



Imagine Indiana Life Sciences Academy West

Charter School Application

Presented to

Education One, L.L.C.

November, 2013

Proposal Overview and Enrollment Projections

Legal name of group applying for charter(s):	Imagine Indiana Life Sciences Academy West
Names, roles, and current employment for all persons on applicant team:	<ul style="list-style-type: none"> • Keith A. Marsh, Principal, Imagine West • Nicole Turner, Assistant Principal of Academics Imagine West • Erin Reardon, Assistant Principal of Behavior, Imagine West • Jane Brunner, Title I Coordinator/Shared Values Administrator, Imagine West • Whitney Nord, Parent/.Community Liaison, Imagine West • Bianca Rivers, Regional Academic Coach, Imagine West • Shannon Smith, Academic Coach, Imagine West • Amy Buttke, Executive Vice President, Imagine Schools • Stefanie Lowery, Regional Director, Imagine Schools • Rhonda Cagle, Sr. Vice President of Communications, Imagine Schools • Angelica Cely, Business Manager, Imagine West • Larysa Thornsteinson, Regional Business Manager, Imagine Schools • Diane Lawson, SPED Coordinator, Imagine West • Lindie Ludlow, ELL Coordinator, Imagine West
Designated applicant representative:	Keith A. Marsh, Principal
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	Indianapolis, IN 46224
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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
Indiana Life Sciences Academy (ILS)	2014	Life Sciences Academy	4950 W. 34 th Street, Indianapolis, IN 46224 Eagledale Neighborhood	Indianapolis Public Schools	K-8

Proposed Grade Levels and Student Enrollment

Proposed School Name:	Indiana Life Sciences Academy (ILS)	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (2014-2015)	K – 8	600
Year 2	K – 8	620
Year 3	K – 8	640
Year 4	K – 8	662
Year 5	K – 8	662
At Capacity	K – 8	662

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: **Imagine Schools, Inc.**

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

Please list the number of previous 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):	Ball State University
Submission date(s):	August 2008

Executive Summary

Mission

“Preparing students for lifetime achievement and the global future by creating an innovative and academically excellent school.”

The purpose of **Imagine Indiana Life Sciences Academy West (Imagine West)** is to provide students with an academically excellent learning opportunity by offering challenging curricula richly infused with life sciences, math, and technology. The program is designed to grow well-rounded and academically successful students by maintaining a caring learning environment of affirmation; by working with parents and local communities to offer opportunities both in and out of the classroom that further develop the intellect and character of the students who choose to attend the school; and by utilizing innovative teaching techniques delivered by superior faculty in order to prepare all students for success in college and in the ever-growing global community of the future.

Vision for Growth in Indiana

As a campus, Imagine West is focused on the growth of individual students as evidenced by year-over-year improvement in ISTEP scores. From a benchmark of 37.8% passing math and 49.7% passing ELA in 2010, students have grown to 60.8% passing math and 57.6% passing ELA in the 2013 ISTEP assessments. Originally chartered by Ball State University in 2008, the campus opened in August 2009 with 358 students in grades K-6. Since then, the campus has grown to its current enrollment of 573 K-8 students.

As part of the Imagine Schools network, there is a vision for strategic and sustainable growth in Indiana. Additional K-8 campuses in both the Indianapolis and Ft. Wayne communities would serve an estimated 1200-1800 students in total. An initial feasibility study for a high school expansion at the Imagine West campus has also been conducted. This growth in both the number of campuses and the grades served would provide a continuum of educational choice for parents. Additionally, it will allow for greater statewide collaboration in supporting academic and instructional best practices and professional development for teachers and school leaders.

Educational Need & Target Population

Continuing a challenging and enriching learning environment is needed on the Far West Side of Indianapolis for the following reasons:

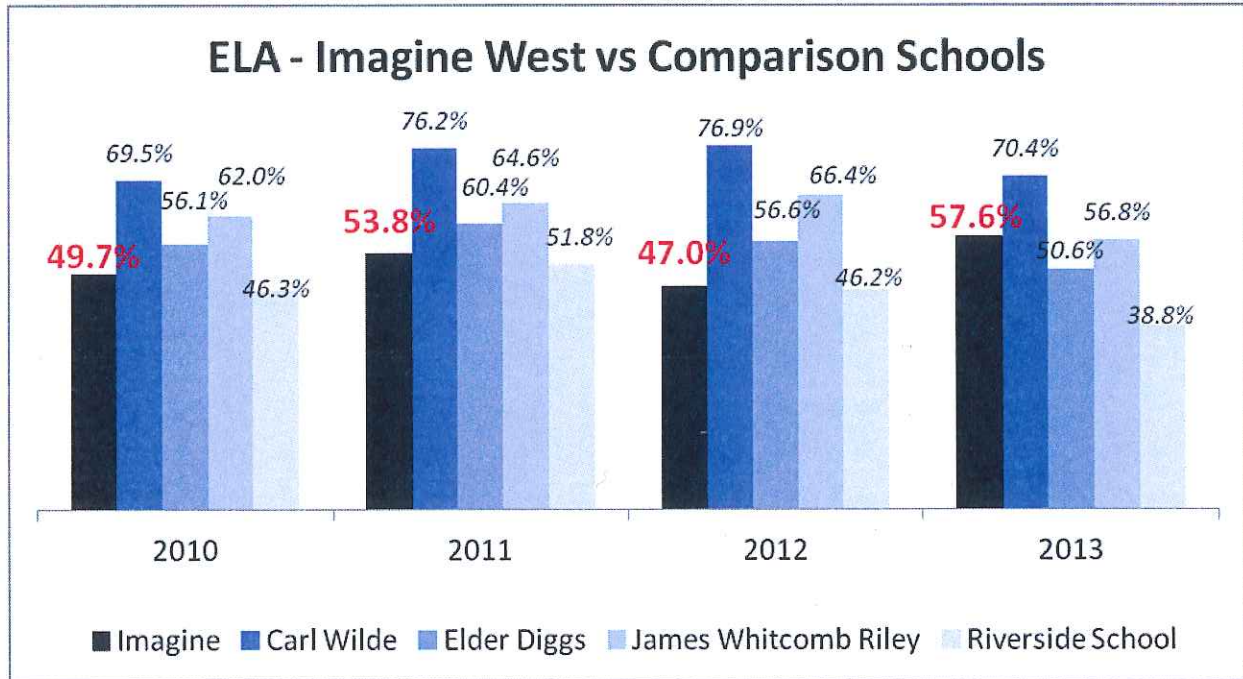
Imagine West provides a rigorous academic program sustained by a nurturing, disciplined, and dynamic learning culture. Proven, data-driven instructional strategies identify and address student needs and individual learning styles. Demonstrated year-over-year improvement on ISTEP scores highlights Imagine West’s ability to empower and inspire its students to achieve their own personal excellence.

Imagine West provides a Kindergarten thru 8th grade institution with special emphasis on meeting the needs of underserved minority students. Currently, the campus serves a student population comprised of nearly 70% African-American, almost 30% Hispanic, and less than 5% White students. Almost

90% of students qualify for the Federal Free and Reduced Lunch Program; nearly double the Indiana state average and higher than Indianapolis Public Schools.

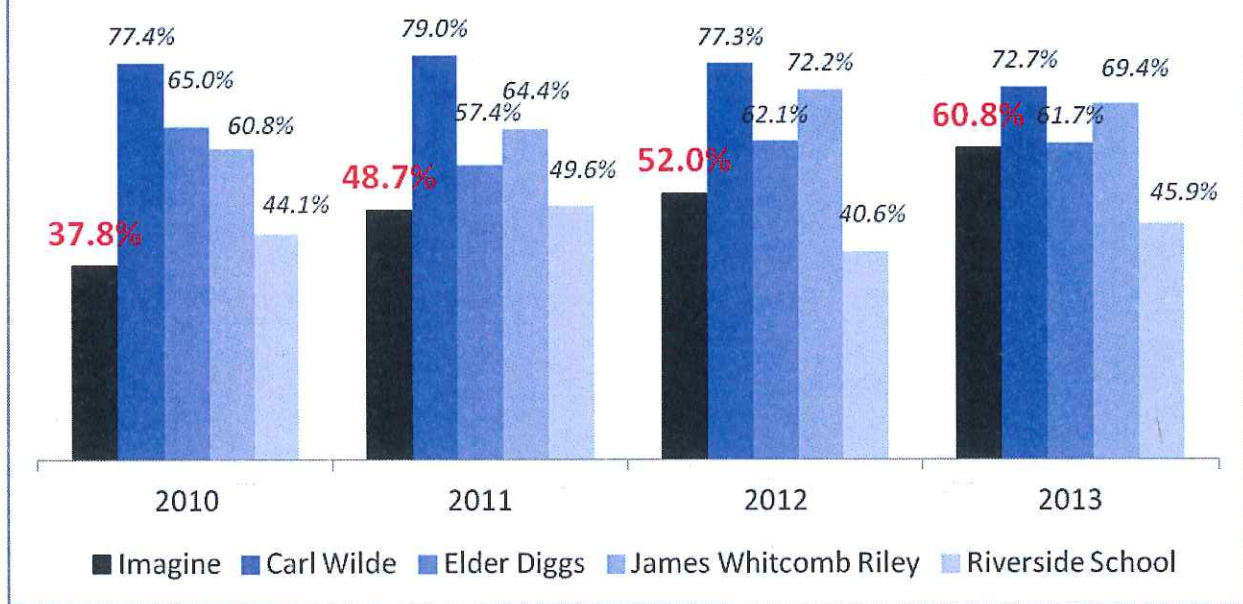
Community Need

A recent comparison to surrounding community schools demonstrates the need for Imagine West.



Since opening with a benchmark of 49.7% of students passing the English/Language Arts portion of ISTEP, the campus has grown to a passing rate of 57.6% with surrounding schools showing stagnant and even declining growth in ELA ISTEP performance.

Math - Imagine West vs Comparison Schools



Imagine West campus has also shown steady growth in the percentage of students passing the Math portion of ISTEP. The benchmark of 37.8% of students passing Math has grown to a passing rate of 60.8% in three years.

A comparison to Indiana state average growth on ISTEP performance also underscores the need.

**Math ISTEP Growth
(Percentage Points)**

School Year	State	West
2009-10 to 2010-11	1.8	10.9
2010-11 to 2011-12	1.1	3.4
2011-12 to 2012-13	1.5	8.7

**ELA ISTEP Growth
(Percentage Points)**

School Year	State	West
2009-10 to 2010-11	2	0.2
2010-11 to 2011-12	1.1	1.1
2011-12 to 2012-13	1.1	8.2

Measuring 2011-12 to 2012-13 growth in ISTEP math performance shows Imagine West students growing by 8.7% compared to a state average of 1.5%. ELA results for the same time period show similar results, with Imagine West students growing 8.2% compared to a state average of 1.1%.

Imagine West is a beacon of hope for families living near and around 4950 West 34th Street. Community partners provide social service programs offered at the campus, assisting families with clothing drives, food programs, adult education opportunities, and other vital services.

Given the diversity of the population and the growing Hispanic population, Imagine West provides Spanish classes, creating a bi-lingual educational experience and a foundation for multi-cultural sensitivity. Imagine West celebrates and embraces the ethnic diversity of the school, offering professional development opportunities for teachers and administrators to fully appreciate and validate different cultures within the school.

A recent study showed that only 44% of African-American students enrolled in IPS actually graduate (*"High School Graduation Rates in the United States,"* Manhattan Institute for Policy Research, 2001), although they compose over 58% of all enrolled students.

In addition, only 24% of IPS seniors (an actual minority of all youth who have not already dropped out of school) took SAT exams in 2000-1 (representing a decline of 8% from five years earlier). Thus only a fraction of those students entering the ninth grade eventually entered college, and many of these students subsequently left higher education due to inadequate preparation in public schooling.

Perhaps the most important indicator of the continuing need for Imagine West is the overwhelming growth in student population since opening and the current waiting list of students in every grade. Since August 2009, the campus has grown from 358 students in grades K-6 to its current enrollment of 573 K-8 students.

Educational Program

The campus features a comprehensive instructional program designed to meet the expectations of both the Indiana academic standards and Indiana Common Core. Imagine West holds itself accountable by utilizing the Northwest Evaluation Association's Measures of Academic Progress (NWEA/MAP) and the Imagine Schools *Academic Excellence Framework*. In addition, the school currently measures same-student learning gains by administering the SAT 10 test at the beginning and end of each school year.

To ensure that students are on track and making adequate growth throughout the school year, the campus utilizes benchmark assessments through NWEA and Acuity testing. This data is analyzed and used to drive instructional strategies by student and by classroom.

In totality, this comprehensive educational approach measures growth for individual students and the campus as a whole, ensuring increases in performance and success.

Network Governance & Leadership

Imagine West's Board of Directors is committed to educational excellence. Collectively, they provide a significant depth of diverse and extensive expertise through their involvement in the life science industries, in public school teaching and educational consulting, in community services within diverse minority populations and law. The Board has entrusted Imagine Schools, a nationally recognized Educational Management Organization (EMO), to manage the school. The Board provides the appropriate governance to ensure Imagine Schools continues to successfully perform and empower the administrators, faculty and staff – in partnership with students, parents and the community – in offering a unique and effective option to the local educational community.

The Board of Directors of Imagine West meets to approve the school budget. The Board also provides fiduciary oversight regarding any expenditure outside the approved budget, long-term planning of the school, including facilities, and resolving serious issues outside the ordinary course of business, such as any financing for the charter school. The Board retains the ultimate responsibility and power to ensure the school is operated in accordance with the charter contract and in compliance with the applicable laws and regulations, whether federal, state or local.

Imagine Schools, Inc. selects a principal (subject to the Board's final approval or veto, not to be unreasonably withheld) who hires school employees, supervises and mentors school employees, and oversees the day- to- day activities of the school. The principal acts in accordance with the budget approved by the Board as well as all Board and school policies. The principal is accountable to the Board and must report to the Board at all Board meetings, as well as other times when an issue or situation requires a decision of the Trustees. The principal must explain to the Board any expenditure not in accordance with the approved budget, as the Board remains responsible for the school's funds.

Since its inception, Imagine West has a consistent history of positive governance. The growth of its academic performance, enrollment, and stable fiscal condition demonstrates the ability of the Board, school administration, and Imagine Schools, Inc. to work together to provide a high quality educational choice for students and families.

Section 1 – Evidence of Capacity

Founding Group

The original founding group consisted of the following people: Dr. Theresa Wright, Carmen DeRusha, Mary Allen, Morella Dominguez Capriles, Frances Jones, Serena Macklin, Greg Taylor, Anita Odom-Walls, Dr. Theron Williams, Brian Woodfork, and Steve Jefferson. This founding group no longer exists. Imagine West is now governed by a Board of Directors.

Resumes for current Board Members are provided in Attachment 1

School Leader and Leadership Team

The operations and management of Imagine West has been designed to allow for those most deeply involved with the daily operations and teaching aspects to be responsible for ensuring decisions and supports best meet the needs of achieving the goals of the school. As described in the Governance section, stakeholders are expected to work together toward fulfilling the mission of Imagine West, to work with an understanding that the very success of each student will often require efforts beyond job descriptions, and to fully embrace the shared values in order to create the innovative and academically excellent goals of the campus.

The Principal reports directly to the Board of Directors and Imagine Schools Regional Director oversees Imagine West with direct supervision of the fiscal operation, organizational management, and employment matters. The principal serves as lead administrator overseeing academic, personnel, business, and facilities operations. This person must hold an Indiana Administrator License; 3-5 years experience as a principal; possess both managerial and leadership skills; be experienced in curriculum development and instructional improvement; have excellent communications skills; have the ability to perform under pressure, perceive needs of others, and to address issues with confidence and consistency.

This includes the following:

1. Promoting, motivating and maintaining a productive, creative and caring atmosphere in which every student, parent and educator can experience success;

2. Fostering an environment where students and staff are challenged to reach their greatest potential.

Additionally, the Principal will:

- Be responsible for every aspect of the charter school operation and is the primary facilitator of the school's success, quality and character.
- Establish a school culture based on caring, concern, trust and support for all students enrolled, a culture that adapts to the special needs of our families and students .
- Establish an educational culture based on caring, concern, trust and support for all educators and staff. Ensure that the ideas, people and processes needed to make the charter school a meaningful and effective educational experience are in place and operating at the highest level of standards while respecting the need to be financially responsible.
- Oversee implementation of the *Imagine Schools Academic Excellence Framework*.
- Be responsible for the development of strong relationships with the media, community partners, business partners, volunteers, other administrators, funders and the chartering authority.
- Be responsible for the reporting, compliance and evaluation. Responsible for implementing the accountability plan.
- Be responsible for hiring and evaluating all personnel, consultants and vendors including transportation arrangements.
- Be responsible for all day-to-day decision-making working with the Business Manager on financial transactions, and purchase orders.
- Provide all documentation and information requests from the sponsor.

The resume for the current Principal is provided in Attachment 2

The Assistant Principal of Academics facilitates Imagine West's learning community with the continuous improvement of curriculum and instructional strategies and educational programs aligned with the school's mission and goals. It is preferred that this position has an Indiana Administrator License with 1-3 years of experience as an assistant principal/administrator; be experienced in curriculum development and instructional improvement; have excellent communications skills; have the ability to perform under pressure, perceive needs of others, and to address issues with confidence and consistency. This person reports to the Principal.

The Assistant Principal of Academics will:

- Have responsibility over the educational program of the campus.
- Assist in the ongoing design, coordination, implementation and evaluation of the instructional program.
- Assist with implementation of the *Imagine Schools Academic Excellence Framework*.
- Oversee teacher supervision and evaluation.
- Oversee the professional development program.
- Support and work with all academic coaches.
- Direct the courses of study, guides, and teaching techniques for appropriate grade levels.

- Research possible funding sources for educational programs; disseminate funding proposal information to administration, and write grant proposals as necessary.
- Support principal for the purpose of providing assistance with administrative functions.

The Assistant Principal of Behavior is responsible for maintaining Imagine West’s positive, caring, orderly, and supportive student culture and learning environment. Critical to this responsibility is overseeing the school’s behavior system, which relies on the development and universal understanding of expectations for conduct, establishment and consistent implementation of support systems, and use of data to guide interventions and responses to behaviors. In addition, the Assistant Principal of Behavior plays an important role in promoting trusting and mutually respectful relationships among students, staff, and families by maintaining strong lines of communication and transparency of expectations across stakeholders. In fulfilling these key responsibilities, this position plays a critical role in ensuring that students feel a sense of unity with their peers, families, and teachers, believe in the power of a great education, and take responsibility for their actions as both citizens and scholars. It is preferred that this position has an Indiana Administrator License with 1-3 years of experience as an assistant principal/administrator; be experienced in behavioral management strategies; have excellent communications skills; have the ability to perform under pressure, perceive needs of others, and to address issues with confidence and consistency. This person will report to the Principal.

The Assistant Principal of Behavior will:

- Facilitate communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Provide appropriate and positive intervention to assist students in modifying behavior and developing successful interpersonal skills.
- Manage a variety of school administrative functions (e.g. student disciplinary policy, school schedule, assigned personnel, summer school, etc.) for the purpose of enforcing school and state policy and maintaining safety and efficiency of school operations.

All positions are full time and part of the school’s annual budget.

Resumes for current administrators are provided in Attachment 3

Governance

Governing Board

Imagine West seeks board members through a broad based community outreach effort, identifying individuals who have an interest in education and who have work experience in the following areas: medical, science, math, real estate, education, finance and marketing.

All Board members must demonstrate evidence of:

- Understanding of their fiduciary responsibility
- Dedication to furthering the vision and mission of the school
- Expectation that all children can and will realize high levels of academic achievement
- Ability to contribute appropriate time and energy necessary to follow through on assigned tasks

- Ability to work within a team structure

The Board of Directors of Imagine West meets to approve the school budget. The Board also provides fiduciary oversight regarding any expenditure outside the approved budget, long-term planning of the school, including facilities, and resolving serious issues outside the ordinary course of business, such as any financing for the charter school. The Board retains the ultimate responsibility and power to ensure that the school is operated in accordance with the charter contract and in compliance with the applicable laws and regulations, whether federal, state or local.

Imagine Schools, Inc. shall select a principal (subject to the Board’s final approval or veto, not to be unreasonably withheld) who shall have power to hire school employees, supervise and mentor school employees, and oversee the activities of the school. The principal shall be required at all times to act in accordance with the budget approved by the Board as well as all school policies. The principal is accountable to the Board and must report to the Board at all Board meetings, as well as other times when an issue or situation requires a decision of the Board. The principal must explain to the Board any expenditure not in accordance with the approved budget, as the Board remains responsible for the school’s funds.

With regard to establishing each local school board, the following philosophy and process is used:

- Criteria 1 - The candidate must be recognized as a community asset, as a leader in efforts enriching the community, and as a "doer" (not just a board sitter).
- Criteria 2 - The candidate must have some business background, not just accounting or more generally "management". Example experiences could include "making" payroll, profit/loss responsibilities, revenue enhancement, or product/business development.
- Criteria 3 - The candidate must possess a passion for education and some direct experience with schools, teachers and other education resources. This may include personal and professional seminars, specialized course work, and company training programs.

In general, the board must be experienced and clearly focused on the school and its place in the neighborhood. It must be the intent of the board that the school become the neighborhood school of choice and that a sense of ownership is developed among the parents as well as the neighborhood as a whole. The executive board must be a minimum of five members and not larger than eleven members.

Roles and Responsibilities for the Board and principal are delineated as follows:

Task/Issue	Role of the Board	Role of the Principal
General Issues	The Board upholds the mission and philosophy of the school; The Board is primarily responsible with fiduciary oversight.	The principal is responsible for day to day operations of the school, in accordance with the mission, philosophy and policies established in the charter.
Curriculum	The Board shall review academic outcomes and discuss concerns with the principal and Imagine	The principal is, first and foremost, the instructional

	Schools, Inc.	leader of the school, responsible for all academic outcomes.
Personnel Decisions	The Board will conduct an annual performance review of the principal with Imagine Schools, Inc.	The principal shall be responsible for hiring, evaluating and terminating, if necessary, any employees of the school in accordance with the policies.
Budget	The Board provides fiscal fiduciary oversight and ensures that fiscal policies are implemented in a timely, appropriate, and intended manner. The Board approves the annual budget.	Imagine Schools, Inc. and the principal will work together to develop the budget and present it to the board for further comment and approval.
Discipline and Parental Concerns	The Board will hear formal appeals involving members of the school community in areas of student discipline and parental concerns, but only after talking directly to the principal.	The principal and the school employees will make decisions regarding personnel, student discipline, and grade retention.
Authorizer	The Board shall report to the Authorizer as required by the state statutes and regulations.	The principal shall provide information and responses to the authorizer as requested by the Board or by the Authorizer.

*Board Governance documents are provided in Attachment 4
Statement of Assurances is provided in Attachment 5
Board member information is provided in Attachment 6
Code of Ethics and Conflict of Interest Policies are provided in Attachment 7*

School Management Contracts

Founded in 2004, Imagine Schools began with a mission that continues today:

As a national family of public charter school campuses, Imagine Schools partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character.

Building on a foundation established by the original founders of Imagine Schools, a new leadership team has a clear vision for serving students and families:

Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for life-long success.

This new national leadership team, led by CEOs and Presidents Barry Sharp and Jason Bryant, includes new Chief Academic Officer Dr. Nancy Hall and Chief School Operations Officer Alan Olkes. This team is intent on raising the academic expectations and outcomes for more than 38,000 students served at Imagine campuses in 11 states and the District of Columbia.

At the local geographic level in Indiana, this team includes Amy Buttke as Executive Vice President, Stephanie Lowery as Regional Director, Allyson Peterkin as Regional Curriculum and Instruction Specialist, and Bianca Rivers as Regional Teacher Development/Academic Coach.

Network Vision, Growth Plan & Capacity

As part of the Imagine Schools network, there is a vision for strategic and sustainable growth in Indiana. Additional K-8 campuses in both the Indianapolis and Ft. Wayne communities would serve an estimated 1200-1800 students in total. An initial feasibility study for a high school expansion at the Imagine West campus has also been conducted. This growth in both the number of campuses and the grades served would provide a continuum of educational choice for parents. Additionally, it will allow for greater statewide collaboration in supporting academic and instructional best practices and professional development for teachers and school leaders.

Network management

Imagine Schools national leadership team, led by CEOs and Presidents Barry Sharp and Jason Bryant, includes Chief Academic Officer Dr. Nancy Hall and Chief School Operations Office Alan Olkes.

At the geographic level in Indiana, this team includes Amy Buttke as Executive Vice President, Stefani Lowery as Regional Director, Allyson Peterkin as Regional Curriculum and Instructional Specialist, and Bianca Rivers as Regional Teacher Development/Academic Coach.

Decision Making Process Chart is provided Attachment 8

Education Service Provider documentation is provided in Attachment 8

Organization's Business Plan is provided in Attachment 9

Organizational Charts are provided in Attachment 10

Section II: School Design

Education Plan

Curriculum and Instructional Design

Imagine West has a classroom-based learning environment. Low class sizes allow for a more conducive learning environment. Imagine West utilizes only research-based curriculum and core program materials.

Imagine West's Curriculum is designed to build student's knowledge each year by ensuring that skills and content are mastered and that students have the opportunity to learn challenging content and achieve at high levels. Imagine West services students with varying needs, including students with disabilities, gifted and talented and students at risk. The school believes that all students can and will

learn the same curriculum, using a variety of programs and instructional methods. Creating a rigorous curriculum has been a priority. All curriculum, textbooks, lesson plans, and assessments are aligned with meeting or exceeding Indiana Academic Standards, as well as the Common Core Standards. Regional Pacing Guides were created based on the Common Core Standards and were aligned to meet the transition of Indiana Academic Standards. Teachers align the standard(s) with each lesson/unit and supplement lessons when needed to provide students with well-rounded, standard-based differentiated instruction.

Imagine West has chosen to adopt *Reading Street Common Core* ©2013 as its reading and language arts core program in grades K-6. *Reading Street Common Core* ©2013 has a comprehensive, integrated, core reading and language arts series which has units of study in concepts and language for sustained and transferable knowledge. It helps teachers plan for small group differentiated instruction that ensures equity and access for all learners to the high expectations of Indiana's Common Core Standards. Also included is a parallel digital world for a highly-engaging digital classroom. *Reading Street Common Core* ©2013 is fully approved by the Indiana Department of Education as a core reading program in grades K-6.

Imagine West uses the *Prentice Hall Literature* program in grades 7 and 8 for reading and language arts. This program is aligned to the Common Core Standards and provides rigor to prepare our students for a successful high school career. Our writing curriculum is composed of the *Writing Coach* program and Writer's Workshop 6+1 Writing Traits structure. Writing Coach provides a technology component to assist students in evaluating their own writing. Writer's Workshop provides a focus to develop the components of writing and a structure that differentiates for individual students.

Imagine West has chosen to adopt *enVision Math*, which is Common Core aligned, as its math core program in grades K-5. The program develops conceptual understanding through daily problem-based interactive learning and step-by-step visual learning. *enVision* includes content materials which are used to develop small group differentiated lessons using hands-on manipulatives.

Imagine West has chosen to adopt *Big Ideas Math*, Common Core curriculum, as its math core program in grades 6-8. *Big Ideas Math* was systematically developed using learning and instructional theory to ensure the quality of instruction. Students gain a deeper understanding of math concepts by narrowing their focus to fewer topics at each grade level. Students master content through inductive reasoning opportunities, engaging activities that provide deeper understanding, concise stepped-out examples, rich thought-provoking exercises, and a continual building on what has been previously taught. Technology is integrated into the *Big Ideas* program.

Science includes the study of life science, Earth science and physical science. Thematic units are being developed by teachers in correlation with *Reading Street Common Core* ©2013 in grades K-6. Units of study are being developed in grades 7 & 8 based on Common Core State Standards and Indiana Academic Standards. The units include options for hands-on, experimental science activities. Students work extensively with appropriate materials, measuring devices, and scientific instruments. *Reading Street Common Core* ©2013 program has developed and integrated science into the reading series. Teachers utilize non-fiction leveled readers for science instruction which correlate to grade level themes.

Imagine West will continue to collaborate with our Governing Board to pursue additional science and math opportunities. Possibilities include the Indiana Science Initiative, National Math and Science Initiative, and the ISTEM Resource Network at Purdue University.

Social Studies includes the study of history, geography and government. Units of study are created by teachers in correlation to *Reading Street Common Core* ©2013 in grades K-6. Social Studies lessons in grades 7 and 8 are based on the Indiana Academic Standards. Teachers use a variety of teacher created materials to develop the units of study and accomplish the lesson objectives through project-based learning.

Imagine West believes that technology is an important part of a 21st century educational program and has incorporated it in each curriculum area. Currently, students and teachers utilize the COWS (Computers on Wheels) laptops, SMART Boards in each classroom and the 3 computers in each classroom to complete assignments. Students attend a technology class every third day to prepare students to use technology tools, the technology curriculum uses instructional and productivity software to reinforce academic skills, internet to conduct research and, promotes technology as a means of communicating. The technology course addresses the personal computer, the internet, multimedia and research.

Course Scope and Sequence is provided in Attachment 11

Imagine West has implemented a rigorous teacher evaluation system in order to ensure that every student is learning and has the same opportunity to have an effective teacher.

The Imagine West Teacher Evaluation looks at two components:

a. Professional Practice – Teacher Effectiveness Rubric - TER

Includes:

- Four Domains
 - Domain 1: Preparation and Planning
 - Domain 2: Effective Instruction
 - Domain 3: Leadership
 - Domain 4: Core Professionalism
- Teacher Evidence submitted for Domains 1 and 3
- Observations (both Formal and Informal)
- Post-Observation Conferences
- Final Summative Evaluation

b. Student Learning Evidence

Includes:

- Individual Growth Model Data – Grades K-8 (NWEA)
- Student Learning Objectives – Objectives set by the teacher that students will achieve by the end of the school year.
-

Imagine West has implemented the following instructional strategies to support the success of its educational plan:

Instructional Strategies & Rational for Strategy Focus with Targeted Student Population

- Instructional Strategies: Marzano Nine High Yield Research Based Strategies (See Attachment Marzano's High Yield Instructional Strategies Chart)
 - Identifying similarities and differences

Summarizing and note takinga. **Professional Practice – Teacher Effectiveness Rubric - TER**

-
- Reinforcing effort and providing recognition
- Homework and practice
- Cooperative learning
- Non-linguistic representation
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advanced organizers
- Rational for Implementing the Marzano Strategies with Targeted Student Population
 - The research on the Marzano Nine High Yield Instruction Strategies shows significant gains in student achievement among all student demographic groups. See the attached summary of the Marzano Nine Instructional Strategies and the research findings.
- Instruction Strategy: Gradual Release of Responsibility Model (Vygotsky's Zone of Proximal Development) Teachers organize lesson plans to teach concepts in mini-lesson where the teacher models concepts (I do); then the teacher supports students by practicing the concept with students (we do); next, students practice the concept in a collaborative group; lastly, student practice the concept independently and are finally assessed on mastery.
 - I do
 - We do
 - You do (collaborative)
 - You do (independent)
- Rational for Implementing the Gradual Release Model with Targeted Student Population
 - The Gradual Release Model is research based
 - ELL population: second language learners must have strong teacher support with a slower graduated release.
 - Low SES population: because of the correlation between low SES and cognitive ability our students need more support with a new concept and a differentiate release toward independence.

1. Methods and Systems for Differentiated Instruction

- Guided Reading-Students' reading levels are assessed by taking running records. Students are placed into appropriate groups to receive differentiated instruction. Students practice language concepts at learning centers designed to meet individual needs.
- Guided Math-Through various assessments students' specific needs are determined. Teachers work with small groups of students on the specific concepts of need. Students practice concepts at learning centers designed to meet individual needs.
- A multi-sensory strategy is used to improve students' learning of phonics and phonemi awareness.
- Writer's Workshop 6+1 Writing Traits-This method is organized around a whole group mini-lesson and guided practice through teacher/student writing conferences.

Pupil Performance Standards

Proposed 2014-2015 ~ School/Parent Guide for Imagine West

Promotion/Retention Policies and Standards

(Contingent on Board Approval)

Academic Guidelines for Promotion: Kindergarten-Eighth Grade (see *Academic Promotion Guidelines*)

In general, for grades K-2, students who have mastered the Common Core State Standards scoring 70% or above on classroom assessments will be promoted to the next grade level at the end of each school year.

In general, for grade 3, students who have mastered the Indiana State Standards and Common Core State Standards scoring 70% or above on classroom assessments will be promoted to the next grade level at the end of each school year. Additionally, students in grade 3 must pass the IREAD-3 assessment to be promoted to the next grade.

In general, for grades 4-8, students who have mastered the Indiana State Standards and Common Core State Standards scoring 70% or above on classroom assessments will be promoted to the next grade level at the end of each school year.

Communication of Promotion Policies and Standards to Parents and Students

Students and parents will be notified of Imagine West's promotion policies/standards and retention policies at the beginning of the school year via the school handbook.

Parent Notification of Promotion

Parents will be notified of promotion to the next grade in the comments section of the last report card for the year.

Parent Notification of Retention

Parents will be notified of teacher recommendation for retention by midterm of the 3rd quarter. The teacher will contact parents to set up a meeting. Midterm of the 4th quarter, after observation and data collection, if a student is still performing low; the teacher will contact the parents to set up a meeting to discuss Imagine West's policy on the remediation summer school requirements for promotion to the next grade.

Retention Defined

Grade retention refers to the practice of keeping a child in the same grade for more than one year, typically because of low academic performance.

Purpose for Retention

In most cases, parents and educators retain students because they have not mastered skills needed to be successful at the next grade level. They believe that receiving the same instruction for another year will provide more time for the child to learn the skills they need to be academically successful.

Retention Protocol and Process (Contingent on Board Approval)

Process for Retention of a Student

1. After the RTI process has been followed and the student has received Tier 2 intervention, the teacher may make the recommendation for retention.
2. The teacher must provide documentation for why retention is being recommended.
Submission must include:
 - a. NWEA scores
 - b. Acuity scores (grades 3-8)
 - c. DIBELS/mClass scores (grade K-2)
 - d. Summative assessment data
 - e. Attendance records
 - f. Parent communication logs
 - g. Copies of all report cards and progress reports
 - h. Completed student history document
 - i. RTI documents
3. Parents must be notified through a conference with the teacher of possible recommendation for retention by midterm of the 3rd quarter.
4. If the student has not made adequate progress by midterm of the 4th quarter, he or she will be required to attend remediation summer school. The parent will be notified via letter, and a meeting will be scheduled. All staff involved with the student and an administrator should be in attendance. The staff will explain the remediation summer school requirement.
5. Student must satisfactorily complete the remediation summer school requirements and pass the exit examine to be promoted. If the student does not meet these requirements, the parent will be notified via letter, and a meeting will be scheduled. All staff involved with the student and an administrator should be in attendance. (see *Academic Promotion Guidelines*)

Decision to Retain

The decision to retain a student is a collective decision by the teacher, parent and or guardian/caregiver, and the principal in most situations. If a parent does not agree with the recommendation to retain their child, the parent will be required to sign a document stating their final decision.

Exceptions: In certain cases listed below the school staff can automatically retain a student without the consent of a parent:

- Student who is deemed to be truant may be automatically retained without parent consent.
- Third grade student who fails the IREAD-3 assessment may be automatically retained without parent consent.
- Student who is currently in the fourth grade but is listed as a third grade student with the state because of failing IREAD-3 the previous year, and who fails to pass the IREAD-3 assessment while in fourth grade may be automatically retained without parent consent.

Academic Promotion Guidelines Grades K-2

(Contingent on Board Approval)

To determine a student's promotion and/or retention status and summer school requirement(s), please see grid below.

School-Wide Assessment NWEA (gr. K-2)	Academic Performance	Level of Achievement	Summer School Status & Requirement (s)	Summer School Final Achievement Level	Final Promotion Status
NWEA scores in both reading AND math at or above the 24 th percentile	Passing final report card grades in reading AND math at the 70% or above	1A	<u>Summer School NOT Required</u> <ul style="list-style-type: none"> • Promote to the next grade in June 		
	Failing final report card grade in reading OR math OR both 69% or below	1B	<u>Summer School Required</u> <ul style="list-style-type: none"> • Summer Exit Exam NOT required Promote to the next grade in August <u>AFTER</u> successful completion of summer school	Satisfactorily Completed	Promoted with Supports
NWEA scores in reading OR math OR both between the 11 th -23 rd percentile	Passing final report card grades in reading AND math at the 70% or above	2A	<u>Summer School NOT Required</u> <ul style="list-style-type: none"> • Promote to the next grade in June 		
	Failing final report card grade in reading OR math OR both 69% or	2B	<u>Summer School Required</u> <ul style="list-style-type: none"> • Summer Exit Exam Required Promote to the next grade in August <u>AFTER</u> successful completion of summer school and	Satisfactorily Completed	Promoted with Supports
				Not	May be Retained

	below		receiving a passing score on Summer Exit Exam	Satisfactorily Completed	with supports
NWEA scores in reading OR math OR both at or below the 10 th Percentile	Passing final report card grades in reading AND math at the 70% or above	3A	<u>Summer School Required</u> <ul style="list-style-type: none"> Summer Exit Exam Required Promote to the next grade in August AFTER successful completion of summer school and receiving a passing score on Summer Exit Exam	Satisfactorily Completed	Promoted with Supports
				Not Satisfactorily Completed	May be Retained with supports
	Failing final report card grade in reading OR math OR both 69% or below	3B	<u>Summer School Required</u> <ul style="list-style-type: none"> Summer Exit Exam Required Promote to the next grade in August AFTER successful completion of summer school and receiving a passing score on Summer Exit Exam	Satisfactorily Completed	Promoted with Supports
				Not Satisfactorily Completed	May be Retained with supports

Academic Promotion Guidelines Grades 3-8

(Contingent on Board Approval)

To determine a student's promotion and/or retention status and summer school requirement(s), please see grid below.

School-Wide Assessment NWEA (gr. 3-8)	Academic Performance	Level of Achievement	Summer School Status & Requirement (s)	Summer School Final Achievement Level	Final Promotion Status
NWEA scores in both reading AND math at or above the 24 th percentile	Passing final report card grades in reading AND math at the 70% or above	1A	<u>Summer School NOT Required</u> <ul style="list-style-type: none"> Promote to the next grade in June Participate in June Graduation ceremony (8th grade) 		
	Failing final report card grade in reading OR math OR both 69% or below	1B	<u>Summer School Required</u> <ul style="list-style-type: none"> Summer Exit Exam NOT required Promote to the next grade in August AFTER successful completion of summer school	Satisfactorily Completed	Promoted with Supports Promoted 8th grade students will receive a diploma
				Not Satisfactorily Completed	May be Retained with supports
NWEA scores in reading OR math OR both between the 11 th -23 rd percentile	Passing final report card grades in reading AND math at the 70% or above	2A	<u>Summer School NOT Required</u> <ul style="list-style-type: none"> Promote to the next grade in June Participate in June Graduation ceremony (8 th grade)		
	Failing final report card grade in reading OR math OR both 69% or below	2B	<u>Summer School Required</u> <ul style="list-style-type: none"> Summer Exit Exam Required Promote to the next grade in August AFTER successful completion of summer school and receiving a passing score on Summer Exit Exam	Satisfactorily Completed	Promoted with Supports Promoted 8th grade students will receive a diploma
				Not Satisfactorily Completed	May be Retained with supports
NWEA scores in reading OR math OR both at or below	Passing final report card grades in reading AND math at the 70% or above	3A	<u>Summer School Required</u> <ul style="list-style-type: none"> Summer Exit Exam Required Promote to the next grade in August AFTER	Satisfactorily Completed	Promoted with Supports

the 10 th Percentile	Failing final report card grade in reading OR math OR both 69% or below	3B	successful completion of summer school and receiving a passing score on Summer Exit Exam	Not Satisfactorily Completed	a diploma May be Retained with supports
			<u>Summer School Required</u> <ul style="list-style-type: none"> Summer Exit Exam Required Promote to the next grade in August <i>AFTER</i> successful completion of summer school and receiving a passing score on Summer Exit Exam	Satisfactorily Completed	Promoted with Supports Promoted 8th grade students will receive a diploma
				Not Satisfactorily Completed	May be Retained with supports

IREAD-3 Promotion and Retention Policy

Imagine West adheres to the requirements of the Indiana Department of Education policy for students in grade three who fail to pass the Indiana Reading Evaluation and Determination Assessment (IREAD-3). Accordingly, a student who does not pass the IREAD-3 assessment either during the assessment period in the school year or during the summer assessment window, in the following school year, will continue to receive instruction in grade three reading, will be officially reported as a third grader, and will fully participate in the grade three ISTEP+ assessment. The Indiana State Board of Education has given the responsibility to the local school to design a program that meets the learning needs of students. Below are the Good Cause Exemptions in which students do not adhere to and the Indiana Life Sciences Academy I-Read-3 Promotion and Retention Policy.

Good cause exemptions that may be considered are:

- A. a student who has been previously retained two times prior to the fourth grade;
- B. a student with disabilities whose case conference committee has determined that promotion is appropriate;
- C. an English Language Learner student whose Individual Learning Plan (ILP) Committee has determined that promotion is appropriate.

I-Read-3 Promotion Policy

State IRead-3 Assessment	Performance on IRead-3 Assessment	Level of Achievement	I-Read Prep Course Status and Requirement(s)	Summer school Final Achievement Level	Final Promotion Status
I-Read 3	Pass or Pass+ Score (Spring)	IR-1A	<u>Prep Course is NOT Required</u> Promote to grade 4 in June		

				Satisfactorily Completed Retake	Promoted with Supports Promoted to the 4th grade
	Did Not Pass (Spring)	IR-1B	<u>Prep Course is Required</u> I-Read-3 Retake Required	Not Satisfactorily Completed	<p>Students who fall into the 1A and 2A level of achievement will not be required to attend Summer School but will be promoted to the 4th grade with a required 90 minute Intensive Remediation Monday-Friday. Students will be reported to the state of Indiana as a 3rd grader but will receive both 3rd & 4th grade reading instruction.</p> <p>Students who fall into the 1B and 2B level of achievement will be required to attend summer school and based on the satisfactory outcome students will either be promoted with Intensive Remediation or retained.</p> <p>Students who fall into the 3A and 3B level of achievement will be retained in the 3rd grade.</p> <p>Students who fall under the Good Cause exemptions will be promoted to the 4th grade.</p>

Academic Exit Standards are provided in Attachment 12

School Calendar and Schedule are provided in Attachment 13

School Culture

The culture of Imagine West fosters a positive academic environment and reinforces student intellectual and social development by focusing on individuals’ strengths, interests and needs through the integration of the Imagine Shared Values of Integrity, Justice and Fun.

Integrity ensures that decisions are made with the whole school in mind. Collaboration on all levels, through PLCs and advice seeking, is necessary as stakeholders work together towards a common goal of success for all students. All stakeholders are important contributors towards the Integrity of the school.

Justice ensures that each person’s individual needs are met and that each person receives what they need to be successful. Utilizing data to make decisions regarding instruction for students, as well as

professional development for teachers, is necessary as stakeholders work together towards a common goal of academic success for all students. All stakeholders are important contributors towards Justice being practiced in the school.

Fun ensures that all stakeholders have the opportunity to take an active role in the daily operation of the school by participating in the decision-making process. Asking advice, making, supporting, and being held accountable for decisions are all necessary as stakeholders work together towards a common goal of success for all students. All stakeholders are important contributors towards Fun being implemented in the school.

Academic success for all students through rigorous, relevant instruction in an environment that is conducive to learning is vital. Throughout the building, signage and displays of expectations and achievement are visible. Rotating displays of student academic accomplishments and evidence of community involvement are updated frequently. Students are encouraged and recognized for displaying positive character traits.

Classroom environments are designed around student data, with current scores prominently displayed and student data binders readily available. All students participate in Eagle Success Time, a daily 30-minute block of small group, differentiated instruction allowing students to be remediated, or accelerated, depending on individual student need. Groups are fluid, changing every two weeks in response to student data, to ensure each student's current needs are met. Eagle Success Time is facilitated by classroom teachers with the assistance of Title I, ELL, and Special Education teams. Teachers and staff work collaboratively to address student achievement. Students are supported and celebrated as they continue to grow.

For Students –

A typical day for students begins with arrival. Most students ride the bus to school, arriving on one of two rounds of buses. Students can also arrive by car, and a few students walk to school. Students are allowed to enter the building at 7:25 a.m., and breakfast begins at 7:30. Families can participate in Before/After Care programs available from 6:00 a.m. – 6:00 p.m. After breakfast, students report to classrooms and begin the day, which starts at 8:00 with a school wide recitation of the Pledge of Allegiance over the intercom system followed by a student leading the school in a character pledge. Following morning announcements, the instructional day begins.

For a third grader, the first 30 minutes of class (8:15-8:45 a.m.) is focused on either Science or Social Studies (alternates by week) which is taught Monday-Thursday using Simple Solutions. This spiraling program centers on related concepts for the week (ex: Native Americans, Declaration of Independence, Map Skills), culminating in a Simple Solutions quiz on Fridays. Brain Pop videos are utilized to provide more exposure to the week's concepts. Beginning at 8:55 a.m., all third grade classes go to Special Area (Art, Technology, or Physical Education) for a 45-minute block.

Beginning in the 2014-15 school year Music will be added to the Special Area rotation.

Reading Block for third grade begins at 9:45 a.m. During the next 140 minutes, students progress through various literacy-based activities including a whole group Reading Street lesson as well as small group, differentiated activities which include Guided Reading groups, literature circles, writing opportunities, vocabulary development, and independent reading/writing. Students are exposed to strategies which are phonics-based and combine visual, auditory, and kinesthetic activities to teach reading. Also included in

this timeframe is Eagle Success Time, a daily 30-minute block of small group, differentiated instruction allowing students to be remediated or accelerated, depending on individual student need, with a focus on preparing students to take the IRead 3 assessment. Groups are fluid, changing every two weeks in response to student data, to allow each student's current needs to be met. Eagle Success Time is facilitated by classroom teachers with the assistance of Title I, ELL, and Special Education teams.

Following a 30-minute lunch period and 15 minutes of recess, third graders return to class and begin their Math Block, which lasts from 12:50-2:20 p.m. Envision Math whole group instruction makes use of Smartboard technology to provide interactive activities to reinforce grade level math concepts. During this time frame students also participate in differentiated guided math groups based on individual student needs.

Writer's Workshop occurs between 2:20-2:50 p.m. Students participate in mini lessons focusing on writing concepts, followed by individual conferences with the classroom teacher. Students also participate in various stages of the writing process, including pre-writing, editing, peer editing, and publishing.

For Teachers -

Teachers' expected arrival time is 7:15 a.m. each morning, although most teachers arrive well before this to prepare classrooms for students. Students enter the building at 7:25 a.m., and children not eating breakfast go directly to class, so teachers have individualized morning work waiting on student desks. Teachers personally greet each student at their classroom door each morning. At 8:00 a.m. the instructional day begins after school-wide announcements and routines. For a third grade teacher, the first 30 minutes of class (8:15-8:45 a.m.) is focused on either Science or Social Studies (alternates by week) which is taught Monday-Thursday using Simple Solutions. This spiraling program centers on related concepts for the week (ex: Native Americans, Declaration of Independence, Map Skills), culminating in a Simple Solutions quiz on Fridays. Brain Pop videos are utilized to provide more exposure to the week's concepts.

Beginning at 8:55 a.m., all third grade teachers take their classes to Special Area (Art, Technology, or Physical Education) for a 45-minute block. On Wednesdays, teachers use this time to meet in their PLC to discuss student academic data with a member of the regional Academic Team. Team planning and individual classroom preparation takes place on the other days of the week.

Beginning in the 2014-15 school year Music will be added to the Special Area rotation. Team meetings will be expanded to one hour. Once per week, meetings will focus on student data analysis and planning for student interventions. An additional meeting will be held each week to discuss curriculum design, family conferencing and administrative concerns. The Academic Team will be expanded to include a dedicated test coordinator/data manager who will work exclusively to assist teachers with understanding student assessment data and provide timely recommendations for student intervention, as well as manage all testing. The Test Coordinator/Data Manager will report directly to the Assistant Principal for Academics.

Reading Block for third grade begins at 9:45 a.m. During the next 140 minutes, teachers deliver a whole group Reading Street lesson as well as facilitate small group, differentiated activities. Teachers meet with at least two Guided Reading groups, and supervise students as they participate in literature circles, writing opportunities, vocabulary development, and independent reading/writing. Strategies which encompass visual, auditory, and kinesthetic activities supplement the reading instruction.

Included in this timeframe is Eagle Success Time, a daily 30-minute block of small group, differentiated instruction allowing students to be remediated or accelerated, depending on individual student need, with a focus on preparing students to take the IRead 3 assessment. Groups are fluid, changing every two weeks in response to student data, to allow each student's current needs to be met. Eagle Success Time is facilitated by classroom teachers with the assistance of Title I, ELL, and Special Education teams.

Classroom teachers meet with on-grade-level students, and may also supervise a group of students who are working on extended learning activities at this time.

Third grade teachers have lunch duty every three days and are assisted by a member of the Leadership Team. Following the 30-minute lunch period and 15 minutes of recess, third graders return to class and begin their Math Block, which lasts from 12:50-2:20 p.m. Teachers utilize Envision Math whole group instruction, which takes advantage of whiteboard technology to provide interactive activities to reinforce grade level math concepts. During this time teachers also lead differentiated guided math groups based on individual student needs.

Writer's Workshop occurs between 2:20-2:50 p.m. Mini lessons focusing on writing concepts occur, followed by individual conferences with students. Teachers also supervise students in various stages of the writing process, including outlines, writing, editing, peer editing, and publishing.

Dismissal begins with announcements at 3:00 p.m. One grade level teacher escorts bus students to a designated bus loading zone, then returns to escort car riders to the gym, where they supervise students until they are called to the pick-up area for their ride home. The other two third grade teachers remain with students who ride second-shift buses, helping students with homework or providing tutoring. Teachers dismiss students to their bus as buses are announced.

Once all students have been dismissed, teachers prep for the next day. On the first Wednesday of each month, staff stays after school until 5:00 for a staff meeting. On the third Wednesday of each month, staff stays after school until 5:00 for professional development. RTI Team meetings occur on the alternate Wednesday afternoons; referring teachers are required to attend. Additional after school meetings are sometimes required for professional development or for various taskforce meetings. Each staff member participates on a taskforce committee (Parent Choice, Academic Achievement, Character Development, School Development, or Shared Values) in order to deepen the school culture of Integrity, Justice and Fun and to facilitate improvements and change for students and the school.

Supplemental Programming

Imagine West will only offer I-Read3 remediation for the 2013-2014 SY. Imagine West will offer Summer School for the 2014-2015 SY. The summer school program will be offered for both remediation (required) and enrichment (optional). The summer school program will be offered in two models, online (virtual campus), and direct delivery (face-to-face). Students will be identified for remediation summer school by using the promotion and retention policy flow-chart. Any student who is not required to attend remediation summer classes is welcome to sign up for the enrichment classes.

Imagine West is exploring partnerships with local programs to host the enrichment classes in the building (i.e. YMCA, Art with a heart, IUPUI, Butler, Indianapolis Symphony, etc.) Cost/funding for remediation will be based on the program and partnership. Summer school for remediation will consist of a four-week program. Students who will be attending via online will have to complete assignments via Moodle. Lessons will be uploaded weekly and students will have seven days to complete readings and view online

lectures and projects. Students will upload complete project pictures to the Moodle site. Students who will be attending summer remediation classes face-to-face will arrive at 8:30a.m. and dismiss at Noon. A daily snack will be provided. The student teacher ratio will be 10:1. The program will be funded through remediation funds and Title I funding. Parents will provide transportation.

Imagine West offers multiple extracurricular activities for students. In the fall, cross country, flag football, and volleyball are offered. In the winter, girls and boys basketball and cheerleading are available. In the spring, students may participate in soccer and track and field. These sports typically last eight weeks and are coached by members of the staff or parents. Extracurricular activities are funded through an athletic account. Student-athletes must maintain a C average, maintain good behavior standings, and pay a \$25.00 fee.

Behavior RTI

Students have the right to a safe, effective, learning environment and all students can learn. Imagine West recognizes the importance of developing the whole child. In order for students to be successful it is important that they are taught the expectations of how to be productive at home, at school, and in the community. Building strong relationships is an important part of creating a positive school culture.

Improving student behavior was identified as a SMART goal for the 2013-14 school year. As a result, a school-wide goal was set of reducing out of school suspensions by 50% as monitored by quarterly referral counts and compared to 2012-2013 school year EOY counts. The behavior team supports learning in the classroom by being visible and enforcing school wide expectations and supporting teachers.

A proactive approach to creating a positive school culture has been implemented.

Tier I

- All students receive Tier I supports in their classroom.
- Tier I for behavior consists of:
 - Following the school wide expectations.
 - Following the school wide behavior plan.
- Students are given multiple opportunities to be successful in the classroom.

Tier II

- Tier 2- Students may be identified as needing additional supports based on behaviors in the classroom.
- Tier 2 Interventions would consist of:
 - Parent Conference (discussing strategies with the parents and getting advice on how to motivate the student).
 - Individual Behavior Plan (the behavior team will work with the special education team and the classroom teacher to create an individual behavior plan).
- These interventions will be monitored to see if they have been successful before moving to Tier 3.

Tier III

- Tier 3 students are those students who have not been successful in Tier 2 with additional

- support.
- Tier 3 interventions consist of:
 - FBA (Functional Behavior Analysis)
 - Implement an individualized behavior plan using the data from the FBA.
- If a student is not successful in Tier 3 they will be referred for special education testing.

School Counseling Program

Effective for the 2014-15 school year, Imagine West will hire a school counselor to work with student two days per week. This counselor will report directly to the Assistant Principal for Behavior/RTI.

Imagine West is currently partnering with Gallahue Mental Health Services for on campus support for students needing a more individualized plan. The behavior team works with students and develops individualized behavior plans to promote positive behavior results. If a student is not successful with an individual behavior plan he or she is referred for individual counseling services. Gallahue will provide students with additional tools to be successful in the classroom. After taking these steps and working with a student and parents, a determination is made as to whether further testing is necessary to support that student.

Character Program

Developing our students' character is a major emphasis at Imagine West. Staff and teachers assist students in understanding their role as scholars and their place in the community. We work to shape our students' mindsets to be growth oriented and reinforce the importance and correlation between one's actions and one's resulting accomplishments. This in turn helps students understand the importance of displaying positive character traits at all times.

Each month a specific character trait is highlighted as a part of our focus on positively impacting the moral character development of our students. Throughout the month teachers and staff look for students who represent and display that month's specified character trait via their outward actions. At the end of each month the names of honored students are announced during morning announcements. A picture is taken and hung on the "Wall of Fame," and their names and picture are displayed on the Character Wall.

The character traits highlighted throughout the year are: Responsibility, Honesty, Trustworthiness, Adaptability, Responsibility, Courage, Respect, Compassion, Perseverance, and Loyalty. In recognizing students who demonstrate these traits at Imagine West, the staff also educates all students about the meaning of these words and how students and staff represent these traits to make a positive difference at home, in their school, and in their community.

Other activities offered at Imagine West include Math Bowl Team, Spelling Bowl Team, Star Spangled Banner Singers, and Cup Stacking Club. These are funded through grants with our partner companies or student activities funds. Clubs meet 2-3 times per week and usually last between 6-8 weeks.

Special Populations and At-Risk Students

Imagine West serves students who have a variety of special needs, including students with Individualized Education Programs (IEP), students with Section 504 plans, English Language Learners (ELL), students identified as intellectually gifted, and students at risk of academic failure. For the 2013-14 SY there are currently 54 students with IEPs, one student on a Section 504 plan, and 115 students receiving ELL support.

Imagine West utilizes the RTI Model to assist students who are at risk of academic failure, or if a student's behavior is interfering with their learning or that of their peers. Imagine West encourages teachers to differentiate all lessons, and to use the school's technology to provide those students who are intellectually gifted the opportunity to excel. Procedures are in place to allow students to be promoted to a higher grade if their academic data shows they are capable of continued success.

Imagine West utilizes data to determine when students need additional support, which is provided during Eagle Success Time by the Title I team. Additionally, students who do not improve in the targeted area of need are moved to Tier 3, which provides more intensive interventions. If data shows that a student has not made improvement in the targeted area and skill, then they are referred to the Special Education Department for testing.

Special Education students receive services to address a variety of disabilities including Autism, Learning Disability, Cognitive Disability, Emotional Disability, Other Health Impairment, Orthopedic Impairment, and Speech and Language Impairment. Imagine West currently meets the learning needs of these students through a variety of ways - using inclusion, pull-out, and a self-contained classroom - which allows LRE for all students. Students who need specific behavior support, based on their IEP goals, receive coping and social skills training through the Special Education Department.

Imagine West identifies students for Special Education services through psychological testing from a contracted agency. If parents request testing, the school has 50 instructional days to complete the evaluation. If a child goes through the RTI process, the evaluation is expedited to 20 instructional days. Students are re-evaluated every three years through psychological testing, with parent permission.

Once testing is completed, a case conference committee (CCC) convenes which includes a public agency representative, parents, general education teacher, teacher of record, MET representative, and, if needed, speech therapist (SLP) or occupational therapist (OT). At this time the testing is reviewed and, based on the CCC decision, the student is identified with a disability if the testing shows the child qualifies as having a disability.

The Special Education Department utilizes a variety of evidence-based instructional programs, practices, and strategies to help the students meet their IEP goals and be successful in school. The department uses a variety of programs, including Voyager - Passport, A to Z Reading, Vmath, Ticket to Read, MobyMax, Brain Pop, Readworks, Six Traits Writing, and other instructional programs used in the general education classrooms. Teachers in the Special Education Department have also been trained in Orton-Gillingham and Nonviolent Crisis Intervention (CPI).

Each child is treated as an individual regarding their learning, and needs. Special Education teachers use small group and individualized instruction, technology such as word processors and SOLO 6 to aid students in writing, hands on activities including manipulatives and calculators, concept maps and organizers, pre-teaching of vocabulary and concepts, modified assignments based on ability, a variety of educational games, sight word/vocabulary word walls, and audio books. The department has a variety of life skill and transition surveys, interest inventories, and career books to aid the students in gaining life skills and to help prepare for high school and beyond.

Students' progress is evaluated and monitored on a weekly basis, with progress monitoring throughout the nine weeks for their IEP goals. Data from Acuity, NWEA, regional, and classroom assessments is

used to assess the students' progress. Parents receive a report every nine weeks that shows their child's progress regarding their IEP goals along with their report card. Students on the alternative assessment (ISTAR) are daily and weekly assessed to see that they are on track for meeting the standards for this assessment.

Imagine West employs only highly qualified teachers with a valid Indiana teaching license that includes special education credentials for the Special Education Department. Currently, the Special Education Department includes a coordinator, two inclusion teachers, and a teacher for the self-contained setting. The occupational therapist and speech language therapist are both contracted employees. At this time, the combined teaching experience in this department is over 30 years.

The staffing of this department, including contracted employees, is adjusted based on students' educational and emotional needs. As students move into the school, or qualify for service, then staffing needs are reviewed and adjusted as needed. (Ex: speech services were increased from one day to two days due to student needs this year, and occupational therapy services have been reduced from a day to half day due to a reduced need at this time for this service).

Imagine West conducts a Home Language Survey on all new students when they enroll in our school. This survey gathers initial information regarding the student's predominate language, what language is most used at home, and whether the student has participated in a school-based bilingual or ELL program. Pre-LAS Links testing assists with placement as well as planning for individual student services.

Each student in the ELL program has an ILP which addresses specific goals, accommodations, and instructional strategies, based on the results of the student's English language proficiency. Small group differentiated instruction takes place during each grade level's Eagle Success Time so that ELL students have support on grade level standards. Services may be provided through both a push-in and pull-out model, based on student needs. ELL and general education teachers communicate frequently regarding student progress and the effectiveness of classroom accommodations.

Students are frequently progress monitored, utilizing LAS Links, NEW, Acuity, DRA, and DIBELS as well as classroom assessments and teacher feedback. Small group instruction targeting core academic deficiencies utilizes pictorial representations, dual language dictionaries, computer programs such as Moby Max, graphic organizers, and vocabulary studies. After school tutoring is also available for students performing below grade level.

LAS Links assessments are administered annually to students in the ELL program, and ILPs are adjusted according to the results. Students scoring 5 on LAS Links are put on a two-year monitoring program; after scoring 5 for two straight years students are considered proficient in English and exit from the ELL program. Students who do not show progress are considered for Tier 3 academic RTI assistance.

Imagine West's ELL department employs highly qualified teachers who have current Indiana teaching licenses and have been trained in ELL practices and procedures.

Imagine West has implemented RTI, which means that all students receive differentiated small group assistance daily, based on their current instructional needs. RTI is facilitated by our Title I team. A school-wide Title I program was implemented in 2010, which gives students access to additional assistance in English/Language Arts and/or Math as needed.

Students are identified for assistance through the following Academic RTI process:

Tier 1: ALL students

- All students receive 90 minutes of Reading Block and 60 minutes of Math Block with differentiated instruction to meet their needs within the classroom from their classroom teacher.

Tier 2: TARGETED students

Eagle Success Time provides learning opportunities that are supplemental to core instruction. All students participate in Eagle Success Time. Students falling into the bottom 25% (red) will be considered to be in RTI Tier 2 and will be serviced directly by Title I during Eagle Success Time.

- All students receive at least an additional 30 minutes of instruction in their area of need, facilitated by classroom teachers, Title I teachers and ELL teachers during Eagle Success Time.
- K-2 students are remediated using DIBELS Burst and progress monitored every 10 days.
- Grade 3-8 students are remediated using standards-based activities based on needs as evidenced through NWEA and Acuity using an 8 step process.
- Students not proficient after final assessment will be discussed for Tier 3

Tier 3: REFERRED students

- The RTI team will meet to discuss referred student data.
- The RTI team will create a plan for a specific student.
- Tier 3 students receive at least an additional 30 minutes of intensive one-on-one instruction in their area of need at least three times/week from a Title I teacher.
- Tier 3 remediation utilizes teacher-created lessons which are standards based.
- Tier 3 students will be progressed monitored weekly using formative assessments.
- Tier 3 will last at least 4 weeks.
- The RTI team will meet every two weeks with the classroom teacher to discuss if progress is being made.

Intervention programs and strategies used include DIBELS Burst, mClass, Handwriting Without Tears, My Sidewalks, and Summer Success. Additional student remediation will occur during Saturday Academy, a 14-week program beginning in January, 2014 to prepare students for high stakes assessments. Students will be identified for participation based on Acuity scores and in-class assessments.

Student Recruitment and Enrollment

As an existing school, we have full enrollment at this time. In the spring, re-enrollment forms are sent to current students. The history of the campus shows the ability to meet enrollment goals. Additionally, there is a history of active wait lists for every grade level during the school year.

Beginning with the 2014-15 school year, class sizes in grades K-3 will not exceed 20 students per class, and class sizes in grades 4-8 will not exceed 25 students per class. This class size reduction will be

maintained in order to increase student achievement. Additionally, Imagine West will strive for a total enrollment of 600 students.

Enrollment Policy is provided in Attachment 14

Student Discipline

The current behavior team consists of three team members with a goal of supporting learning in the classroom by being visible and enforcing school-wide expectations and supporting teachers. A proactive and positive approach to creating a positive school culture is evidenced in the school’s discipline policy and day-to-day interventions.

Discipline Policy is provided in Attachment 15

Parents & Community

1. Recent Enrollment 2012-2013:

<i>School Name:</i>	K	1	2	3	4	5	6	7	8
<i>Imagine West</i>	82	98	86	100	66	49	44	48	43
<i>Carl Wilde</i>	150	123	100	106	88	80	78	---	---
<i>Elder W. Diggs</i>	100	99	78	78	66	66	67	---	---
<i>James W. Riley</i>	70	77	60	56	41	59	59	29	---
<i>Riverside</i>	93	76	69	67	53	58	53	---	---

A-F Model:

<i>School Name:</i>	2010	2011	2012
<i>Imagine West</i>	F	D	C
<i>Carl Wilde</i>	C	A	A
<i>Elder W. Diggs</i>	C	C	F
<i>James W. Riley</i>	C	C	A
<i>Riverside</i>	D	D	F

Imagine West values the participation of parents in education. Parents are encouraged to visit their child's classroom at any time of day to check up on their behavior and academic environment. Additionally, volunteer opportunities are available for parents once a background clearance is obtained. Imagine West also provides a parent area in the media center including: computers with internet access, community resources, and books. They may also sign up for English classes given by the ESL Department.

Strong community ties are vital to the success of a charter school. Imagine West strengthens character education through community involvement. Activities to benefit the Leukemia & Lymphoma Society, Riley Children's Hospital, and Susan G. Komen Breast Cancer Foundation instill a connection with the surrounding community.

Partnerships also bring needed services to students and families at Imagine West. Examples include free eye exams and glasses for students from America's Best Eyewear. Box Tops for Education continue to provide student activity funds and is a way for parents to get involved with their child's school. Butler University has provided tutoring and assistance with ESL students. In-kind donations from Meijer, Target, and Wal-Mart also enhance student resources.

Imagine West has formed a partnership with Midtown Community Mental Health to provide professional development for staff on how emotional and behavioral needs affect student academic achievement. Students receive dental checkups through Healthy Smiles, Learning Well Clinic and Shalom Health Services provide the school with a nurse free of charge. A local bread distributing company, as well as Meijer, Wal-Mart, and Target, donate breads and groceries to staff and students.

Imagine West is teaming up with the NFL Play 60, Pacers Family Night, Indiana Ice Reading Caravan, and Butler Athletics to provide fun and learning for students. The Ronald McDonald Giving Back Program has donated a 45-minute play on making good choices to K-3 students. A partnership with Boy Scouts of America also continues.

Through these and other partnerships, we can demonstrate to students the importance of relationships, learning, and giving back to others.

Evidence of Community Support is provided in Attachment 16

Performance Management

Below are the school goals that Imagine West will aspire to achieve during the 2013-2014 SY. Goals for the 2014-15 SY will be set after the results of the 2013-14 SY ISTEP+ and EOY Suspension data has been received and a root cause analysis has been conducted.

- By the end of the 2013-14 school year, 80% of students at Imagine West in grades 3-8 will show proficiency or above in English Language Arts on the ISTEP+ Assessment.
- By the end of the 2013-14 school year, 80% of students at Imagine West in grades 3-8 will show proficiency or above in Math on the ISTEP+ Assessment.
- By the end of the 2013-14 school year, 80% of 3rd grade students at Imagine West will show proficiency and exceed state average on IRead-3 Assessment.
- By the end of the 2013-14 school year, out of school suspensions will reduce by 50% as monitored by quarterly counts and compared to 2012-13 school year EOY counts.

Imagine West will use DIBELS for grades K-2 (three times a year), NWEA grades K-8 (three times a year), Acuity (predictive and custom) for grades K-8 (predictive three times a year, custom as developed by teachers), Imagine Regional 4-week and 8-week assessments in Language Arts/Math, 6-week assessments in writing (quarterly) and SAT-10 grades K-8 (twice a year).

During the 2014-15 SY Imagine West will implement the 8-Step Instructional Process as the continuous improvement model for using data to drive student achievement for all students.

8 STEP INSTRUCTIONAL MODEL



The Data Coach/Manager will be directly responsible for hosting weekly data chats with teachers, disaggregation and collection of weekly data, keeping records of all data collected, and maintaining an up-to-date data room. The Assistant Principal of Academics, in conjunction with Imagine Schools regional academic support personnel, will be responsible for Professional Development to teachers and coaches on implementation, the development of the instructional calendars, and overseeing the full implementation. The 8-step process provides a comprehensive building-wide approach to increasing academic performance by all students in identified essential content areas. The program focuses on methods, strategies, and techniques to enable the Imagine West staff to raise the achievement of traditionally low performing students to reflect the students' "true" intellectual abilities. The Continuous Improvement Model follows the beliefs that children of all races and income levels can succeed, and tests determine whether these children are learning.

The model involves an eight-step process that regularly assesses students for enrichment and remediation:

STEP 1 – TEST SCORE DISAGGREGATION: Using the most recent state data, teachers and data coaches analyze and disaggregate the data, looking for strengths and weaknesses of the entire grade level and then of individual students.

STEP 2 – INSTRUCTIONAL TIMELINE: Teachers develop the calendar as a graphic organizer to ensure that they cover all of the standards before the state test is administered. Standards that have heavier weight on the test have more time, in addition to the standards on which students performed poorly.

STEP 3 – INSTRUCTIONAL FOCUS: Using the calendar, teachers teach a direct instructional focus to the class at grade level for all students.

STEP 4 - ASSESSMENT: After the instructional focus has been taught, administer a brief assessment to determine which students have mastered and which have not.

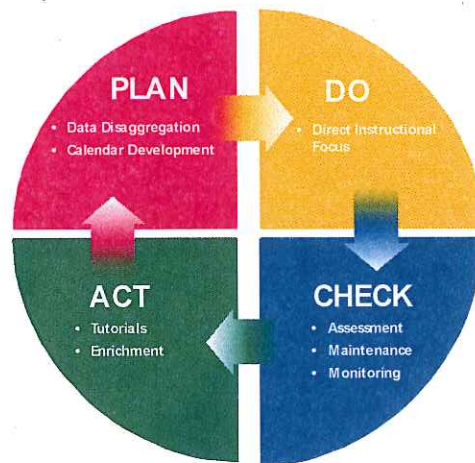
STEP 5 – TUTORIALS: Students who have not mastered the assessment are placed in small groups for tutoring and re-teaching of the standard

STEP 6 – ENRICHMENT: Students who did master the assessment are grouped for enrichment/extension activities related to the standard with emphasis on problem solving and higher order thinking skills.

STEP 7 – MAINTENANCE: Maintenance activities are calendared for review of standards previously taught.

STEP 8 – MONITORING: The process is constantly monitored for quality; the principal plays a key role in this step. The principal monitors practice and process, not the classroom teachers; if things are not going well, they work together to determine what to do.

Plan/Do/Check/Act Cycle



Within the 8-Step Process, the Plan-Do-Check-Act Cycle (used in Effective Business Models) is implemented as an approach to process analysis and improvement. PDCA requires careful analysis of student performance data and planning the instructional calendar. The 4-step cycle involves constantly defining and redefining the students' needs and wants. These steps leads to delivering or doing the instructional focus in the classroom, followed by checking the assessment, maintenance, and monitoring of the instructional focus. This cycle also ensures that improvement remains continuous and those with the power to make changes has the ability and data to do so. Teachers are able to provide enrichment and tutorials based on individual student needs.

Plan: Staff buy-in; data disaggregation; development of instructional calendar

Do: Instructional focus supported by research-based effective practices

Check: Frequent assessments; maintenance; and process monitoring

Act: Tutorials and enrichment

The benefits of implementing the Plan-Do-Check-Act:

- Gives teachers flexibility in how to teach by focusing on what to teach.
- Emphasizes key skills for every student.
- Allows students to retain skills in order to build higher skills.
- Aligns planning, instruction, assessment, and support toward student performance.
- Removes subjectivity and replaces it with a focus on results.
- Test scores validate standards instruction.
- It is a proven approach that achieves results.

Imagine West will investigate opportunities for electronic management of student data, (ex: Pearson Inform) to allow for class comparisons and school-wide performance with drill-down to students, concepts and standards for school improvement plans and actionable strategies. The capability to compare school-wide performance from subject area to concept-level and state standards for performance analysis and curriculum revision, as well as integration with the school's student information system, will provide teachers, administrators, parents, and students seamless access to analysis in the environment they visit most often. The Assistant Principal of Academics will oversee the upkeep of the data management system and will use the inputted data to make decisions for Professional Development to improve student achievement. The Data Coach/Manager will be responsible for warehousing the data and interpreting the data for classroom teachers.

Imagine West will partner with an outside organization to provide initial professional development for the implementation of the 8-Step process. After consultation a year-long PD plan will be developed with the first session taking place over the summer after all staff has been hired for the 2014-15 SY. At that time, objectives for administrators, teachers and coaches will be developed.

Imagine West will use our annual school goals (established by Education One, LLC and the Indiana Department of Education) to write our School of Excellence Plan that is based on our Imagine Schools *Academic Excellence Framework*, and will reflect at the end of each school year to evaluate how best to continue improving our students' achievement.

We will use the following process, from the example set forth by the Indiana Department of Education Accountability Waiver, as best practice:

- Phase 1: Root Cause Analysis and identifying three Priority Areas of Improvement,
- Phase 2: Data-Driven Intervention Selection – We will review our current intervention programs and review the effectiveness of the program and align all of our programming to the Federal Turnaround principals,
- Phase 3: Develop an implementation plan based on the identified priority areas of improvement. The plan will encompass Long term SMART Goals, Short Term SMART Goals and benchmarks SMART Goals aligned to each priority area of improvement.

The school leadership team, including Imagine Schools regional staff members, will be responsible for writing the school improvement plan, with the Assistant Principal of Academics responsible for overseeing the implementation and monitoring of the developed plan.

SECTION III – IMPLEMENTATION PLAN

Human Capital

HUMAN CAPITAL	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary/middle schools	1	1	1	1	1
Number of middle schools	0	0	0	0	0
Number of high schools	0	0	0	0	0
Total schools	1	1	1	1	1
Student enrollment	600	620	640	662	662
Management Organization Positions					
Executive Vice President	1	1	1	1	1
Regional Director	1	1	1	1	1
Regional Assessment Coordinators	4	4	4	4	4
Total back-office FTEs	6	6	6	6	6

Elementary School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	1	1	1	1	1
Assistant Principals	2	2	2	2	2
Academic Coaches	2	2	2	2	2
Title I Coordinator	1	1	1	1	1

Student Enrollment Coordinator	1	1	1	1	1
Data/Testing Coordinator	1	1	1	1	1
Elementary School Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers (Core Subjects)	28	29	30	31	31
Classroom Teachers (Specials)	4	4	4	4	4
Behavioral Management Team	2	2	2	2	2
Social Worker/Counselor	1	1	1	1	1
Title I Teachers	4	5	6	7	7
Business Manager	1	1	1	1	1
School Operations Support Staff	5	5	5	5	5
Total FTEs at elementary schools	53	55	57	59	59

School Leadership and Staff Hiring, Management and Evaluation

Imagine West has entered into an operating agreement with Imagine Schools, Inc. to provide personnel administration services. Imagine Schools, Inc. is the sole employer of all employees of the school, and it is responsible and liable with the school for the selection, hiring, compensation, benefits, worker's compensation insurance, unemployment insurance, and insurance in connection with its employees.

Staff recruitment is an Imagine West responsibility. In order to attract diverse and qualified candidates, the school has used the following strategies: participation in teaching fairs during the spring season (ex: Black Expo, Hendricks County Teacher Fair, Ball State Teacher Recruitment Fair, Teach for America, Indiana State University Teacher Recruitment Fair, University of Indianapolis Teacher Recruitment Fair). Imagine West has partnered with Teach for America to recruit two recent college graduates and professionals for two years in the school every year. Job vacancies are posted on the Indiana Department of Education website. The selection and hiring of our employees (10 months

and 12 months employees) follows all Imagine Schools policies and federal and state laws. *See attached hiring policy.*

Employment agreements are subject to criminal background check results and a copy of necessary credentials prior to hiring. Teachers and administrators are conditioned to hold a valid teaching/administrator certificate issued by the Indiana Department of Education, and compliance with the No Child Left Behind Act.

Compensation for our teachers (10 months employees) is based on degree completed and years of experience, and will have a yearly increase of three percent (3%). *See attached salary schedule.* No stipends are contemplated in our school agreements or policies.

Ten-month employees are paid a salary per the Employment Agreement year based on the school services days, on a semimonthly basis over a period of 12 months. Each payment represents 1/24th of the employment agreement salary, and a portion of the earned pay is accrued each paycheck and paid to the employee during the summer months, in order to ensure a steady stream of income. Twelve-month employees receive a pro-rata share of the annual salary on a semi-monthly basis, so long as they remain employed. Benefits are provided to employees in accordance with the Imagine Schools policy, and are based on full- or part-time employment status. *See current benefits summary*

Employee evaluations are conducted in order to provide an opportunity for supervisors to observe each employee and advise additional training or guidance as needed. Evaluations provide an objective support for disciplinary actions and improve employee performance. These evaluations will be conducted once per year as follows: School leaders will be evaluated once per year in the spring by the principal. Academic coaches will be evaluated once per year in the spring by the Assistant Principal of Academics. Behavioral team will be evaluated once per year in the spring by the Assistant Principal of Behavior. All support staff will be evaluated by the Principal once per year in the spring.

All employees agreements are subject of criminal background check results and a copy of necessary credentials prior to their first they of employment. Teachers and administrators are conditioned to hold a valid teaching/administrator certificate issued by the Indiana Department of Education, and compliance with the No Child Left Behind Act.

Compensation of our teachers (10 months employees) is based on degree completed and years of experience, and will have a yearly increase of three percent (3%). *See attached salary schedule.* No stipends are contemplated in our school agreements or policies.

Salaries for ten-month employees are paid a salary per Employment Agreement year based on the school services days, on a semimonthly basis over a period of 12 months. Each payment represents 1/24th of the employment agreement salary, and a portion of the earned pay is accrued each paycheck and paid to the employee during the summer months, in order to ensure a steady stream of income. Twelve-month employees salaries will receive a pro-rata share of the annual salary on a semi-monthly basis, so long as he remains employed.

Professional Development

School leaders are supported and developed throughout the year through participation in monthly Imagine Schools Regional Leadership Meetings as well as biweekly school level Leadership Meetings. These professional learning community opportunities allow for collaboration and

professional development on various topics including being an effective leader, daily building administration, budgeting, personnel, student achievement data analysis, response to student data, motivating and supporting teachers, goal setting, and achieving student proficiency. School leaders also have the opportunity to attend professional workshops which can positively impact their decision making and coaching; for example, all school leaders have been formally trained in the RISE evaluation process.

Trainings prior to the start of school will include workshops that address curriculum, assessments and student data analysis by grade bands. (Ex: 3-5 training includes Reading Street, Guided Reading, Envision Math, Guided Math, and using Acuity and NWEA data to drive small group instruction).

These trainings typically occur the week before school starts. Additional training needs will be determined in the spring of 2014, based on needs as evidenced by student achievement data, teacher evaluations, teacher growth plans, and staff requests.

The following specific professional development workshops were held prior to the start of the current school year: Introduction to Literacy Stations, The Importance of Large and Small Group Reading Instruction, Introduction to 6 Traits of Writing, Launching the Writers' Workshop, The Imagine Schools *Academic Excellence Framework*, and Understanding RISE evaluations. In addition, mini workshop topics covered Special Education, ELL, Title I, our PBS program, Shared Values and Decision Making, and secure test administration protocols.

One day per week, grade level teams meet for 45 minutes in Professional Learning Communities to discuss current student assessment data and determine appropriate and effective instructional strategies to improve learning outcomes. Use of current data allows discussions to address immediate needs in the classrooms. These weekly PLCs, facilitated by a member of our Academic Team, occur while students are in Special Area classes, and do not affect our staffing plan.

Beginning with the 2014-15 school year, teachers and administrators will expand meetings during the school day to encompass meetings, one hour in length, to discuss student data analysis, implementation of various intervention methods, and instructional planning. Additionally, a second hour-long meeting, also during the school day, will occur weekly to discuss curriculum design, family conferencing, and administrative concerns. The Academic Team will be expanded to include a dedicated test coordinator/data manager who will work exclusively to assist teachers with understanding student assessment data and provide timely recommendations for student intervention, as well as manage all testing. This Test Coordinator/Data Manager will report directly to the Assistant Principal for Academics. Semester and year-end wrap up meetings will also occur.

Staff members participate in professional development meetings facilitated by an administrator, member of the Academic Team, or fellow teacher whose students are showing success in the classroom. Topics are timely and focused on current test data or classroom observation results. These twice-monthly meetings occur after school, which allows for cross-grade-level collaboration and does not affect the staffing plan.

Occasionally the need to hold additional in-house professional development arises based on current needs within the school. If the topic for discussion is grade level or grade band specific, it will be addressed during an additional PLC time during the day, which does not affect the staffing plan since all grade levels have daily common planning time. If the topic is broader and will benefit the whole school, an additional after school meeting is called.

The school's balanced academic calendar allows for intensive, responsive PD to occur during the course of the school year with no reduction in the number of instructional days. Fall Intercession features five

full days of job-embedded and data informed PD workshops for all staff members. Spring Intersession features five half-days of additional PD opportunities, with students participating in five half-days of instruction in preparation for the ISTEP test. This expanded time for professional development allows for deeper discussion and the chance to plan the application and use of the skills learned.

A process has been put into place for staff members to search out and make attendance requests to participate in additional PD opportunities off campus. PD Request Forms indicating how the teacher plans to utilize new knowledge in the classroom to impact student achievement must be submitted for approval from an academic coach, who will research the proposed workshop for alignment with the school goals. Funding for workshop attendance fees, travel and substitute teachers (if needed) is provided through the Title I program. Teachers who attend off-campus workshops are asked to share new strategies and concepts with the staff at a subsequent in-house PD.

Evidence of the effectiveness of PD is gathered in numerous ways. Ongoing, reflective evaluation of PD effectiveness includes analyzing student achievement data during weekly PLC data chats/PD, walk-through classroom observations by the Academic Team and Imagine regional staff, short and long teacher evaluations by administration, conversational feedback with academic coaches, and staff surveys. These various evaluative methods will be used to measure PD effectiveness as well as to inform future decisions regarding PD needs.

Start Up and Operations

Start up plan

Imagine West has been in operation since 2009, so start-up information is not applicable; however, key components of school operation, including transportation, safety and security, technology, facilities, and insurance coverage is provided.

Staffing and costs

Budget and Staffing Workbooks are provided in Attachment 19

Transportation

Imagine West expects parents living within a 2-mile radius of the 4950 West 34th Street to arrange their own transportation. Students wanting to attend Imagine West who live outside the 2-mile radius, but not greater than 5-miles, will be provided transportation services. Transportation services might include only point-to-point pickup points at various places outside the 2-mile radius. Student Transit will work in partnership with Imagine West to develop and implement transportation routes with pick-up/drop-off determined to provide efficient and safe procedures at all pick-up/drop-off sites to our parents.

Any buses used or contracted by Imagine West will meet all appropriate safety regulations, with some being specially equipped for handicapped services insuring that there is not a barrier to equal access for all students. The property is located on a large parcel of land with multiple entrances for a safe drop-off and pick-up of students.

Transportation Contracts are provided in Attachment 17

Safety and Security

The purpose of the Emergency Management Action Plan is to provide a framework for school staff to organize the resources of the school and community to respond to and manage emergency situations while school is in session. This plan recognizes that in a major emergency or disaster, professional emergency response personnel may not be immediately available to the school, and that schools must therefore be prepared to manage on a "stand-alone" basis for a period of time.

Before an emergency occurs, staff should be familiar with individual responsibilities, location of first aid equipment, fire extinguishers, alarms, evacuation routes, utility shut-off locations, and other general procedures. Relatives of staff and students should be made aware of procedures for locating information about their loved one's health and safety. This Emergency Management Action Plan contains information in the form of Emergency Procedures, Emergency Job Checklists, and forms for gathering important emergency information.

"We believe that for Indiana's schools to be safe and secure . . ."

- Students are the key focus for successful school safety efforts
- Each member of the school and community will be partners in providing schools with adequate resources, exemplary leadership, and united support for the development of a secure learning environment for all children
- Schools must promote ongoing and effective communication and involvement in a collaborative community dialogue to ensure a feeling of welcome and involvement
- There must be a well-defined written plan that is practiced, evaluated, and updated on an ongoing basis
- Everyone in the school community must be well-trained and knowledgeable of the best practices in school safety
- The school community must promote an environment of trust and respect, hope and belonging
- Educational functions will be free of aggressive and violent behavior
- All members of a school community are entitled to accurate and timely information, while recognizing the legal responsibility of confidentiality
- Students will be protected in a safe, secure, and healthy environment with security cameras installed, required sign-in sheets, and well-trained personnel to ensure a totally safe environment.

The Emergency Management Action Plan training is given at the start of each school year during our professional development week and is also revisited twice during the school year.

Emergency Management Plans are provided in Attachment 17

Tech specifications and requirements

Imagine West currently utilizes 90 student lab computers and 25 teacher, administration and support computers. Broadband is currently provided by AT&T DSL and Brighthouse Cable Modem. There are 115 computers with internet connection in total. Three hundred drops are run throughout the school using 45000 feet of CAT6. Six drops per classroom are available. There are 2 IDF's and 1 MDF. The Astaro Firewall has content filtering. There are 7 Dell 6248p switches, 1 Dell server running Windows server 2008, 1 Dell tape drive backup, 1 Dell phone server and 1 CCTV DVR.

There is currently a 3- year replacement cycle planned for desktop technology. The current data collection and management software utilized by Imagine West is PowerSchool. Microsoft Office Suite is standard to all student and teacher computers. There are plans to purchase Compass Learning for use throughout all grades to enhance student learning gains by pulling NWEA scores and creating a program specific to the students' strengths and weaknesses. Imagine West plans to install more student computers as well as teacher and administrative machines with the expansion of existing grades and addition of upper grades. These computers will help meet the need for more student lab time and increased data management and exploration.

Technology Plan and Scope of Work are provided in Attachment 17

Facility Plan

Evidence of Insurance Coverage is provided in Attachment 18

Imagine West is located at 4950 West 34th Street in Indianapolis, Indiana. This is a stand-alone facility that currently serves grades K-8. In its third year as an Imagine School, the campus holds 25 classrooms traditional classrooms, three Special Education classrooms, Title services, multi-media center, gymnasium, auditorium, kitchen and cafeteria, nurse clinic, and various office spaces.

There is a design plan and a preliminary budget to build out the third floor, adding nine more traditional classrooms. The preliminary budget for expansion is \$415,609, based on estimates by Irmischer Construction, Fort Wayne, Indiana. Imagine West's facility meets all requirements of the Americans with Disabilities Act.

Facility Plan, Layout and Preliminary Budget are included in Attachment 18

Facility Specifications:

Imagine West Facility	Current Facility		Final Build Out	
	Number	Average Size	Number	Average Size
Classrooms	25	742	34	742
Special Education	3	545	4	545
Offices	6	200	6	200
Conference Room	1	250	1	250
Gym / Physical Fitness	1	10,912	1	10,912
Kitchen (warming)	1	540	1	540
Cafeteria	1	2,960	1	2,960

Multi-Media Center	1	6,400	1	6,400
*Library/Media	0	0	1	750
Hallways	10	925	13	925
Restrooms (Student)	5 pair (B/G)	415/pair	6 pair (B/G)	415/pair
Restroom (Staff)	2	140	3	140
Teachers Planning/Lounge	3	140	3	140
Nurse Office / Clinic	1	290	2	290
Restrooms Clinic	1	85	2	85
Science Labs Classroom	1	545	1	545
Computer Lab	1	170	1	170
Computer on Wheels (Wireless Access)	4		4	

Budget and Finance

Imagine West is a public benefit not for-profit organization incorporated under the laws of the State of Indiana, to operate a public charter school established under Indiana Code 20-24 and authorized by Ball State University. The school has entered into a service agreement with Imagine Schools, Inc., an organization incorporated in the State of Virginia, to give curriculum, managerial, legal, personnel administration and financial services.

The relationship created by this operating agreement is that of an independent contractor and remains in effect so long as the School maintains its charter, but may be terminated by either party with appropriate advance notice. Under terms of the agreement, the School has agreed to pay an amount equal to twelve percent (12%) of revenues, as defined, and reserves the right to subcontract any and all aspects of all school-related and management services, now in place.

Accounting and Financial Services

Imagine West is the fiscal agent of the Charter School under the Charter and applicable law, in regards of revenues received by federal and state governments, and private sources obtained from donations, fundraising and grants other than operating advances.

Imagine Schools, Inc manages the accounting and financial processes from the schools through the Sage 500 ERP software. This software offers accounting and financial solutions including the

modules of general ledger, accounts payable, accounts receivable, cash management, budgeting, used by the Regional and School business manager.

In addition to the business solution previously mentioned, Imagine Indiana Regional office have executed an agreement with Boyce Systems to provide software to manage accounting information and data required by the Indiana State Board of Accounts, and comply with the Charter and any laws, ordinances, rules and regulations applicable.

Personnel and Insurance Responsibility

Imagine Schools, Inc is the sole employer of all employees of the school, and it is responsible and liable with the school for the selection, hiring, compensation, benefits, worker's compensation insurance, unemployment insurance, and insurance in connection with its employees.

In order to manage personnel the corporation has executed a master service agreement with Automatic Data Processing, Inc (ADP), one of the largest providers of business processing and cloud based solutions, to provide payroll solutions including core applications (payroll), hosting (ADP self service), Banking (direct deposit, checks and pay cards), reporting and communication hosting, garnishment services and tax filing for all employees. To manage benefits and insurance, Imagine Schools has executed an agreement with MFC Benefits LLC, an insurance agency specialized in the design, installation and management of group benefits and schools insurances policies.

Audits

Imagine Schools, Inc is responsible for the preparation and presentation of the financial statements in accordance to the accounting principles generally accepted in the United States of America to the Indiana State Board of Accounts or their independent contractors for audits. Imagine West has been subject to two financial audits which comprised the statement of financial position as of the end of the school year and the related statements of activities and cash flows. Audits reflected compliance on each major federal program, and no material weaknesses or significant weaknesses in internal control over compliance were identified.

Budget and Staffing Workbooks are provided in Attachment 19
Budget Narratives are provided in Attachment 20

SECTION IV: INNOVATION

Foundations of Innovation

Teaching

Academic Saturday Academy is designed to enhance student mastery and enrichment of the core academic subjects of Reading, Language Arts, and Mathematics to prepare students for the challenges of the Indiana State Academic Standards, Indiana Academic Common Core, and College and Career Readiness.

The Academic Saturday Academy comprises 14 Saturdays from January through April. Acuity Predictive B is the baseline assessment through which students will be identified. Students in grades 3-8 will be encouraged to attend. The teacher to student ratio is 7:1. Parents will provide transportation. Students will arrive at 9 a.m. and dismiss at Noon.

Proposed schedule:

- 9:00-10:00 a.m. students will receive Reading remediation instruction (comprehension, main idea and details, context clues, etc)
- 10:00-11:00 a.m. students will receive Writing/Language Arts remediation instruction (mechanics of writing, parts of speech, writing prompts)
- 11:00 a.m.- 12:00 p.m. students will receive Math remediation instruction (applied skills, problem solving, computation, number sense, geometry, etc)

Three Saturdays will include enrichment classes. Students who have mastered Indiana Academic standards will have the opportunity to attend Academic Saturday Academy to enrich their knowledge base and learn through sports and games. Acuity Predictive B is the baseline assessment through which students will be identified. Students in grades 3-8 will be encouraged to attend. The teacher to student ratio is 10:1 for enrichment classes.

Technology

Imagine West's mission is to help parents, students, and teachers expand the use of technology in the classroom, at home, and in the community. Technology is not the sole means for educating students, but it helps support and enhance the learning environment. Each classroom currently has three computers for student work and an interactive Smartboard. Teachers use various programs and power point presentations to support lessons. Technology is integrated into the curriculum to allow teachers to do interactive hands-on learning activities with students. Assessment programs such as Acuity, NWEA, DIBELS, and ISTEP+ are technology-based. PowerSchool is used to manage student academic and behavioral data as well as report cards.

The school currently has a computer lab that houses 30 desk tops along with four computers on wheels units. Access-points throughout the building allow wireless connection throughout the building. A Moodle-supported one-to-one program is being piloted in the 2013-14 SY, with a goal to expand the program to all grades within the next two years. Additionally, the new multi-media center will house an Interactive Video Conferencing Center

While additional time using technology will not expand the school day, it will expand the amount of time during normal school hours in which our students are using technology. Professional development for teachers in relation to utilizing Learning Connections and RTI will take place during professional learning communities, after school meetings, and during professional development weeks held three times per year during intersession breaks. Individual instruction may also be necessary in some cases.

The technology plan will be assessed on an ongoing basis both yearly as required and as needed throughout the year. The principal, assistant principal and data coach will assess how technology is being used as well as what benefits are being seen. Feedback from teachers, students, staff and parents will also be considered in assessing the use of technology.

SECTION V: PORTFOLIO REVIEW AND PERFORMANCE RECORD

Portfolio Reviews and Performance Records begin with Attachment 21