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Initial Proposal for Authorization

2015-2016

Overview and Enrollment Projections

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from Education One, L.L.C. regarding the submitted proposal. Submit completed proposals to Lindsay Omlor, Managing Director of Education One, to: Lindsay@education1.org

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

Legal name of group applying for charter(s):	Level Up Learning "Limited"
Names, roles, and current employment for all persons on applicant team:	Kristen Milton Watt, Founder
	<p>Partnering Agencies: Greencroft Communities – Brent Nafziger VP Operations Goshen College – Kathy Meyer Reimer – Teacher Education Chair</p> <p>Core Development Team (employed – Merit Learning Center): Brian Warrell – JAG Specialist Stephenie Ward – Science/Master Teacher Kimberly Coates – Social Worker/Habits of Success Coordinator Suzanne Juday – Project-Based Learning/Maker Space Facilitator</p>
Designated applicant representative:	Kristen Milton Watt
Office and cell phone numbers:	574-536-5374
Email address:	kwatt@schoolwithpurpose.net

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

Proposed School Name	Opening Year	School Model (e.g., Blended, STEM)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
Level Up	August 2019	Competency-Based	1700 S Main Street	Goshen	9-12

Learning & Community Center		Learning Work-Based Learning	Goshen, Indiana 46526 (School Site) 1721 Greencroft Blvd Goshen, Indiana 46526 (Work Site)	Community Schools	
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NOTE: * Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geography the operator intends to serve.

Proposed Grade Levels and Student Enrollment

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

Proposed School Name:			
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)	
Year 1 (specify starting year)	9	Planned – 50	Maximum - 60
Year 2	9 & 10	Planned – 50 per grade	Maximum – 120 (total enrollment)
Year 3	9, 10, & 11	Planned – 50 per grade	Maximum – 180 (total enrollment)
Year 4	9, 10, 11, & 12	Planned – 50 per grade	Maximum – 240 (total enrollment)
Year 5	9 – 12 + Optional Year 13	Planned – 50 per grade Year 13 – Planned 10	Maximum – 300 (total enrollment)
At Capacity	9 – 12 + Optional Year 13/14	Planned – 50 per grade Year 13 & 14 – Planned 10 per grade	Maximum - 320

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** x No

If yes, identify the ESP or other partner organization:

Level Up Learning plans to contract Human Resource Management and Financial Management with Goshen College.

Will an application for the same charter school(s) be submitted to another authorizer in the near future?

Yes **No**

If yes, identify the authorizer(s):

Planned submission date(s):

Please list the number of previous submissions 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):

Submission date(s):

N/A

N/A

Proposal Narrative

Please respond to the following questions, limiting your narrative response to all proposal sections to **15 pages total**. Applicants completing the section on “Innovation” may submit an additional 5 pages, for a total of 20 pages.

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

EXECUTIVE SUMMARY

partner with a service provider, applicants should provide requested information for both entities if applicable.

The Executive Summary should provide a concise overview of the school design being proposed and the applicant’s goals and organizational capacity to execute the plan successfully.

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

Vision Statement

School with Purpose

Mission Statement

Building a Foundation on Success...

Creating a Pathway to Purpose...

Investing in Community

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

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

- building a vibrant community through education,
- preparing a workforce with skills for the 21st century,

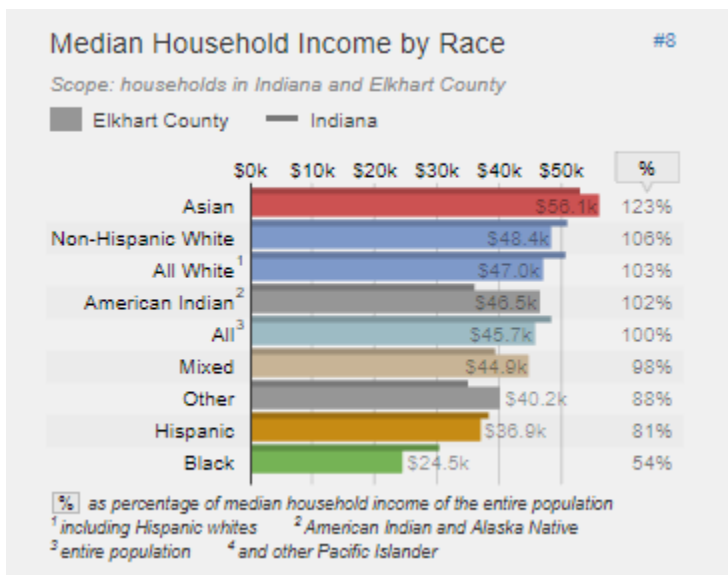
- developing critical thinkers and problem-solvers, and
- personalizing education to meet the ever changing needs of school, industry, and community.

Educational Need. Describe the educational needs and challenges of each community targeted and your rationale for choosing the community.

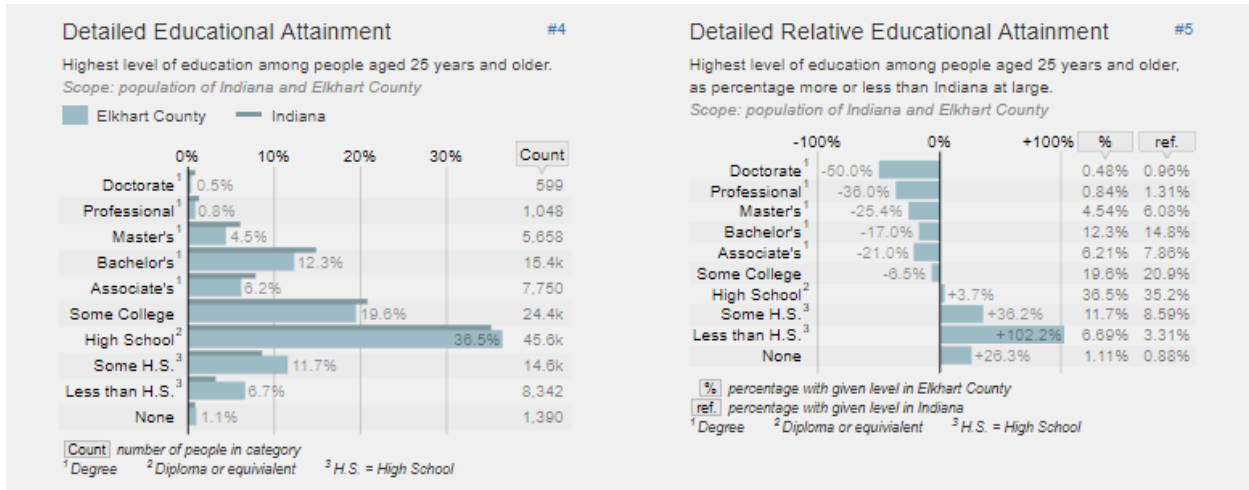
Level Up Learning is located in Elkhart County, Indiana. The county is recognized as the RV Capital of the World. In 2009, the crash of the housing market triggered a massive recession. Our community experienced a major work stoppage and factory layoffs. The unemployment rate in Elkhart County skyrocketed to 18%. Hundreds of households, single and family, were devastated by the market crash and recession. Adult education programs were bursting at the seams and local libraries helped individuals complete unemployment forms. Teachers collected non-perishable food items and packed backpacks to send home with students on weekends and holidays. The economy lacked diversity and the workforce lacked skills to transition into other industries.

Ten years later, the RV Industry is booming, which stimulates every aspect of Elkhart County’s economic stability. Today, the unemployment rate in Elkhart County is less than 3%. Many factory production line positions go unfilled; therefore, the factories are using new strategies to lure employees. Many employers have lessened their drug use policies and drug testing procedures. Others offer signing bonuses and higher wages to attract workers. The young people of the community lose sight of earning some form of postsecondary credential by the glamour of earning \$60,000 per year in a factory.¹

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



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



¹ <https://www.wsj.com/articles/the-future-of-americas-economy-looks-a-lot-like-elkhart-indiana-1522942393>

² <https://statisticalatlas.com/county/Indiana/Elkhart-County/Household-Types>

³ <http://www.elkhartcountybiz.com/site-selection/workforce/>

⁴ <https://statisticalatlas.com/county/Indiana/Elkhart-County/Educational-Attainment>

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

In December 2017, the Indiana State School Board passed new graduation pathway requirements for high schools. To earn a high school diploma, students must complete the requirements indicated within the three pathways.

Graduation Pathway Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; • Service-Based Learning Experience; OR <ul style="list-style-type: none"> • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; • ACT: College-ready benchmarks; • SAT: College-ready benchmarks; • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; • State- and Industry-recognized Credential or Certification; • State-, Federal-, or Industry-recognized Apprenticeship; • Career-Technical Education Concentrator: Must earn a C <u>average</u> or higher in at least 6 high school credits in a career sequence; • AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR <ul style="list-style-type: none"> • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

In January 2018, the Indiana Department of Education published the first Public Corporation Transfer Report. The core development team examined mobility data for all public school corporations in Elkhart County. Research indicates school mobility rates often illuminate the existence of an at-risk student population. The transfer report showed Elkhart Community Schools and Goshen Community Schools had a net loss of 1600 students and 400 students respectively. Due to a potentially smaller at-risk student population, Goshen was selected as the site of Level Up Learning. Goshen Community Schools’ 2016 Annual Performance Report was examined and paired against the graduation pathway requirements to be implemented by the 2019-2020 school year.

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

Academic Honors Core 40	126 diplomas granted	
Core 40	208 diplomas granted	
General Diploma	67 diplomas granted	<i>26 ECA waiver diploma</i>
Grade 13 Graduates	31 diplomas granted	
Dropouts	17 students	

2. **Employability Pathway** - Under the new graduation requirements, all students engage in activities in which to develop employability skills. Anecdotally, Goshen High School does offer a few employability options.
 - Two science teachers have fully implemented the New Tech Network framework in their classroom with additional teachers to follow in subsequent years.
 - Students participate in service learning opportunities in the alternative education programs, extracurricular clubs, athletic teams, and/or in classroom-generated activities.
 - Goshen Community Schools purchased student slots at the Elkhart Area Career Center (EACC). To participate, students apply for the program of their choice and meet eligibility requirements based on years completed in high school (grades 11 and 12), the number of credits earned, and the school attendance record. During the 2015-2016 school year, roughly 10% of Goshen High Schools’ 11th and 12th grade students enrolled at the EACC.
 - Horizon Education Alliance (HEA), a local education non-profit organization connects schools with area businesses to develop project-based learning units.
3. **Postsecondary Readiness Pathway** – Under the new graduation requirements, all students must demonstrate postsecondary readiness. Students earning an Academic Honors Core 40 diploma are automatically eligible to receive a high school diploma. However, students earning a Core 40 or

general diploma must successfully pass a measure of postsecondary readiness (see Indiana Graduation Pathway Requirements).

- 126 students of the graduating class of 2016 earned an Academic Honors Diploma.
- 57.9% of the graduating class of 2016 took the SAT.
- Seven percent of the graduating class of 2016 took the ACT.
- Goshen High School does not administer the ASVAP.
- The number of students earning a state or industry credential did not appear in the College Readiness Report.
- The closest apprenticeship program to Goshen High School is located in Warsaw, Indiana. Students must have earned a high school diploma or high school equivalency diploma to qualify for enrollment in the apprenticeship program.
- The number of students earning six high school credits from Career and Technical Education courses did not appear in the College Readiness Report.
- 95 out of 116 seniors of the graduating class of 2016 passed an IB examination.

If the graduation pathway requirements were implemented today, only 31% of the class of 2016 would be guaranteed a high school diploma.

Our target student population will:

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

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

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

Greencroft Communities, a local retirement community, was selected due to the number work-based learning opportunities across nearly all career clusters. Initially, Level Up Learning students have access to two career pathways, Healthcare and Construction. Overtime, students can access Culinary Arts, Grounds and Maintenance, Human Resources, Marketing, and Recreation. Greencroft residents can serve as workshop leaders, career guides, mentors, and life coaches. Students discover their purpose through service learning and relevant career exploration.

Level Up Learning & Community Center has requested access for space on the campus of Goshen College. Students will have daily interactions on a higher education campus and access to a variety of postsecondary learning opportunities and experiences. Overtime, Level Up Learning will serve as a laboratory site for Teacher Education, Social Work, and Nursing. Additionally, Goshen College and Level Up Learning will collaborate to establish dual credit/early college opportunities for students.

Network Governance and Leadership. Provide an overview of the proposed network governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school over the long term. If the school will be contracting with an Education Service Provider (ESP), indicate that here.

The core development team at Level Up Learning consists of a JAG Specialist, a social worker, a science teacher, an art/makerspace enthusiast, and a former building level administrator. As a whole, the team averages seven years of experience working with at-risk students in an alternative education program. The team collaborated to create a dynamic program earning full AdvancED Accreditation status in 2014. The team specializes in developing a comprehensive system to support mastery-based personalized instruction. In addition, the team incorporated regular community service learning projects and utilized restorative justice principles. Program effectiveness was measured by the number of eligible seniors who graduated. For six consecutive years, the program maintained an average graduation rate of 86%. Despite success, the core development team understood earning a diploma was not enough to prevent the most vulnerable students from dropping out of high school.

At this time, Level Up Learning & Community Center is exploring all possibilities for governance. We have considered opening as

1. an independent charter school,
2. an Innovation Network School within Goshen Community Schools, or
3. an alternative education program with Goshen College serving as the Lead Educational

Agency.

We believe moving forward as an independent chart school or Innovation Network School is best suited to support our mission. Level Up Learning will establish a governing board to effectively and ethically oversee the adherence to the mission, maintain fiscal integrity, and ensure educational quality standards. The governing board will consist of community members with vested interest. The core development team will work with Brent Nafziger, VP of Operations at Greencroft Communities, and Kathy Meyer Reimer, Department Chair of the Teacher Education Program at Goshen College, and Mark Dobson from the Economic Development Corporation of Elkhart County to identify and select members of the governing board.

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

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

The best location for Level Up Learning is on the campus of Goshen College. The campus is located along the public transportation route and is less than one mile from Greencroft Communities. Level Up Learning students greatly benefit from “learning” on a college campus. We have identified two organizations, Charter School Growth Fund and Charter School Capital as a potential funding source to repurpose the facilities. Goshen College has potential space in two buildings. Both buildings, Kulp and Westlawn existed as student dormitories near the Northwest side of campus. We envision Level Up Learning as a co-worker space similar to the 101Co3 Building in Mishawka, Indiana, the IDEA Center at University of Notre Dame, or the Launch Pad in Goshen, Indiana.

Potential Learning Space

Entrance & Welcome Center	Office Space	Office Space	Maker Space Project-Based Learning Project		Conference Space
	Office Space	Habits of Success Activity Room	Classroom	Classroom	Classroom
Electives & Work-Based Learning		Teacher Space		Classroom	Classroom

Education Plan/School Design. Provide an overview of the education program proposed for the school, including key innovations and non-negotiable elements of the school model. Include the following information:

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Indiana College and Career Readiness Standards. The description of the instructional design should include, at a minimum, the following items:
 - the basic learning environment (e.g., classroom-based, independent study, virtual)
 - class size and structure,
 - an overview of the curriculum,
 - the use of technology in delivering instruction (if applicable),
 - plans for ensuring the school is staffed with highly effective teachers, and
 - evidence-based support.
2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.
3. *For Blended Learning Operators only:* As described in IC § 20-24-7-13, Indiana statute defines a virtual charter school in the following manner: a virtual charter school "means any charter school, including a conversion charter school, that provides for the delivery of more than fifty percent (50%) of instruction to students through: (1) virtual distance learning; (2) online technologies; or (3) computer based instruction." Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana's funding formula for virtual charter schools.

School Design Overview

Level Up Learning classrooms can be described as blended and one-to-one. Students interact with content via a windows OS device. The primary model of instruction is computer-based learning; however, teachers act as mentors and facilitators of self-directed learning. Teachers also provide large and small group instruction based on student performance data obtained from the Summit Learning platform. Our intent is to maintain a student-to-teacher ratio of 15:1. Level Up Learning believes at-risk students deserve the best teachers; therefore, we are committed to hiring licensed teachers and utilizing TAP to evaluate student and teacher effectiveness. We will utilize AdvancED Performance Standards and School/System Quality Factors to design a model for continuous school improvement.

Summit Learning Platform

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

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

Greencroft Communities

Level Up Learning is also committed to helping our students create a pathway to purpose in our community. We will work with Greencroft Communities to explore various career clusters through service learning and work-based learning opportunities. Greencroft Communities serves as a full-time work-based learning site. Students develop connections by interacting with the Greencroft residents who serve as career guides, mentors, or life coaches. Level Up Learning will meet with members of the Jobs for Americas Graduates program, and use research from Jobs for the Future to develop a comprehensive guide for our service and work-based learning program. Level Up Learning also will partner with the Education Design Lab to customize a 21st Century badging system. Tara Lifland is the main contact from the Education Design Lab (tlifland@eddesignlab.org).

About the Lab:

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

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

The Lab’s Role:

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

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

Goshen College

Level Up Learning is interested in developing a partnership with Goshen College. According the Director of Admissions, the number of students enrolled on “academic probation” has increased. Thirty students were required to participate in the academic support program during the

2017-2018 school year. The Director of Admissions also noted the number of local students requiring academic support resources is on the rise. A partnership will build the capacity of Goshen College to meet the needs of a changing student population.

According to the Economic Development Corporation, Elkhart County is poised for economic development in the areas of advanced manufacturing and healthcare. We believe a partnership with Goshen College has the potential to level up the Elkhart County workforce as a whole. The starting point for the development of Level Up Learning is identifying the needs of the employer and higher education institution. A concerted effort will be focused on vertical alignment as a way to transition Level Up Learning students to the workforce or higher education. Our intent is to promote the idea individuals with strong cognitive and content knowledge skills can “level up” at any point over the course of their career. Level Up learning intends to become a beacon of learning for the community. Our partnership with Goshen College will lead to the development of certificate programs, associate degrees, and post-bachelor degree certifications. A meeting with the President Stoltzfus, Provost Newbold, and Dr. Meyer Reimer, Department Chair of Teacher Education has been scheduled for May 29th to discuss a partnership.

School Schedule

As our research continues, we will develop a school schedule that supports our vision. A sample schedule appears below. Please note our school design ensures earning a high school diploma is a non-negotiable and is accessible to all students.

Grade	English Language Arts	Math	Science	Health Social Studies	Life Ready Courses	Work Ready Courses	Interest Electives
9	English 9	Algebra I	Biology	Health/PE	Preparing for College & Career		Fine Arts
10	English 10	Geometry	Chemistry	Geography	Personal Financial Responsibility	<i>Plan of Study</i>	Social Sciences
11	English 11	<i>Choice</i>	<i>Choice</i>	US History	Microsoft Certification	<i>Plan of Study</i>	World Language
12	English 12	<i>Choice</i>		Government Economics		<i>Plan of Study</i>	
Credits	___/8	___/6	___/6	___/3 ___/6	___/3	___/3	___/5
	Core Curricular Courses				Life Ready Course	Choice/Plan of Study	Interest Elective
	Competency-Based Learning				Career Lab - Paxton Patterson	Dual Credit Courses	Greencroft Life Coach
	Collaborative Projects				Career Lab - Paxton Patterson	Certificate Course	Apex Learning Course
	Service Learning @ Greencroft				Service Learning @ Greencroft		GC Profession Led
					Information/Technology Lab		

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

1. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?
2. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

Our funding calculations are based on the 2015-2017 Indiana K12 State Tuition Account Report and present funding levels for Goshen Community Schools. At full capacity, we predict a Daily Average Membership of 300. Level Up Learning anticipates receiving \$6,100 per student equaling \$1,800,000.00. This revenue does not include additional state funding sources associated with the Honors Diploma Grant, Special Education Grant, or Career and Technical Education Grant. We anticipate receiving CTE funds between \$7,500 for foundational courses for 9th grade students to \$30,000 for 100 introduction courses for 11th and 12th grade students. We have included an estimated staffing budget for Level Up Learning.

Level Up Learning Staffing	Base Pay	Soc. Sec. 0.0765	New TRF 0.11	PERF 0.142	401(a) 0.015	Veba 0.015	Health Insurance	LTD/Life	Total
Head of School 19_-11630-15-11	\$ 90,000.00	\$ 6,885.00	\$ 9,900.00		\$ 1,350.00	\$ 1,350.00	\$ 7,000.00	\$ 330.00	\$ 116,815.00
Assistant Principal	\$ 73,000.00	\$ 5,584.50	\$ 8,030.00		\$ 1,095.00	\$ 1,095.00	\$ 7,000.00	\$ 279.00	\$ 96,083.50
English Language Arts - Grade 9/10	\$ 40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$ 55,840.00
Mathematics - Grade 9/10	40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$ 55,840.00
Science - Grade 9/10	\$ 40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$ 55,840.00
Social Studies - Grade 9/10	\$ 40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$ 55,840.00
English Language Arts - Grade 11/12	\$ 40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$ 55,840.00
Mathematics - Grade 11/12	40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$ 55,840.00
Science - Grade 11/12	\$ 40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$ 55,840.00
Social Studies - Grade 11/12	\$ 40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$ 55,840.00
CTE Director	\$90,000.00	\$ 6,885.00	\$ 9,900.00		\$ 1,350.00	\$ 1,350.00	\$ 7,000.00	\$ 330.00	\$116,815.00
CTE Teacher	\$ 40,000.00	\$ 3,060.00	\$ 4,400.00		\$ 600.00	\$ 600.00	\$ 7,000.00	\$ 180.00	\$55,840.00
CTE Teacher	\$ 40,000.00	\$ 3,060.00		\$ 5,680.00			\$ 7,000.00	\$ 180.00	\$ 55,920.00
Social Worker/Habits of Success Coordinator	\$ 35,000.00	\$ 2,677.50		\$ 4,970.00			\$ 7,000.00		\$ 49,647.50
Maker Space/Project Based Learning Coordinator	\$ 35,000.00	\$ 2,677.50		\$ 4,970.00			\$ 7,000.00		\$ 49,647.50
Computer-Based Learning - Apex Learning Electives	\$ 35,000.00	\$ 2,677.50		\$ 4,970.00			\$7,000.00		\$ 49,647.50
Administrative Assistant	\$ 25,000.00	\$ 1,912.50		\$ 3,550.00			\$ 7,000.00		\$ 37,462.50
Administrative Assistant	\$ 25,000.00	\$ 1,912.50		\$ 3,550.00			\$ 7,000.00		\$ 37,462.50
Special Education Support	\$ 35,000.00	\$ 2,677.50		\$ 4,970.00			\$ 7,000.00		\$ 49,647.50
English Language Learner Support	\$ 35,000.00	\$ 2,677.50		\$ 4,970.00			\$ 7,000.00		\$ 49,647.50
Parent Coordinator	\$35,000.00	\$ 2,677.50		\$ 4,970.00			\$ 7,000.00		\$ 49,647.50
Sub Total	\$ 913,000.00	\$ 69,844.50	\$ 67,430.00	\$ 42,600.00	\$ 9,195.00	\$ 9,195.00	\$ 147,000.00	\$ 2,739.00	\$1,261,003.50

Level Up Learning has identified potential Charter School Startup Grantors as Walton Family

Foundation and the New Schools Venture Fund; however, an authorizer must be secured in order to apply for funds.

Level Up Learning is also exploring ways to secure short-term sustainability funds for three – five years. We have identified three organizations who support innovation: Charter School Growth Fund, Charter School Capital, and New Profit. Level Up Learning will also submit a Quality Counts Grant Application to the Indiana Department of Education.

Level Up Learning intends to collaborate with Goshen Community Schools. We anticipate drafting a memorandum of understanding to contract services for transportation, Special Education, and English Language Learning support.

Level Up Learning intends to collaborate with Goshen College. We anticipate drafting a memorandum of understanding to contract services for payroll, network support, and food services.

If applicable, please submit the following information regarding school innovation:

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

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

- An explanation of how the proposed model is fundamentally different from typical school models,
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model,
- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools.