestation")	$2,860
Automobile Liability (Hired & Non-Owned Only)	$200
Employee Dishonesty Liability	$2,160
Cyber Liability	$995
Umbrella Liability	$3,450
Liability Cost	**$16,330**
Property	
Business Personal Property & Business Income and Extra expense	$1,640
Property Cost	**$1,640**
Total Cost	**$17,970**
Optional Coverages	
Law Enforcement Professional	$1,760
Foreign Travel Liability	$1,245

Estimates were made based on the following based on the following:
- 60 Students
- 6 Staff Members
- No Commercial Vehicles
- Business Personal Property is estimated at $325,000

Medical Insurance Coverage	Monthly Premium
Medical (*Individual*: $3,000 deductible / $6,000 out of pocket max | *Family*: $6,000 / $12,000)	
Employee Only	$401
Employee and Child(ren)	$760
Employee and Spouse	$861
Family	$1,190

***Important note**: Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2019. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

Chad Miller
Managing Partner
e: chad@insuringschools.com
c: (317) 869-9180

Attachment 19 - Budget and Staffing Workbook

Level Up Learning
Budget v2.0 (1).xls

Attachment 20 - Budget Narrative

I have created a budget based solely on federal and state dollars from the basic school grant, complexity formula, NESP funds, CTE fund, and Title I. In my budget, I developed a staffing plan based on best case scenario. In other words, I developed a budget on pretense that Level Up Learning will enroll 75 students per year. Level Up Learning becomes sustainable at the beginning of year three on the funds identified above. Under this assumption, CSP funds would be used to cover the deficient during start-up (Planning Year, Year 1, and Year 2).

I will continue to look for grant monies to support operations during our start up years (i.e., planning year, year 1, and year 2). Charter School Capital has submitted an initial letter of intent to provide $65,000. I have submitted a letter of intent to the Walton Family Foundation. I have contacted Charter School Development Fund regarding their work with minority leaders. I will submit a letter of intent to the Joyce Foundation. NewSchools Growth Fund announced new funding opportunities on 8/1/2018.

Finally, I have a unique opportunity to participate in Pitch Night Goshen. This event is Goshen's version of *Shark Tank* and the winner receives seed money. I will use Pitch Night Goshen as my first step in my marketing strategy. I will also use Pitch Night to ask investors for funds to cover the cost of facilities renovation and the purchase of equipment.

I have submitted an application for CSP funding through the Indiana Department of Education. I intend to work with Goshen College to offer licensure certificates in ELL and Special Education as a way to create an "index factor" for role specification; the indexing of roles supports the principles established when creating an opportunity culture.

As the budget was built, student enrollment becomes the driving force of school sustainability. The head of school could serve as the principal until Learning Up Learning is in the early start-up phase. Within the staffing plan spreadsheet, some staff appear in italics. These roles will be limited until enrollment supports hiring.

Attachment 21 - Operator Financials – N/A

Attachment 22 - Litigation Documentation N/A