Initial Proposal

*Providing high-quality educational opportunities
for students in the state of Indiana*

Trine University
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Angola, Indiana 46703
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OVERVIEW AND ENROLLMENT PROJECTION

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.

Legal name of group applying for charter(s):	Matchbook Learning Schools of Indiana
Designated applicant representative:	Dr. Amy Swann
Office phone number:	317-226-4263
Cell phone number:	859-552-9269
Email address:	Amy@matchbooklearning.com

Names, roles, and current employment of all persons on applicant team *(you may add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Sheila Corbin	Principal Matchbook Learning	Principal
Eric McGuire	Director of Personalization Matchbook	Director or Personalization

Provide school opening information *(you may add lines as needed)*:

Proposed School Name	Opening Year	New Start or Phase-in/Takeover	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Matchbook College, Career & Technical Institute	2022	New Start	2447 W 14th St Indianapolis,IN 46222	9	9-12

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

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

Proposed School Name			
Academic Year	**Grade Levels**	**Planned Student Enrollment**	**Maximum Student Enrollment**
Year 1 (2022)	9	60	75
Year 2	9-10	125	150
Year 3	9-11	190	225
Year 4	9-12	260	300
Year 5	9-12	270	320
At Capacity	9-12	270	340

Does the school intend to contract with a third party education service provider (ESP) to manage the educational program and operations of the school but not hold the charter directly?   ☐ Yes   ☒ No

If yes, identify the ESP or other partner organization:

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools?   ☒ Yes ☐ No

If yes, identify the CMO or other partner organization: Matchbook Learning Schools of Indiana

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

If yes, complete the table below, adding lines as needed.

Authorizer	Proposed School Name	Planned Submission Date	Decision Date

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	Proposed School Name	Submission Date
Indianapolis Mayor's Office of Education Innovation	Matchbook Learning @ Wendell Phillips School 63	February 2018

Mission and Vision

1. State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal.

> The Matchbook Learning core vision is that ALL students will become competent global citizens. All students will pursue this vision through clear individualized pathways, focused on what they want to be when they grow up and how they can enhance and improve their local and global communities. We seek to expand our current work in the Haughville neighborhood on the Near West side of Indianapolis.
>
> Matchbook Learning's mission is to equip our K-12 students with the skills, knowledge, training, and certifications to successfully transition from 12th grade into college or a career with a living wage. Our students will experience purposeful field work in one or more of our certification and career pathways including Information Technology (IT) & Computer Science, Automotive, HVAC, Welding, Videography & Broadcasting, Building Trades, and Education.
>
> All courses and curriculum experiences will incorporate the workforce standards as well as the 4 overarching pillars:
> ● Communication
> ● Critical thinking and problem solving
> ● Collaboration
> ● Creativity and innovation

Educational Need and Anticipated Student Population

1. Describe the anticipated student population; students' anticipated educational needs; and non-academic challenges the school is likely to encounter.

> Matchbook Learning currently serves 655 students in a K-8 model. Our school is situated in Haughville on the Near West side of Indianapolis and the student population comes from generational poverty (98% Free/Reduced Lunch).
>
> In order to better serve our community and break the cycle of generational poverty, we must ensure that the community is able to stabilize and earn living wages. To do this, our students must be offered clear and attainable pathways to good jobs. We believe the Near West side of Indianapolis that we currently serve deserves a long term solution to these challenges, which is why it is crucially important to solve this crisis with our long term vision of alleviating and eliminating the generational poverty that exists within the families we serve.
>
> Since restarting Wendell Phillips Schools 63 in 2018, Matchbook Learning has been serving K-8 students on the near west side of Indianapolis in Haughville. In one year, we took a persistently failing school from an F to a D, the same year Indiana adopted ILEARN, a new, and more rigorous state assessment. At the end of every school year, we have consistently had students and parents asking us to start a high school so they could stay with Matchbook Learning because of their students' success. Our 8th graders who matriculate into high school come back to visit for additional tutoring and support, because they trust our culture, they want our wrap around services, and they need the support we provide.

The same year Matchbook Learning opened, Indianapolis Public Schools (IPS) launched a reimagined high school program, which consolidated its college and career academies into four high school facilities across Indianapolis. At the same time, IPS launched a fully choice based high school model, where students must decide which college, career, or military pathway before enrolling in high school. While this idea is imaginative, it has caused major limitations to the Haughville community. First, many students do not have exposure to the types of career opportunities available. Second, students often choose their high school based on name and location, rather than the available career pathways or academies. Third, the high school choice model does not allow for students to change pathways or schools more than once during their high school career.

Currently, the westside does not have career and technical vocational schools that offer universal certifications in HVAC, Automotive, Building Trades (electric, plumbing, carpentry), IT Data Analytics & Security. This means the community lacks real pathways that lead directly into good jobs that pay a living wage and allow students and families to stabilize. Additionally, there are no schools specializing in education pathways for students. Research has shown that there is a positive impact on students when educators come from the areas they serve, that understand the culture, and that look like the students they serve. Instead of only seeking to recruit from a diverse pipeline or implement diversity, equity and inclusion initiatives, Matchbook Learning wants to build a teacher pipeline in our community, with our students who will one day become Matchbook Learning educators.

In order to build this educator training pipeline, we need to inspire students to go into education and develop real pathways to success from kindergarten through college completion. This is a logical expansion of our current work in partnership with Klipsch Educator's College at Marian University and Elevate Indy.

2. Describe the rationale for selecting the location and the student body.

We want to further serve the Haughville community which is one of the highest poverty areas in Indianapolis. We know that many of the students who leave us after 8th grade struggle in high school, despite actively engaging them in the high school choice process. Many of our students end up choosing one of the two geographically closest high schools both of which have low graduation rates based on state data. 49% of students who enroll at Indianapolis Metropolitan High School do not graduate while 41% of those who enroll at George Washington High School will not graduate from high school. We want to continue to serve our students and families so that 100% of our students will not only graduate but will do so with real job opportunities. Without clear pathways into jobs and the support to overcome barriers our students and families (98% F/R) will not be able to stabilize and break out of the cycle of poverty.

The community has expressed to us in multiple ways that they want pathways to good jobs for students and we can deliver a modern vocational school to the community in Haughville with community partners and support.

Education Plan/School Design

1. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model.

The Matchbook Learning College, Career & Technical Institute model is a blend of expeditionary learning, project based learning, personalized learning, small group, and online learning. Student experiences and the courses within our sector initiative and certification areas will generally last for 4-9 weeks during which students are highly engaged in sustained in-depth thematic studies. For our Core 40 courses students will continue to experience the Matchbook Learning model of blended and personalized instruction with hub small group times for concept development and project based learning.

Matchbook College, Career & Technical Institute Model					
Sector Initiatives & Certifications		Core 40 Diploma		Whole Student Learning & Supports	
Job Training Experiences, Apprenticeships & Certifications	Workforce Standards Blended into Core 40 Curriculum	Learning in Small Group Hubs & Project Based Learning	Blended Online Learning & Personalized Pathways	Social Emotional & Soft Skills Plus Mentors	Tutoring & Individualized Supports

Student learning will take place in maker spaces, hands on learning bays, small group settings, inside a main hub building, and at other learning locations throughout the community depending on the task, project, or learning experience.

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

Since Matchbook Learning launched it's K-8 restart Matchbook Learning @ Wendell Phillips School 63 we have listened to the community and put in place experiences and opportunities the community wanted students to have. This includes students learning coding, robotics and the basic foundations from which a future IT career can be launched. Our students qualified and competed at the State Vex IQ Robotics championship in the first year of development. After year 1, we realized that we needed to broaden the scope of opportunities for students so we began to add some career development pathways into middle school student schedules on Fridays. To date, we have successfully piloted two career pathways at Matchbook Learning. Our students have demonstrated success and high levels of engagement the past two years in exploring the automotive and broadcasting pathways. Through a partnership with City Wheels on the eastside of Indianapolis, we have been able to take students to train basic automotive maintenance and have offered Broadcasting which has been led by an internal expert.

The Matchbook Learning Leadership Team has experience and results running high schools, developing curriculum and educational experiences that include career pathways, blended learning, expeditionary learning, project based learning, and in creating healthy supportive learning environments.

The instructional strategies and methods that will be utilized in the classrooms will be taught and reviewed during teacher professional development prior to the start of the school year and reinforced

through individual teacher coaching and group professional learning communities throughout the school year. Some of the instructional strategies and instructional methods include:

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

Methods of Pupil Assessment

The Matchbook College, Career & Technical Institute uses both formative and summative assessments to ensure progress towards individual student and school wide goals. In addition to state mandated assessments and academic performance goals, the school establishes quarterly benchmark progress goals through module assessments, presentations (performance assessments), and Performance Series (diagnostic & adaptive assessment) academic growth goals for the school, subject areas, and individual students. The Performance Series test, administered three times a year, monitors progress, re-evaluates goals, and informs academic decisions. Other assessments utilized to measure academic success include Illuminate DNA and Great Minds formative and benchmark quarterly assessments, unit summative assessments, and student standard mastery pacing data collected through the online programs and Illuminate. Illuminate assessments are all from nationally vetted item banks, compiled by master teachers.

Using Assessment Data
All students are assessed during their first week at the school in order to determine their academic starting points, small group placements, and support needs. During weekly Professional Learning Communities (PLCs), teachers are given support on how to examine, analyze, monitor, and compare on-going assessment and learning data. Additionally, the Illuminate assessment platform supports the success of diverse learners by monitoring what programs and strategies work for individual students, the learning pace of students, and the areas where students need help or gaps filled.

The Matchbook Assessment System includes the following:

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

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

To further assist students, parents, and teachers in monitoring student progress, Matchbook uses a competency based report card as well as parent and student conference days. The report cards show the number of standards the student has mastered, their pacing, and their growth towards proficiency. Additionally, the LMS that Matchbook utilizes allows parents to log in daily to monitor their student's progress.

2. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Matchbook Learning's educational program is research-based in each of its components: small group instruction, curated online content,curriculum, assessments, and instructional strategies taught in professional development and utilized in the classrooms (i.e. reciprocal reading, formative assessment lessons, fact fluency, close reading, think aloud). There is also evidence from past implementation scores with similar student bodies as the proposed school in Indianapolis to show that the Matchbook model of instruction is rigorous, engaging and effective for urban high poverty, high minority, and currently low performing student populations. Those schools from which we can give results include:

•   2011 Launch of Matchbook Learning at AL Holmes, which was subsequently awarded "Reward School" status by the Michigan DOE based on having a top five percent growth track record over our two year engagement. During our 2 year contract Math proficiency on the state test according to the fall 2013 results increased by 28.2% and Reading proficiency by 33.1%.

•   Brenda Scott in its first year with Matchbook Learning (2012-13) had the 5th highest school wide achievement gains of any school in the entire city of Detroit (69% of students made multiple years worth of growth).

•   In 2013-14 teachers at Brenda Scott showed tremendous decile growth in Reading & Math both at the lower end of performance (reducing by more than half the % of students in the bottom decile) as well as the higher end of performance (more than doubling the percentage of students in the 40th percentile above in Reading and more than quintupling the percentage in Math)

•   According to the NJ High School PARCC results in 2015-16 Merit Prep had over a 12% gain in students proficient in reading.

•   2016-17 state assessment results for Michigan Technical Academy show that all grade levels at least doubled the number of students proficient in reading and in math.

*   2018-19 Matchbook Learning's core class instructional model took Wendell Phillips School 63 from an F to a D the first year of the school restart and first year of iLearn.

The core curriculum utilized for math and reading is the research based Great Minds curriculum supplemented by Engage NY and the Matchbook Learning online programs for students and culturally responsive supplemental texts sets from Scholastic. Great Minds was selected because of its focus, coherence linking topics and thinking across grade levels, rigor pushing conceptual understanding, procedural skills and fluency, and application with equal intensity. According to Rand studies Eureka and Wit & Wisdom by Great Minds are now some of the most widely used curriculum throughout the US. Eureka Math which is not only the most widely utilized math curriculum in the United States, it also has numerous data stories demonstrating the success rate for schools utilizing it found at: https://greatminds.org/data.

Additionally, the Great Minds curriculum aligns with the Matchbook Learning instructional model taking students through the procedural and conceptual understandings in learning and practicing through the learning cycle to application. The structure of the lessons in the Great Minds curriculum also seamlessly works with the Matchbook model in our instructional block with the ease of alignment with the small group teaching model, as well as the alignment of the research based instructional strategies utilized throughout the curriculum (i.e. cognitively guided instruction, fluency practice, close reading, application problems). Additionally, classrooms and schools across the country that have been observed by Matchbook Learning implementing the Great Minds curriculum that was developed

by classroom teachers, are seeing student success and proficiency gains. For science the core research based curriculum and supplements that will be utilized with the MBL instructional practices are those recommended by the Indiana Science Institute for the new science standards, Inspire Science by McGraw-Hill. For social studies the core research based curriculum that will be utilized will be Social Studies Alive supplemented by Matchbook curated online programs, project based learning from the Buck Institute, and performance assessment tasks aligned with the best practices from the Literacy Design Collaborative Core Tools and the NY Consortium Schools.

The Matchbook Learning "Playlists" accessed by students online through Google Classroom consists of online lessons and practice activities for each standard that offer student choices for how they want to extend their learning and practice each standard they are working on. The content providers used as resources and options in the "Playlists" to deliver the learning objectives were selected because of what Matchbook Learning has experienced first hand with respect to student results in high minority and high poverty schools, research studies supporting the content provider's products, surveys of students and parents, as well as ensuring there is variety for differing learning styles. A listing of the content providers and links to the research supporting each can be found in the curriculum attachments.

Teachers will work on pacing guides in their department PLCs, through professional development with curriculum experts, and in collaboration with leadership. Additionally, all teachers will be trained in SIOP strategies and supported by our EL staff members on how to help and support EL students with accessing the curriculum and advancing their language acquisition as well as the standards.

Matchbook Learning's model is not traditional. So, what does it look like to be a Matchbook College, Career & Technical Institute student?

The Week:

Monday	Tuesday	Wednesday	Thursday	Friday
Whole School Celebrations	**All Students Social & Emotional Learning**	**All Students Social & Emotional Learning**	**All Students Social & Emotional Learning**	**Student Broadcasts Shared with Everyone**
7-8 Core Learning Hub All Day	**9-10 Core Learning Hub Morning & Career Pathway Afternoon**	**7-8 Core Learning Hub All Day**	**9-10 Career Pathway Morning & Core Learning Hub Afternoon**	**7-8 Core Learning Hub All Day**
9-12 Personalized Core 40 Learning	**11-12 Core Learning Hub Morning & Career Pathway / Apprenticeship Afternoon**	**9-12 Personalized Core 40 Learning**	**11-12 Core Learning Hub Morning & Career Pathway / Apprenticeship Afternoon**	**9-12 Personalized Core 40 Learning**

120-Minute ELA Hub Block:

Time	Literacy Component
20 Minutes	Shared / Close Reading (whole group) **Wit & Wisdom**
80-100 Minutes	Small Group Rotations · Blended – **MBL** Spark Playlists (personalized to every student's needs) – **Learn**

	& Practice, Writing About Reading · Teacher Led (Shared/Guided/Strategy/Gradual Release) – **Wit & Wisdom, Small Group Instruction, Concept Development, Conferences, Goal Setting** · Collaborative – Peer Conferences & Assistance, **MBL Apply Projects,** Writing About Reading · Independent – **MBL Spark Assess & Reflect**, Extended Practice, Writing About Reading
40 Minutes	Research/ and Writing **Wit & Wisdom & 6+1 Traits of Writing**
5-10	Conferring Conversations – Goal Setting

120-Minute Math Hub Block:

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

	Science & Social Studies Hub Blocks:
10 minutes	Application Problem - **Experiment/Debate/Launch of Problem**
20 minutes	Concept Development
At least 20 minutes each (80 Minutes Total)	1. **Small Group Rotations** 2. Independent Work 3. Blended Learning 4. Collaborative Project Work
10 minutes	Student Debrief

3. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

Matchbook Learning is personalizing the entire learning experience for the whole child more effectively than most schools. We know that serving one of the highest poverty communities in Indianapolis means that we have to go beyond the curriculum to meet the needs of the whole child.

Therefore in addition to the culture of becoming the best individual and global citizen that students can be through instructional practices and career pathway focuses, the school culture will also entail the following components:

- **Morning Meetings** - Celebrations, Habits of Mind & 2nd Steps messages
- **Second Steps -** Social Emotional research based curriculum
- **CHAMPS -** Classroom management that teaches students how to be successful in the classrooms and common school areas. **The Matchbook Way** guide for teachers will be used to supplement their training on utilizing the CHAMPS methodology.
- **Positive learning moments** as well as **moments of pause**
- **Policy of first feed me/find out my needs and listen to me before moving into discipline** - overarching operating system
- **Supportive Staff & Clear Communication Lines**
- **Alternatives to Suspensions** - Designed to keep learning and growing happening by first having a student who is having trouble or acting out see the school counselor and if the student is not able to then return to their regular classroom, they then continue their learning and receive instruction with a certified teacher as an alternative to suspension. Parents will be called any time a student has a disciplinary infraction by the teacher during their 20 minute parent block and by the school counselor or Dean of Culture.
- **Parent Partnerships** -
  - Teachers will have a 20 minute block of time every day during which they are expected to make contact with parents. This can be through both email and phone calls.
  - Parents will be contacted by school personnel if any issue arises and partnered with for how to support their students social and emotional development.
  - Periodically Surveying Parents – Not just sending out surveys that parents never see the results from is not enough. Once a parent survey goes out, the very next newsletter needs to address the results including concerns and/or ideas that come from the surveys.
  - Creating Volunteer On-Going Opportunities – Having a Menu of these items in the front office and in the monthly newsletter is really helpful. Helping a few parents take the lead and create a Parent Organization that maintains this for this school is also a good idea.
  - Creating Opportunities to Get to Know Each Other – Social opportunities where parents can get to know the staff and each other such as cookouts, coffee times, and celebrations.
  - Celebrations of Learning – Having a winter and spring evening that is a Celebration of Learning where parents of all backgrounds come and see the great things that students from all backgrounds have created and are presenting is a great way to get parents to the school and to help them see that parents of other backgrounds also care about what their students are doing.
  - Parent Council – Intentionally creating a true Parent Advisory Council that is representative of the diverse backgrounds in the school is critical. This does take intentional recruiting.

- ■ Periodically Surveying Parents – Not just sending out surveys that parents never see the results from is not enough. Once a parent survey goes out, the very next newsletter needs to address the results including concerns and/or ideas that come from the surveys.
  - **Staff training on how to listen powerfully.**
  - **Tiered Infraction System**
  - **Empowering vs Negative Penalties**
  - **Consistent Words and Definitions**
  - **Positive Clarity** & **Non-Violent Communication**
  - **Training on how to Share your Story**
  - Focus on **When I Grow Up** - There will be posters of students from the school professionally dressed and photographed as if they already achieved the future career they are working towards. This allows students to see that they can reach these goals and become who and what they want. Often students in struggling and high poverty schools believe that other kids get to reach these goals and have these careers so it is important for them to see and visualize the fact that they too can become what they strive to be.
  - **Levels of Citizenship** - Framing both participation and leadership as citizens. The focus of celebrations and citizenship badges is creating a powerful place for everyone to be their best self.
  - **Culture of Serving** - Everyone serving and helping the community, teachers, students, and peers.

The Matchbook School discipline plans adhere to IC 20-24-5.5 as shown through our tiered systems. Details of the tiered discipline system the school will utilize entails a tracking system of major and minor infractions is attached. (https://docs.google.com/a/matchbooklearning.com/document/d/10Z_b22DRtWZO5N0MStKn2xgSB2a2245hm5caxxhfK3Q/edit?usp=sharing)

Setting and supporting school culture from day one is critical for our students' success. We do this through parent meetings/partnerships, clear expectations communicated before day one, and starting every day with morning circles and review of our restorative practices. The training of staff, students and parents on our restorative practices is a key component to what we do. Restorative practices begin our day with staff circles followed by staff leading students in morning circles to begin their day. If students have concerns or conflicts throughout the day, they are able to request a restorative circle, conference, or supports.

In addition to restorative practices training, we also establish a Culturally Responsive Practices Team that is open to any and all staff members to join. This team meets bi-monthly to examine cultural practices in all that we do including our teaching practices and helps to determine next steps and professional development to ensure that we are being culturally responsive to each other and all those we serve. Parents are also invited to take part in at least two sessions and workshops throughout the year.

4. 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.

> Our school is a hybrid model of blended learning with 30% of the instruction delivered virtually and the rest delivered in person in small group hub settings as well as in career pathways with hands on experiential group learning projects.

Community Engagement

1. Describe the relationships that you have established to generate community engagement in and support for the proposed school.

Community Partner	Representative from Organization	Address, phone number and email address	Nature of Support & Partnership
Youth for Christ City Wheels	Ali King Executive Director Michael W. Robertson Chair of the Central Indiana Youth for Christ Board	Address: 1641 E Michigan St, Indianapolis, IN 46201 Phone: (317) 925-2828 aking@ciycg.org	Providing Mentors for kids and the Automotive & HVAC Certification Programs
Marian University Klipsch Educators College & St. Joseph College	Robert Behning Dr. LaTonya Turner Dr. Jeff Jourdan	Address: 3200 Cold Spring Rd, Indianapolis, IN 46222 Phone: (317) 955-6000 lturner@marian.edu	IT & Computer Science Pathways & Certifications Aligned with Associate Degree, Teacher Pathways, as well as Design & Build Out of Competencies (learn & earn) and School Framework
16 Tech	Bob Coy, President & CEO Starla Hart	16 Tech White River Trail Indianapolis, IN 46202 shart@16tech.com	School & Business Connections, Thought & Design Partner
Broken Wings	J. Nicholas II	Indianapolis, IN 46224 317.762.4551	Support and Mentors
School on Wheels	Sally Bindley Alyssa Newell Kelly Coker	a: 2605 East 62nd Street, Suite 2005, Indianapolis, IN 46220 p: 317-202-9100	Tutoring Support for McKinney Vento Students
IUPUI - Family, School & Neighborhood Engagement	Khaula H.Murtadha Associate Vice Chancellor & Dr. Jim Grimm	Address: 777 Indiana Avenue, Suite 200 Indianapolis, IN 46202 Phone: 317-278-2000	Thought partner & community engagement support.
Mary Rigg Neighborhood Center	Andrew Lee, Director	PHONE: 317.639.6106 FAX: 317.639.2782 EMAIL: info@maryrigg.org	Community Support Partner
Elevate Indianapolis	Aaron Story President & CEO	Elevate Indianapolis PO Box 441456 Indianapolis, IN 46204	Mentors, SEL Classes & College/Career Classes, Projects, Planning

		(317)201-1120	
City Life	Daniel Marquez, City Life Director	Address: 1641 E Michigan St, Indianapolis, IN 46201 dmarquez@ciycg.org	Mentors & Groups

2. Describe how you have assessed demand and/or solicited support for the school and summarize their results.

Since restarting Wendell Phillips Schools 63 in 2018, Matchbook Learning has been serving K-8 students on the near west side of Indianapolis in Haughville. In one year, we took a persistently failing school from an F to a D, the same year Indiana adopted ILEARN, a new, and more rigorous state assessment. At the end of every school year, we have consistently had students and parents asking us to start a high school so they could stay with Matchbook Learning because of their students' success. Our 8th graders who matriculate into high school come back to visit for additional tutoring and support, because they trust our culture, they want our wrap around services, and they need the support we provide.

The same year Matchbook Learning opened, Indianapolis Public Schools (IPS) launched a reimagined high school program, which consolidated its college and career academies into four high school facilities across Indianapolis. At the same time, IPS launched a fully choice based high school model, where students must decide which college, career, or military pathway before enrolling in high school. While this idea is imaginative, it has caused major limitations to the Haughville community. First, many students do not have exposure to the types of career opportunities available. Second, students often choose their high school based on name and location, rather than the available career pathways or academies. Third, the high school choice model does not allow for students to change pathways or schools more than once during their high school career.

Currently, the westside does not have career and technical vocational schools that offer universal certifications in HVAC, Automotive, Building Trades (electric, plumbing, carpentry), IT Data Analytics & Security. This means the community lacks real pathways that lead directly into good jobs that pay a living wage and allow students and families to stabilize. Additionally, there are no schools specializing in education pathways for students. Research has shown that there is a positive impact on students when educators come from the areas they serve, that understand the culture, and that look like the students they serve. Instead of only seeking to recruit from a diverse pipeline or implement diversity, equity and inclusion initiatives, Matchbook Learning wants to build a teacher pipeline in our community, with our students who will one day become Matchbook Learning educators.

We want to further serve the Haughville community which is one of the highest poverty areas in Indianapolis. We know that many of the students who leave us after 8th grade struggle in high school, despite actively engaging them in the high school choice process. Many of our students end up choosing one of the two geographically closest high schools both of which have low graduation rates based on state data. 49% of students who enroll at Indianapolis Metropolitan High School do not graduate while 41% of those who enroll at George Washington High School will not graduate from high school. We want to continue to serve our students and families so that 100% of our students will not only graduate but will do so with real job opportunities. Without clear pathways into jobs and the support to overcome barriers our students and families (98% F/R) will not be able to stabilize and break out of the cycle of poverty.

The community has expressed to us in multiple ways that they want pathways to good jobs for students and we can deliver a modern vocational school to the community in Haughville with community partners and support.

Leadership and Governance

1. Provide an overview of the proposed network governance, management structure, and leadership team.

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

The school leader, Sheila Corbin, will be responsible for the day to day running of the school, the safety and academic achievement of all students, the safety and career development and growth of all school staff and the engagement and service of parents and families that choose our proposed school. The school leader will be accountable to the CEO, Dr. Amy Swann.
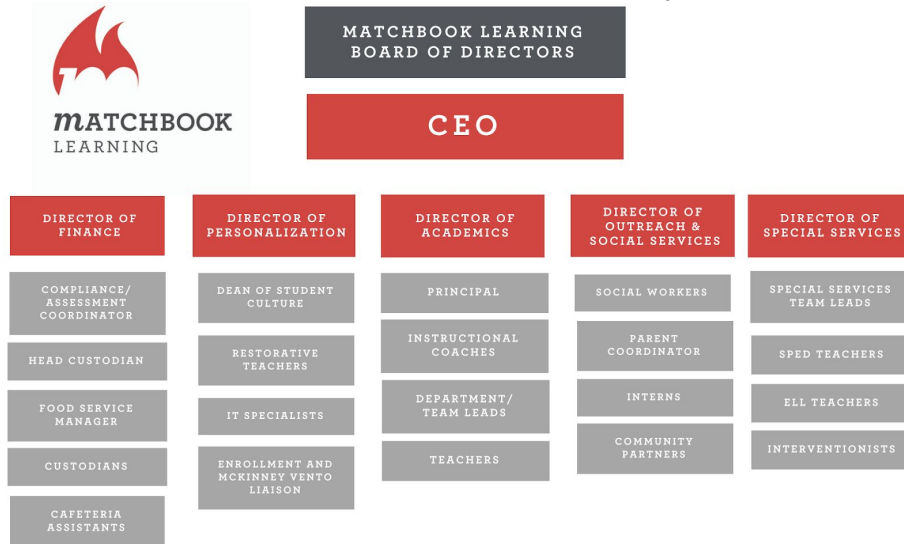
2. Identify the strengths of the proposed governing board and leadership team.

Linked is leadership information (resumes) for members of the Matchbook Learning Schools of Indiana Board of Directors.

Board Member	Strength &/or Committee
Sajan George - Board Chair	Founder Matchbook Learning
Russell Menyhart	Legal & Policies
Mike Cosack	Experienced Charter Board Member & Finance
Jennifer Poon	Education - Academics
Dr. Kurt Nelson	Education Leadership & Academics
Ali King	Community Relations & Partnerships

Starla Hart	Near West Community & Partnerships
Maureen Donohue Krauss	Community & City Perspectives & Finance
Bill Taft	Development & Finance

The Matchbook Learning Schools of Indiana ("MBLI") Board will be responsible for governing the school, setting policy, holding MBLI and its CEO, Dr. Amy Swann, accountable to the goals and objectives in the Mayor's Performance Framework, and both annually in a performance review for the CEO as well as a bi-monthly review the performance of MBLI against the goals set by the board.

3. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school long term.

Matchbook Learning will continue to recruit local individuals to govern Matchbook Learning Schools of Indiana (MBLI). The recruitment process begins with the Board deciding there is a need or gap and that an additional Board member should be appointed. Then the CEO begins recruiting and vetting potential candidates that align with the Board's mission and vision. After the initial recruitment process the Board then interviews the potential candidate and determines their fit for serving on the Board and their alignment and understanding of the Board's mission and the school/community needs.

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

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

4. Describe how the school will be contracting with the chosen ESP (if applicable).

N/A

Facility Plan (Applicant has Identified a Facility)

1. Indicate the street address and applicable school district:

2447 W 14 St Indianapolis, IN 46222 located in the IPS School district

2. 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.

This building was once IPS School 75. In the 90's it was purchased by Friendship Baptist Church here in Haughville. Since the church is aligned with our mission and vision they have just agreed to sell us the building and we are currently in the due diligence process heading towards executing on the purchase.

3. Explain in detail any anticipated construction or renovation costs. *These should be described in the budget narrative and reflected in the 5-Year Budget.*

> In our budget we estimated financing $4 million for the purchase and renovation of the building. Since we currently have 2 million in funds that we are able to direct towards these costs the maximum we should have to finance is $2 million. These are estimations though and will be firmed up over the next few months as we move through the due diligence process.

4. If possible, provide a layout and description of the proposed facility, including the number of classrooms, common areas, recreational space, any community facilities, and any residential facilities.

> There are currently 33 classrooms, 5 common areas, and room for a basketball court outside, a learning garden, and space for our community partners to have trade training facilities including automotive.

5. Explain how the facility will meet the needs of the targeted student population and any students who are physically challenged.

> The facility is large enough to meet the student capacity demands and our architects are looking at where to put in an elevator and making the building ADA compliant during our due diligence and renovation periods.

Financial Plan

1. Present 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 detail the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).
   - Per-Pupil Revenue
   - Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
   - Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

> Linked is our 5-Year budget based on state and federal grants with annual increases in student enrollment.

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, use 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 than typical school models, specifically those found in the district in which the charter school will be located
- 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

The Matchbook College, Career and Technical Institute model will build upon the success of accelerating student learning in grades K-8 to redesign the vocational school model for the 21st century. Using project based learning and modern apprenticeships, our school will provide pathways to actual careers personalized to individual student interest. Different from a typical CTE school, our model will ensure that we are partnering with industries that lead into high demand careers. Through specific career pathways, Matchbook will prioritize those that meet the interest and needs of our school's community in order to improve the culture and strength in the neighborhood.

The school will have multiple pathways for students interested in careers directly out of high school in addition to multiple pathways to post-secondary learning. Our organization believes that personalizing the learning pathway for students, aligned with their career interests and abilities, will ultimately lead to long term success for individuals and subsequently the community. This model will also build upon the community partnerships forged during the turnaround work started in 2018 to ensure that the instructional model also aligns with the needs of the community.

Our school will use standards based grading aligned with the Indiana Academic Standards and Core 40 Diploma requirements that will ensure Education One is capable of holding the school to high academic accountability standards. By partnering with industry leaders we will ensure that every student, upon graduation, has a tangible pathway for success in life. The school will constantly revise its model and offerings to meet the demand for additional career pathways and outcomes. Crucially, the school will offer mentoring and support for students during their first year after graduation to ensure that the success they experienced in high school remains with them in their emerging careers.