



Charter School Application

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

Trine University
One University Avenue
Angola, Indiana 46703
Telephone: 260-665-4600

Application Introduction

A charter school is a public school that operates under a contract, or charter, entered into between the school's organizer and a charter school authorizer. Charter schools are established to provide innovative and quality choice options to serve the needs of the community. Education One at Trine University currently authorizes 11 schools in Fort Wayne, Gary, Indianapolis, South Bend, and Springville, Indiana.

Education One has developed an Application Process Protocol for all schools seeking authorization. The application process has seven major components: (1) Letter of Intent; (2) Initial Proposal; (3) Application Invitation; (4) Application Review; (5) Public Hearing; (6) Proposed School Board Meeting; and (7) Acceptance or Denial of Application. Education One follows an open application cycle. However, recommended guidelines for submission have been outlined to support quality school start up.

Education One is governed by its own board of directors separate from Trine University. The Executive Director makes a recommendation to the Education One Board of Directors regarding the acceptance or rejection of an application. The Education One Board of Directors meet and vote to accept or reject the application, based on the recommendation.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the Education One Application Review Team. Education One staff reserves the right to reject applications that do not adhere to the application specifications. Throughout the process, Education One staff will communicate important information to the charter school applicant's authorized representative.

Applicants who should use this application are those who are applying to open a new charter school. Existing charter schools applying to replicate their school(s) should complete the application as well as items marked for replication.

Education One utilized resources found from the National Association of Charter School Authorizers (NACSA) to create this comprehensive charter school application. Information regarding NACSA and its resources can be found at www.qualitycharters.org.

Application Process Overview

Applicant Submits Letter of Intent:

Recommended Timeline for Submission: One Year Prior to Start of School

Interested candidates must submit a [Letter of Intent](#) to the Executive Director of Education One describing their desire to establish a school in conjunction with Education One. This Letter of Intent must also describe basic tenets of the proposed school structure, such as location, opening date, age range of students, and curriculum and management structures.

Applicant Submits Initial Proposal:

Recommended Timeline for Submission: One Year Prior to Start of School

Following the submission of a Letter of Intent, an applicant will submit an [Initial Proposal](#), describing the structure of the proposed school. The Initial Proposal must include a Vision and Mission statement for the school, a justification of the school's expected effectiveness at enhancing the educational achievement of its students, and an in-depth description of the curriculum and management structures of the school. Specifically, the school's educational model must be stated, its curricular framework must be established in which specific educational objectives for each subject taught at the school are stated, and assessment procedures should be explained. Additional pages may be submitted with information regarding the applicant's ideas of innovation in education, if applicable.

Review/Feedback of Initial Proposal by Executive Director (Q & A):

Members of the Education One staff will review all Initial Proposals, utilizing a rubric to score each section. Additional questions may be asked as needed. As a courtesy to the applicant, the Executive Director will provide verbal feedback to the applicant based on the review of the Initial Proposal. Selected applications will then be invited to submit an Application. Application submission is by invitation only.

Applicant Submits Full Application and Participates in Capacity Interview:

Recommended Timeline for Submission: At Least Nine Months Prior to Start of School

Following the invitation to apply, applicants submit a full application to Education One. All completed applications are reviewed using a rubric by the Application Review Team consisting of Education One staff members, Education One's Finance/Facilities Consultant, and independent consultants with expertise in the proposed school's educational model. Legal counsel will also review applications, when necessary, at the request of Education One's Executive Director.

After an initial review of the application, the Executive Director will provide initial written feedback from the Application Review Team to the applicant. The applicant will have time to review the feedback and make any changes to the application they deem necessary. Revised applications will be resubmitted for review to the Application Review Team. The same rubric will be utilized to rescore the application as needed.

Application Specification and Submission Instructions

- The application must be typed and single-spaced utilizing the template provided by Education One. Utilize the provided text boxes, with a minimum of 11-point font, to answer application questions. If a particular question does not apply, respond with a "Not Applicable." Questions without text boxes indicate that the response will be incorporated into an application attachment.
- The application narrative should not exceed 75 pages. For replication schools, the narrative should not exceed 100 pages. Attachments do not count toward the page limit.
- When submitting resumes, please label each document with the individual's affiliation with the proposed school (i.e., Founding Group Member, Board Member, School Leader, Teacher, etc.).
- Complete all pages of the Financial Plan and Charter Application Budget and Staffing Workbooks.
- Review your application for completeness before submitting. Each subsection provides a list of what should be included in an answer(s) to meet expectation standards.
- Upload a complete copy of the application as one PDF in your Application folder.

Following the final scoring of the written application, the applicant will meet with the Application Review Team for an Application Capacity Interview. The interview may include members of the Applicant Team, including but not limited to the proposed school's

Governing Board, school leadership team, and proposed staff members. The interview will gauge the applicant's capacity to execute the components outlined in the submitted application, in regards to academics, organization, and finances. The Application Review Team will debrief after the interview. If further questions exist, or additional clarification is needed, an applicant may be invited to a second interview with the Application Review Team.

School Board Meeting

Recommended Timeline for Submission: At Least Nine Months Prior to Start of School

Prior to recommending approval of an application, the Executive Director will attend a board meeting for the proposed school in order to monitor and measure the board's capacity to govern the proposed school in accordance with Education One's board governance skills matrix, which includes skills associated with business, community engagement, education, finance, and legal.

Public Hearing

Recommended Timeline for Submission: At Least Nine Months Prior to Start of School

Prior to recommending approval of an application, a public hearing will be scheduled. During the Public Hearing applicants will present their proposal to the community in a public forum. Applicants will be asked to answer questions from the Education One team, as well as members of the public. Opportunities for members of the public to speak in opposition or in favor of the proposed school will be given. Education One will also accept written forms of support/opposition from the public.

Education One Board Meeting

Recommended Timeline for Submission: At Least Eight Months Prior to Start of School

The Executive Director will make a recommendation to the Education One Board regarding the acceptance or rejection of an application. The Education One Board of Directors will meet and vote to accept or reject the application, based on the recommendation. Applicants will be notified of the Board's decision within 24 hours of the vote.

Notice of Disclosure

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

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

APPLICATION ATTACHMENTS

Education One utilizes Google Drive to organize each applicant's application and the required attachments, found in the table below. Each applicant group will have access to a Google Drive Folder that will include all the necessary templates to complete their application. A folder, titled "Application Attachments," will be used to save attachments in the following manner:

- Each applicable attachment for the school should be saved as one PDF and uploaded to the Application Attachments folder.
- Each attachment should be saved as the attachment number (i.e., Attachment 1, Attachment 2, etc.).
- Link each attachment to the table below, following these steps:
 - Right click on the attachment PDF saved in the Application Attachments folder.
 - Click "Get shareable link."
 - Click the drop down arrow next to "Restricted" and choose "Anyone with the link."
 - On the right, make sure "Viewer" is chosen.
 - Click the blue "Copy Link" button.
 - Paste the link into the table.
 - Add a space after the link to activate for viewers to click and be directed to the attachment.

Application Attachment Table		
Attachment	Description	Link
Attachment 1	<p style="text-align: center;">Planned Curriculum</p> <p><i>Provide a sample course scope and sequence for one subject for one grade level for each division (elementary, middle, high) the school would serve.</i></p>	Attachment 1
Attachment 2	<p style="text-align: center;">Plan for Development of Program</p> <p><i>Provide a plan for how the program will be developed between approval and opening, including the person responsible and key stages for completion.</i></p>	Attachment 2
Attachment 3	<p style="text-align: center;">Exit Standards for Graduation</p> <p><i>Provide the school's exit standards for graduating students from the last grade served by the school.</i></p>	Attachment 3
Attachment 4	<p style="text-align: center;">Proposed School Calendar</p> <p><i>Provide the proposed school calendar for the first year of operation, including the number of days/hours of instruction.</i></p>	Attachment 4
Attachment 5	<p style="text-align: center;">Proposed Daily & Weekly Schedules</p> <p><i>Provide a sample daily and weekly schedule for each division (elementary, middle, high school) of the school.</i></p>	Attachment 5
Attachment 6	<p style="text-align: center;">Enrollment Policy</p> <p><i>Provide the school's proposed enrollment policy.</i></p>	Attachment 6
Attachment 7	<p style="text-align: center;">Discipline Policy</p> <p><i>Provide the school's proposed discipline policy.</i></p>	Attachment 7
Attachment 8	<p style="text-align: center;">Evidence of Community Support</p> <p><i>Provide evidence of support from community partners (i.e., letters of intent/commitment, memoranda of understanding, and/or contracts).</i></p>	Attachment 8
Attachment 9	<p style="text-align: center;">Principal/School Leader Information</p> <p><i>Provide the resume for the proposed principal/school leader.</i></p>	N/A
Attachment 10	<p style="text-align: center;">Principal/School Leader Posting Information</p> <p><i>Provide the job description or qualifications for this position with a discussion of the timeline, criteria, and recruiting/selection process for hiring.</i></p>	Attachment 10
Attachment 11	<p style="text-align: center;">Additional Leadership Team Information</p> <p><i>Provide the qualifications, resume, and professional biography for any identified leadership team members.</i></p>	Attachment 11

Attachment 12	Non-Profit Status Proof/Board Policies <i>Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of filings), and any governing documents already adopted.</i>	Attachment 12
Attachment 13	Signed Statement of Assurances <i>Submit one completed and signed Statement of Assurances on behalf of the board. Use the template provided by Education One.</i>	Attachment 13
Attachment 14	Organizational Charts for Governing, Managing & Staffing <i>Submit an organization chart that shows school governance, management, and staffing structure for Year 1 and at full build-out.</i>	Attachment 14
Attachment 15	School's Governing Board <i>List the members of the school's proposed leadership team and governing board. Include full resumes that contain contact information for each individual listed.</i>	Attachment 15
Attachment 16	Board Member Notice of Disclosure <i>Submit completed and signed information sheets for each board member. Use the template provided by Education One.</i>	Attachment 16
Attachment 17	Board Code of Ethics & Conflict of Interest <i>Provide the board's proposed Code of Ethics and Conflict of Interest policy.</i>	Attachment 17
Attachment 18	Term Sheet for Contract <i>Provide the term sheet, draft proposed management contract detailing limits and evidence that the service provider is authorized to do business in Indiana.</i>	N/A
Attachment 19	Complete Staffing Chart for School <i>Provide a complete staffing chart with Year 1 positions, administrative, instructional, and non-instructional personnel, the number of classroom teachers, paraprofessionals, and speciality teachers, and operational/support staff.</i>	Attachment 19
Attachment 20	Personnel Policy/Employee Manual <i>Provide a personnel policy or an employee manual if developed.</i>	Attachment 20
Attachment 21	Leadership Evaluation Tool <i>Provide leadership evaluation tools that have been developed.</i>	Attachment 21
Attachment 22	Teacher Evaluation Tool <i>Provide teacher evaluation tools that have been developed.</i>	Attachment 22
Attachment 23	Proof of Secured Facility <i>Provide proof of commitment for the facility.</i>	Attachment 23
Attachment 24	Facility Description <i>Provide supporting documents that detail the facility (10 page limit).</i>	Attachment 24
Attachment 25	Start-up Plan/Timeline <i>Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.</i>	Attachment 25
Attachment 26	Insurance/Levels of Coverage <i>Provide a list of the types of insurance coverage the school will secure, including a description of the level of coverage.</i>	Attachment 26
Attachment 27	Implementation Schedule <i>Provide an implementation schedule that explains the strategy for executing each charter that is approved. Use the template provided by Education One.</i>	Attachment 27
Attachment 28	Completed Budget and Staffing Workbook <i>Use the workbook provided by Education One.</i>	Attachment 28

Attachment 29	<p style="text-align: center;">Budget Narrative</p> <p><i>Provide a detailed description of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.</i></p>	Attachment 29
Attachment 30	<p style="text-align: center;">Historical Performance Workbook</p> <p><i>Use the workbook provided by Education One.</i></p>	Attachment 30
Attachment 31	<p style="text-align: center;">3 Years of Audited Financials for IN Schools</p> <p><i>Provide the last three years of audited financial statements for the school(s) and the most recent internal financial statements.</i></p>	Attachment 31
Attachment 32	<p style="text-align: center;">3 Years of Audited Financials for Whole Organization</p> <p><i>Provide the last three years of audited financial statements for the organization as a whole and the most recent internal financial statements</i></p>	Attachment 32
Attachment 33	<p style="text-align: center;">Litigations</p> <p><i>Provide a summary of the demand, any response to the demand, and the results of the arbitration or litigation.</i></p>	Attachment 33

APPLICATION COVER SHEET

Name of team or entity applying:	Career Academy of South Bend, Inc.
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Name of proposed school:	Success Academy at Boys and Girls Club
Primary contact person:	Jeremy Lugbill
Mailing address:	3801 Crescent Circle South Bend, IN 46628
Phone number:	(574) 299-9800 ext. 1620
Email address:	Jlugbill@CareerAcademySB.com
Fax:	(574) 288-6125

Primary contact for facilities planning:	Candida VanBuskirk
Phone number:	(574) 299-9800 ext. 1607
Email address:	Cvanbuskirk@CareerAcademySB.com

Applicant Team

Provide the full name, current job title and employer, and the position to be held with the proposed school for all persons on the applicant team, adding lines as needed.

Full Name	Current Job Title and Employer	Position with Proposed School
Jeremy Lugbill	Superintendent; Career Academy of South Bend, Inc.	Superintendent
Candida VanBuskirk	Assistant Superintendent; Career Academy of South Bend, Inc.	Assistant Superintendent
Janet Scott	School Board Member; Career Academy of South Bend, Inc.	School Board Member
Charlie Loeser	Attorney; Career Academy of South Bend, Inc.	Attorney

Does this application team have charter school applications under consideration by any other authorizer(s) in the United States?

Yes No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Proposed School(s) Information

Provide the proposed school(s) opening information, adding lines as needed. Please indicate the city/town and, if known, the potential address or neighborhood of location (Geographic Community). Virtual operators should indicate the relevant geographies intended to serve.

Proposed School Name	Opening Year	New Start, Phase-In/Takeover, or Replication	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Success Academy at Boys and Girls Club	2023	Replication	South Bend	K-5	K-5
Success Academy North	TBD	Replication	South Bend	K-8	K-8
Success Academy South	TBD	Replication	South Bend	K-8	K-8
Success Academy East	TBD	Replication	South Bend	K-8	K-8

Career Academy Central - TBD	TBD	Replication	South Bend	9-12	9-12
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Model or Focus of Proposed School:	Project-based / Experiential Learning Model Indiana Academic Standards K-12 Public Charter School
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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:

Enrollment Summary

Complete the following table, adding lines as needed.

Proposed School Name		Year 1 2023	Year 2 2024	Year 3 2025	Year 4 2026	Year 5 2027	At Capacity 2028
<i>Success Academy @ Boys & Girls Club</i>	Grade Levels Served	K-5	K-5	K-5	K-5	K-5	K-5
	Total Enrollment	150	150	150	150	150	150
<i>Success Academy North</i>	Grade Levels Served	K-5	K-6	K-7	K-8	K-8	K-8
	Total Enrollment	150	200	250	300	350	400
<i>Success Academy South</i>	Grade Levels Served	K-5	K-6	K-7	K-8	K-8	K-8
	Total Enrollment	150	200	250	300	350	400
<i>Success Academy East</i>	Grade Levels Served	K-5	K-6	K-7	K-8	K-8	K-8
	Total Enrollment	150	200	250	300	350	400
<i>Career Academy Central - TBD</i>	Grade Levels Served	9-12	9-12	9-12	9-12	9-12	9-12
	Total Enrollment	150	200	250	300	350	400

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

The rationale for the number of students served comes from the size of the facility. The BGCSJC building is able to accommodate 150 students. Each classroom will have a maximum of 25 students. Each grade level, kindergarten through 5th grade, will have one teacher and one class of no more than 25 students. As funding becomes available for additional facility expansion, the number of students served will increase.

Mission and Vision

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.

Replication Schools: Provide the mission of the school network, charter management organization (CMO), or education service provider (ESP), and explain how creation of the proposed school or schools fits within this mission.

The mission and vision at Career Academy South Bend is to create an environment that empowers every student to develop academic, career, and citizenship skills, leading to a successful future. We foster authentic project-based learning that is real world, connected, and engaging. We are continually developing rigorous education that is challenging and inclusive while cultivating comprehensive and skill-based standards. We nurture relationships that are compassionate and respectful that translate to appropriate social and emotional skills.

The proposed charter school, Success Academy @ Boys and Girls Club, will mirror many of the successful educational initiatives already established within the district. Success Academy @ Boys and Girls Club will model these foundational components while adding innovative, evidence-based practices to further the mission of the school. Consistent and thorough monitoring of key metrics around academic growth and achievement, college/career exploration, enrollment, fiscal health and family/community support will guide policy and programmatic decisions.

SECTION I: ADDRESSING EDUCATIONAL NEEDS THROUGH 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/or other approaches.

Meets Standard Expectation

- Evidence that an educational need within the targeted community exists.
- Evidence that the school model is innovative and reflects the needs of the proposed community.

Educational Need and Anticipated Student Population

1. Provide a rationale, along with quantitative evidence, to summarize the educational needs of students within the proposed community(ies).

SBCSC has been struggling over the last 8 years retaining students. When the thirty K-12 buildings were built, they were meant to hold 26,000 students. Now the district has 10,000 students. With the inception of "school choice" enrollment has taken an even bigger hit. Because of the enrollment plunge, schools are being closed. In 2018 three schools were closed and before that, the district went from 5 high schools to 4 and are now considering closing another high school in 2023-24. Five schools are part of a turnaround model due to poor academic performance, but have not had much success going into year 4 of 5. Two other elementaries are headed in the same direction after 5 years of failing performance ratings. South Bend families have left the city in hopes of finding better academic opportunities for their children.

There are currently 6 SBCSC elementary schools within 3 miles of the new SABGC. Opening a new charter at the current Boys & Girls Club site will give another option for parents in South Bend that provides not only a quality education, but before and after-school programming on-site, and an innovative approach to connect the community with academics that no other school in the area offers. In addition, parents are able to send their children to a neighborhood school rather than driving them to another district miles away.

In the 6 SBCSC schools surrounding the new SABGC site, the average Spring 2022 passing rate in ELA was 8.46 and in Math was 9.14. While SASB scores were not stellar they surpassed the current scores by almost two-to-one in both ELA & Math. While this is not acceptable by any means, these scores tripled from the year before. Research-based curriculum, curriculum maps, proficiency scales and a standards-based report card developed in the last 3 years has shown that SASB is on the right track and scores are moving forward.

Innovative Approach to Education

1. Summarize the innovation(s) embodied in the proposed school design. How does this specific school model meet the needs of students within the proposed community(ies)? 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 or community in which the charter school(s) will be located
 - Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model and how it meets the needs of the anticipated student population

Success Academy at the Boys and Girls Club of St. Joseph County (SABGC) will be the first school that is housed in a Boys & Girls Club (BGC) site in our community, and the first of its kind in the country as well. The current location, the OC Carmichael Jr Youth Center, is located on the southeast side of South Bend, nestled among six high need SBCSC elementary schools, a domestic violence shelter and two residential homeless facilities. Free and reduced numbers are in the mid 80% to low 90%. In addition, these

six schools averaged 8.46% passing in ELA on ILEARN and 9.14% in Math. The average daily attendance at the BGC site is roughly 150 students. They are bused from their home schools to the Club for afterschool programming.

The Boys & Girls Club of St. Joseph County currently runs an after-school program, STRIVE, at our Success and Career Academy locations. As such, we have developed a strong working relationship with them. This fall, we collaborated with BGCSJC on the IDOE 3E grant and were awarded \$4.4 million dollars to expand access to career exploration and engagement opportunities for students in grades K-12. Currently, the BGC building is underutilized with programming only offered after school. Considering the underutilization of the building as a community resource and our 3E grant collaboration, expanding our partnership with a new school site is a natural progression. This collaboration will also allow us to offer a before school program, which the BGC currently does not offer at this location. With the growing demand for quality education and the fact that our SASB site has a waitlist, makes this a solid solution.

The SABGC site will start with one class each of K-5 students, due to space limitations within the current infrastructure of the building. However, BGCSJC currently sits on 7 acres of land and expansion is in the near future. There will be three pods in the building: K-1, 2-3 and 4-5. The SABGC staffing model will also be different. Each grade level will have a trained BGC YDP (Youth Development Professional) staff member in the classroom Monday - Thursday. They will be trained with the teachers in curriculum, PBL, PLCs, the IReady platform, and co-teaching. The YDPs, along with an aide, will take students on Fridays to their experiential learning activities. Teachers will use this time to plan and look at student work and data. They will also meet frequently cross-grade to promote vertical alignment. In the summer teachers will use the standards to plan a sequence of projects for the year.

Success @ Boys & Girls Club will also look at time differently. A concern for some may be the long day from possibly 6:00 am to 6:00 pm. With this in mind, we believe that time can be altered to help with this. Besides breaks for specials and lunch/recess, we will use our YDPs to offer what normally would be programs in STRIVE during the day and have students working at STRIVE on their IReady pathway, for example.

Our academic programming will align with SASB. Instruction will be intentional and focused on grade-level standards in a safe, controlled learning environment. Students will receive daily standards-based lessons with key learning targets. Teachers will use the proficiency scales created, as well as the standards-based report card. Formative assessments in IReady, Fountas & Pinnell benchmarking, and Heggerty (K-2) will be given 3 times a year as well as common formative assessments 2-3 times a quarter. However, learning will also look different for students at SABGC. With standards-based report cards, we have the ability to meet students where they are. With this in mind, we will be using multi-age grouping when needed for students. If a Kindergarten student is on a second grade reading level, that child will go to second grade for reading, or if a third grade student needs first grade math, that child will go to first grade for math. We want to meet the child where he/she is at to provide the enrichment or the foundational skills needed.

This fall, CASB & BGCSJC were awarded \$4.4 million for the 3E Grant (Explore, Engage & Experience) from the IDOE. This grant will ensure that students can read, are immersed in STEM and are provided opportunities to explore and engage in a variety of careers. Since this is a K-12 grant, it has given us a perfect opportunity to put this idea into action.

Each Friday, SABGC students will experience PBL/Experiential Day at school. Taking into consideration that busing may be an issue, we will have 3 grade levels each Friday out in the community, while 3 grade levels will work on campus on their projects. Each grade level will have theses that are reflected in projects: K: Builders, 1: Leaders, 2: Storytellers, 3: Connectors, 4: Changemakers, 5: Designers.

On these days students will discover, embrace and integrate authentic learning experiences to create and design real-world applications of their knowledge. Teachers will use project-based learning to integrate core competencies and 21st century skills to provide students the opportunity to learn content standards through the lens of real work, real audience, and relevant to students. Coupled with dynamic teacher instruction, trained YDPs, SABGC students will explore real challenges and create solutions and share in front of authentic audiences, such as partnerships in our community and exhibit nights for families and community.

By partnering with our community students will have a chance to design real world solutions to problems in our community such as hunger, healthy living, and eco-friendly practices within the school. Collaboration, critical thinking, communication and creativity will be embedded in the learning processes as they design, create, and produce.

When CASB network received the 3E grant, it was evident that the network wanted to expose all students to career exploration. The leadership team met numerous times and received counsel as well as started a partnership with Tom Vander Ark of GettingSmart to make decisions on an innovative school design that would work for our community. The design for the SABGC is unique in its partnership with a Boys & Girls Club, but not unique in creating an experiential experience for students. The following attached sites provide research on this model, as well as schools that are currently using this model and thriving.

<https://www.gettingsmart.com/2018/12/18/why-experiential-education/>

<https://www.gettingsmart.com/2019/09/28/how-can-we-prepare-k-12-students-for-the-future/>

Consider [this data](#) conducted by the Lucas Center for Education on Project-Based Learning:

1. Second-grade students from low-income communities in 24 project-based learning classrooms gained 6 months more learning than peers in non-project based classrooms.
2. Third graders in PBL classrooms scored 8 percentage points higher than peers on a state science test; across all demographics of race, gender, or reading ability.
3. Sixth grade English Language Learners (ELL) who took a project-based science course scored 28% higher on state measures of language proficiency.

In Singapore, home of one of the best educational systems in the world, applied [learning has become the norm](#). By 2023, all primary schools are to have an Applied Learning Program, and students are encouraged to not just memorize who and what and when, but to ask how and why.

Ron Beghetto, Ph.D., an expert in creative behavior and Professor of Educational Psychology at the University of Connecticut, stated that teaching entrepreneurship concepts in early grades helps students become more aware of their own creativity. Schools can offer structured experiences that show students how to use their creativity and learn not to fear taking risks. Beghetto sees tremendous value in teaching kids that failure is not something to be avoided or punished, but instead embraced and shared. Part of developing a business is testing out ideas and improving on them along the way.

Moving forward, there are plans to expand SABGC. The current Boys & Girls Club site sits on 7 acres of land. The hope is to expand the school, but to also become a place of community outreach. The goal is to draw together county, city, and community organizations to create a safe & supportive system to help not only the children but the entire community. Creating a community outreach center on campus will provide a seamless way to support our children from birth to adulthood, and to affect positive, long lasting change at the family & community neighborhood level.

SECTION II: EDUCATIONAL PROGRAM DESIGN & CAPACITY

Curriculum and Instructional Design

Meets Standard Expectation

- Framework for a rigorous, quality instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed expectations of the Indiana Academic Standards (IAS).
- Comprehensive, quality curriculum overview that includes a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve, and demonstrated alignment of course outcomes with applicable standards. Sound curricular choices, by subject, including reason evidence the curriculum will be appropriate and effective for the targeted students.
- Sound instructional strategies and explanation of why they are well suited for the targeted student population, including effective methods and systems for providing differentiated instruction to meet the needs of all students.
- Evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for anticipated student population.

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the state standard.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure. If multiple schools/campuses are being proposed, explain any differences among them.

Class size at SAGBC will average 20 students in grades K & 1 and 25 students in grades 2-5. Each classroom will have a licensed teacher and a YDP in order to ensure students' learning needs are being met and a co-teaching model can be used. The learning environment will provide SEL strategies, and provide standards-based and data-driven instruction. Highly qualified teachers (classroom, EL, Literacy/Math interventionists) will work with our struggling students to help them make progress in meeting grade level standards. Each "pod" located in the center of two classrooms (K -1, 2-3, 4-5) will be used to facilitate PBL activities.

The instructional design to be used at SAGBC will follow what is currently used at SASB. The structure of math and ELA blocks of learning will consist of the following:

- Direct/explicit instruction on the standard/target for the day (25-45 minutes)
- Guided Practice (5-10 minutes)
- Daily 5 (ELA) and/or Daily 3 (math) (60 minutes)
- Formative & Common Formative assessments (5 - 30 minutes)

Direct/Explicit Instruction

In ELA K-2 direct/explicit instruction focuses on 10 minutes of phonemic awareness instruction using Heggerty and a 15 minute lesson in Phonics using Wilson Foundations. In grades 3-5 direct/explicit instruction focuses on the standard/learning target of the day. In math all grade levels begin the lesson with Number Talks followed by direct/explicit instruction on the standard/learning target.

Guided Practice

Guided practice consists of the teacher modeling the targeted skill in a problem. After modeling, the teacher and students work on a problem together. The students then work on a problem independently. While students are working on this, the teacher and YDP walk around the room assessing students' work and noting who is still having difficulty. After reviewing the problem for the whole class, students move to the next transition, Daily 5/3-differentiated learning, where students will have more time to get additional help on understanding the concept.

Daily 5/3

Daily 5/3 consists of 5 or 3 differentiated stations that students move to every 20 minutes. Daily 5 which is used in ELA consists of: Read to Self, Read to Someone, Word Work, Work on Writing, and Listen to Reading. Daily 3 used in math consists of: Math by Myself, Math with Someone, and Math Writing. While students work independently in each station the YDP monitors the students working. The teacher is pulling student groups, based on data, to work with them on areas of need.

Each station is equipped with standards-based activities that coincide with what the student has already learned. This is a time for students to work towards mastery on the standards that have already been taught and have not met. The teacher assigns different activities for students based on need. Stations are created by behaviors and personalities in order to provide a conducive learning environment for students to work on tasks independently; however, because of this, activities for the station cannot all be the same. Teachers provide numerous activities for each station based on the student's specific need. When students arrive at the station, they have a selection to choose from based on his/her need. This gives students choice, but assignments are at his/her level.

Students are only able to move to 3 stations per day, sometimes less depending on their specific needs. Those students with the most need meet with the teacher in a small group of 3 or 4 students four days a week. These students may also get pulled during the 60 minutes of Day 5/3 for intensive reading instruction or special education services or EL services. All extra pull-outs for students take place during this hour of rotation so students do not miss core direct, explicit instruction. Those students with most need get a small group intervention with the teacher AND with the pull out programs 4 days a week. Students will attend each station at least one time within any given week.

Formative & Common Formative Assessments

During the lesson or at the end of a learning block, teachers do quick checks for understanding. These usually take place after the direct/explicit instruction or the guided practice session and sometimes during the instruction. This way if understanding is lacking, the teacher can go back and reteach in a different way. If the check for understanding happens at the end of the block it usually is in the form of an exit ticket or a Kahoot.

All grade levels have created Common Formative Assessments that are given every 3 weeks within a 9 week period. These are quick and rigorous, technology enhanced assessments through IReady called Standards Mastery. The questions are set up like what students will see on ILEARN. Each standard has 6 questions to help ensure that students are truly mastering a standard. Teachers use this data to decide on further interventions or enrichment for students.

2. Provide an overview of the planned curriculum, including, as **Attachment 1**, a sample course scope and sequence for one subject for one grade for each division (elementary, middle, high school) the school would serve.
3. Identify course outcomes and components to demonstrate alignment with applicable state standards.

Success Academy @ Boys & Girls Club will focus on students mastering the standards for the grade. In order to do that, teachers will use the curriculum maps created to ensure that all IN College & Career Readiness Standards are met. In addition, teachers have used the "high priority" blueprints, as well as the SENS documents to outline those standards that need to be addressed at each level: a) high priority, b) medium priority, and c) low priority. The SENS document is not content priority standards alone, but standards that are data-content and content-driven based on student performance. Therefore, teachers will need to refer to it yearly. The high priority standards are the baseline and ones that very likely will not change, but others will become more important as our world changes, as we have seen with the introduction of "technology & media." The state has given good guidelines and resources to help teachers do their best to teach what is necessary for students to be successful.

The primary assessment tool used for assessing standard mastery and growth is the IReady assessment in ELA and math. The IDOE performance level indicators are used to assess student performance within the standards for grades 3-5. The indicators are: a) above proficiency, b) at proficiency, c) approaching proficiency, and d) below proficiency.

Data is collected 3 times a year in ELA and math. There are 3 IReady formative assessment windows (August, December and April/May) followed by ILEARN for 3-5. WIDA testing is in February for all EL students.

In addition, data is collected 3 times a year on students' reading level (K-5)(Fountas & Pinnell benchmarking)

For students in grades K-2, in addition to IReady in ELA and math for formative data 3 times per year, students are assessed in phonemic awareness with Heggerty and Wilson Foundations. Kindergarten also uses ESGI which is a one-on-one assessment based on the Kindergarten standards.

All student data is entered into our MTSS Program City Connects where we are able to make sound data-informed decisions on students to determine readiness for the next grade level. In April the MTSS team meets with grade levels to discuss student performance. If a student is not ready for the next grade, they are asked to attend STRIVE summer school where they will receive standards-based targeted instruction in the areas of need. At the end of summer school students may move on to the next grade level if improvement is shown in meeting the grade level standards. If not, parents will be notified that students will not be promoted.

4. Summarize program choices by grade and/or subject, and the rationale for each. Describe the evidence that these programs will be appropriate and effective for the anticipated student population.

When Success Academy SB opened, curriculum choices were made that did not fit with the current student body. In 2020 and 2021 resources were purchased, along with high quality professional development for ELA teachers for reading and writing. Last year a new math adoption was purchased to focus on Number Sense and to coordinate with our online formative assessment. This along with professional development in the book *Number Talks* and some research-based technology tools has shown to be making a difference. While scores in ELA and math through the pandemic have been low, the school tripled its proficiency scores in ELA & math on ILEARN. Also, legacy students, those who stay with us over time, are performing better and growing tremendously. Legacy students outperformed non-legacy students in both reading and math (65% to 39% in reading and 66% to 41% in math) This data was based on 2022 spring benchmark data.

SABGC's population is similar to SASBs, so we will utilize the same curricular programming. The curricular choices below were selected because they are linked to strong research data showing student success when using the program with fidelity. In addition, these programs support teachers in teaching the IN College & Career Readiness Standards.

Each year, these programs are vetted to make sure that they support good instruction and are right for our student population. This was difficult to do during Covid, but this past year a team of teachers and administration made the decision to switch the math adoption the school had had for 5 years. It was not producing the results we had hoped. In addition, a core group of teachers at SASB began researching The Science of Reading. At the end of last year we were seeing some significant improvement in first grade reading. One final change that will be made to our curricular options will be to move from IReady reading to NWEA for grades K-2. We found that IReady does not give us good data for these grade levels since it provides access to standards based on "grade levels behind" and K has none and 1 has only 1. Therefore, teachers have no idea how far behind these students are "skewing" the data that is reported.

While we are happy with the progress we are making, with our current curricular programming, we always want to stay on top of what could make our children more successful at mastering their grade level standards. SABGC will use these new additions to its programming.

Resources and assessments are vetted yearly by SABGC teachers, principal, and specialists to ensure the following criteria are met:

- The resource is aligned to the IN College & Career Readiness Standards
- Curriculum maps are aligned to state standards
- Priority standards are updated and SENS documents have been reviewed
- Common Formative assessments have been reviewed and updated

- Supplemental digital curriculum is aligned to state standards and offers opportunities to interact with high rigor technology enhanced tools
- Standards-based report cards are aligned to the priority standards
- Adopted basals support our students learning and the diversity of our population

The current curricular programs are as follows:

English/Language Arts Curriculum

SABGC uses *National Geographic* as its basal. It was chosen for its alignment to College & Career Readiness Standards and for its rigor. In addition, *Heggerty* is used at K-2 for phonemic awareness instruction. This program was chosen by teachers based on strong research by the National Reading Panel and The Science of Reading. SABGC will also use *Wilson Foundations* for Phonics. Foundations is derived from research that has proven to be successful with a wide variety of learners. Multisensory methods are employed in teaching children sounds, their representative letters, and their combination into words, phrases and sentences.

Math Curriculum

SABGC uses *Ready Math* as its primary math curriculum. Teachers chose the text for its alignment to state standards, its ease of use, its excellent integration of number sense in lessons, its integrated scaffolds for special education students and EL students, and its integration with the online component, IReady, that teachers have been using for 3 years now.

Supplemental Curriculum

To supplement the core curriculum, SABGC uses the following platforms and resources:

- Reading A-Z - Adaptive reading program used at K-5 that exposes students to text based on a personalized reading inventory.
- Smarter Balanced - A writing platform that provides students with relevant writing texts in all genres with full alignment to IN performance tasks.
- Orton Gillingham - A multi-sensory K-2 (and used for special education students and some EL) phonics program that enforces early literacy skills-specifically for students with dyslexia.
- IReady - Formative assessment platform that assesses students during the school year and creates a learning path to match where they are at in their mastery of the grade-level standards.
- Reflex Math - A web-based educational program that is adaptive and individualized per student. The program monitors each student's math fluency performance to create a targeted experience.
- Number Talks- Short 10 minute daily exercises aimed at building number sense.
- Fountas & Pinnell Leveled Literacy Intervention - Intensive, small group, literacy intervention for students who find reading and writing difficult.

These supplemental resources allow teachers to effectively differentiate for all learners, accelerate learning, and track student progress on a day-to-day basis. Analyzing data from multiple sources has helped teachers close achievement gaps and make learning active and meaningful.

5. If the programming is not already developed, provide, as **Attachment 2**, a plan for how it will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
6. Describe the primary instructional strategies that the school will expect teachers to use and why they are well suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Like its sister school, SABGC teachers will be expected to use the following instructional strategies that are rooted in time-tested research.

The two hour framework is as follows:

- Direct/explicit instruction on the standard/target for the day
- Guided Practice with gradual release and independent practice
- Daily 5 (ELA) and/or Daily 3 (math)
- Formative & Common Formative assessments

Direct/Explicit Instruction

Each lesson focuses on a content standard. The teacher explains the concept and then models for students what the standard is asking them to know and be able to do. She does this through example, both orally and written on the board or through technology examples. Because this is a “first look” at the standard, the teacher builds in guided practice following the instruction to make sure students understand the concept. If not, additional practice time is built in through Daily 5/3.

SABGC teachers will use this method daily based on the fact that research indicates that direct/explicit instruction yields high results, more than other approaches. This model ensures: adequate practice, correct levels of rigor, congruent instruction and appropriate learning strategies.

Guided Practice

During guided practice students work in tandem with the teacher on solving problems/concepts presented in the direct instruction piece of the lesson. After 1 or 2 examples using the gradual release model, students are given a few samples to try on their own. The teacher and the YDP circulate among the students to evaluate their work and take notes on those that are still struggling with the concept. If there are numerous students still not understanding the concept, the teacher will reteach the concept again using a different approach.

Daily 5/3

This 60 minutes is divided into 3-20 minute rotations. This is where differentiation takes place based on student need. Students are assigned to stations and at each station students are doing activities associated with the topics of Daily 5 or Daily 3 that are at their level of learning so that all students are either getting intervention or enrichment.

During this time, students are pulled for leveled literacy intervention, EL services, Special Education services and pulled with the teacher. Each of these groups provides intense, data-driven, explicit instruction for students. Those students in most need, receive pull-out services 4 times a week, those needing less receive 3 days and so on. Only highly qualified teachers work with our lowest students, while the YDP monitors and supports our students on grade level.

Formative Assessments

SABGC teachers conduct “checks for understanding” multiple times during instruction. Some of these are more formal than others. White boards raised with answers, thumbs up, thumbs down, anecdotal notes made by the teacher as she and the YDP walk around and observe students, give the teacher information on what the student needs. In addition, students spend 20 minutes a day on IReady on their learning path or teacher assigned lessons. After each of the 3 formative IReady assessments, students are automatically put on a learning path based on what they still do not know. These paths are individualized for students. Teachers also have the ability to assign lessons for students in areas that they still have not mastered.

Furthermore, teachers give 2 to 3 common formative assessments within the 9-weeks assessing standards along the way to tackle issues early rather than later in the quarter. If these standards were not mastered, teachers will provide students new lessons to work on during Daily 5/3 or in IReady, or in intervention time.

*Note: During the quarter, teachers use sample ILEARN performance tasks during their instruction. They use these to help students understand the expectations of the assessment, and to give them the confidence that they can be successful answering them.

While the goal is to master standards taught in the quarter by the end of that quarter, we know that realistically this does not always happen. Students have until the end of the year to show mastery of these standards. Teachers continue to assess standards not mastered each quarter even though they have moved on to new concepts each quarter. Parents are notified of mastery of the standard or non-mastery during conferences, or at any time teachers feel the need to update parents.

Teachers have created binders for each student that contains all of the measurement topics (which list all the standards by topic - Attachment #1) so that students can take ownership of their learning.

7. **Replication Schools:** Explain the organization's approach to replicating and implementing the school model, including program and instructional design among multiple schools.

There are four areas that we are currently using in the district that we will replicate at Success Academy @ Boys & Girls Club.. However, at this site we will make a few enhancements based on what we've learned over the years.

The replication areas focus on:

- Curriculum & Instruction
- Data & Assessments
- Professional Development
- Central Office

Curriculum & Instruction

At all of our schools, curriculum maps have been created and are aligned to the IN College & Career Readiness Standards. At SABGC, measurement topics, priority standards and a standards-based report card have been created. In addition, research-based resources to support teaching the standards have been purchased and when used with fidelity are showing increased improvement on standardized tests.

Teachers meet once or twice weekly during their PLCs to look at data, plan for the week ahead and gather resources to share. Once a week teachers meet by subject area to do cross-grade level meetings about data, teaching strategies and insight into students' successes and needs.

Data & Assessment

Assessment calendars are shared by the Director of Curriculum & Instruction with the district in early August. The calendar provides the district with the IDOE assessments for K-12 and formative assessment windows for IReady, which is taken three times a year. In addition, all data is housed in a data warehouse: Performance Matters.

Students at SABGC will be benchmarked with Fountas & Pinnell three times a year for growth data. In addition, teachers will assess phonemic awareness in K-2 three times a year with Heggerty, and phonics & writing weekly using Wilson Foundations.

Professional Development

The staff professional development calendar for the district is set each year by our central office. The professional development calendar includes days for beginning/new teachers in July, eLearning Days, and PLC training, facilitated by Solution Tree. We are in our second year of implementing PLCs. Teacher leads have been chosen and processes are in place by school. In addition, at each school, professional development supports teachers where there is need. For some PD we use trained professionals, for others we use coaches and for others we use teachers-teaching-teachers.

All professional development supports our work in helping teachers become highly effective and in learning how to meet the needs of our students.

Central Office

Our central office includes the Superintendent, Assistant Superintendent, the CIO, Director of Special Education, Director of EL, Director of Marketing, and Director of Curriculum & Instruction. These individuals function as a team for all schools to address issues and problem solve with building principals, teachers and staff.

Enhancements

While we are proud of the structures we have put in place, we know there are areas that need improvement. With the introduction of Professional Learning Communities, we believe that this will help teachers stay accountable for teaching with fidelity and analyzing data to drive their instruction.. This will be a priority at SABGC. In addition, teachers at SABGC and the YDPs will receive professional development before, during and after the school year in data-driven instruction and in how to incorporate the academics learned in the classroom with the career exploration and engagement opportunities that students will experience.

Pupil Performance Standards

Meets Standard Expectation

- Clear, rigorous learning standards (provided for one grade for each division the school would serve) and exit standards aligned with the Indiana Academic Standards (IAS).
- Thoughtful identification of and plan for development and adoption of any additional academic standards beyond state and authorizer that the school would adopt or develop, including explanation and evidence of how those standards would exceed the state standards.
- Clear, rigorous promotion and exit policies and standards.

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with state and authorizer standards.

1. Address the priority standards, skills, and/or knowledge each student will be expected to attain by the end of one grade for each division served (elementary, middle, high school).

SABGC will use the IN College & Career Readiness Standards as do our other three schools in the district. Curriculum maps based on the IN State Standards have been created by quarters at each grade level. In addition, teachers received professional development from Robert Marzano's organization. During these two years, teachers created measurement topics focusing on the "key" standards, along with proficiency scales and a standards-based report card that highlights the "priority standards" based on the IDOE ILEARN blueprints.

The SABGC staff will focus on the priority standards in which the IDOE ILEARN blueprints articulate the % of each standard that is covered on the state assessment in ELA and math. In addition, teachers will use the new SENS document put out by IDOE to make sure that they are providing the content and skills that are essential for success. The measurement topics that teachers created include all of the standards for math and language arts for that grade but by topic. These topics arrange the standards starting with the foundation standards leading up to the high priority standard for that topic. By doing this, teachers dedicate time based on importance. Proficiency scales were created from the measurement topics defining mastery. (See attachment #1)

SABGC will use the current standards-based report card used at SASB. This report card serves as the exit standards for a student to move to the next grade.

2. If you plan to adopt or develop additional academic standards beyond the state and/or authorizer standards, explain these additional standards, including the content areas and grade levels in which they will be implemented. Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

No standards beyond the mandatory state standard and/or authorizer standards will be implemented.

3. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students. Not applicable for those schools serving only 9th-12th grade.

Promotion from one grade to the next at SABGC will involve year-long data tracking by the classroom teacher, support services and the student and family. Multiple data points are included in making decisions about retention. Data points that are included are standards-based assessments-both formative & summative, special needs services data, literacy intervention data, age, and attendance. These data points and others are housed in City Connects (a program which coordinates data within SAGBC each year to develop & monitor customized support plans for every student). MTSS meetings are scheduled by the City Connects coordinator with grade levels in March and again in May. The MTSS team meets to discuss the student's performance to make the best decision to support the students' needs. Parents are notified at Spring Conferences of the potential for retention and the interventions that have taken place and that will continue through the end of the year. At the May meeting of the MTSS team, final decisions are made on retention and parents are notified of the decision. Students that attain "mastery" (80%) on the SABGC standards-based report card aligned to the IDOE state standards will automatically be promoted to the next grade level. If 80% of standards are not mastered, a student is not automatically retained. Using City Connects data, the MTSS team will discuss whether each student not meeting mastery is at a level of success to move forward. In addition, the team will take into consideration the student's age, attendance, and if attending, STRIVE, summer school. If promoted, and not at an 80% mastery, a student will receive intervention the following year on those areas still not mastered.

4. Provide, in **Attachment 3**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do. Not applicable for those schools serving only 9th-12th grade.

High School Graduation Requirements (High Schools Only)

Meets Standard Expectation

- Sound plan for meeting state and authorizer graduation requirements (including credits, GPA calculation, transcripts, electives) and compelling explanation of any additional requirements beyond the state's and authorizer's requirements.
- Clear, persuasive explanation of how the school's graduation requirements will ensure student readiness for college and other post-secondary opportunities (trade school, military service, or entering the workforce).
- Effective systems and structures for students at risk of dropping out or not meeting graduation requirements.

High schools will be expected to meet the state and authorizer graduation standards.

1. Describe how the school will meet state and/or authorizer requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state and authorizer standards, explain the additional requirements.

N/A

2. Explain how the graduation requirements will ensure student readiness for college and/or careers.

N/A

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

N/A

School Calendar and Schedule

Meets Standard Expectation

- School calendar and sample daily and weekly schedules that meet minimum Indiana requirements, align with the educational program, and are conducive to significantly improving student learning.

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program and/or anticipated student population. In **Attachment 4**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction. Instructional calendar guidance from the Indiana Department of Education can be found [here](#).

The annual academic schedule for SABGC will follow the schedule agreed upon by the Career & Success Academies. The school year does meet the number of days and time required by the IDOE. The SABGC calendar is broken into four 9-week quarters. Each quarter, parents receive a progress report followed by an end-of-quarter standards-based report card. The current calendar provides large chunks of time for teachers to provide quality instruction for students in order to prepare them for state testing and the ability to master the standards for that grade level.

The addition to SABGC will be the Friday PBL/Experiential Day (see attachment 4). This day will be a new format for the Career Academy School District. This fall Career Academy Schools in partnership with the Boys & Girls Club of St. Joseph County was awarded a **3E Grant - Explore, Engage & Experience**. This grant, K-12, focuses on creating effective career pathways. In elementary school the focus will be to ensure students can read, are immersed in STEM and are provided opportunities to explore and engage in a variety of careers. With this idea in mind, we have added one day a week to Explore, Engage and Experience in our Community. Each Friday, 3 grade levels will be out in the community visiting businesses, exploring career pathways, engaging and immersing themselves in our community. Their visits will be focused on the initiative that that specific grade level has chosen to learn about. Three grade levels will stay on campus to work on projects based on these initiatives. They could be building garden beds, writing business plans, contacting people in the community to interview and/or visit.

The Friday experiential day will be woven into the curriculum Monday-Friday so that students can see the connection between the academics learned during the week and what they need to know to accomplish their "class project." Students need to build background knowledge in order to make connections that are meaningful. We believe this is going to be a game-changer.

2. Describe the structure of the school day and week. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

The school day and week for SABGC focuses on providing students with 6 hours of academic instruction daily. In addition, students that attend the after school program, STRIVE, will continue academics for one extra hour of remediation/enrichment provided by the Youth Development Professionals who are trained in using our online platform IReady.

Students at SABGC's daily schedule focuses mainly on math and language arts consisting of explicit/direct instruction, guided practice, independent practice and hands-on learning. While there is a designated time for science and social studies within the day, these subjects will be incorporated into ELA and math as much as possible with the bulk of these two subjects taught through Friday PBL/Experiential Community days.

3. As **Attachment 5**, include a sample daily and weekly schedule for each division (elementary, middle, high school) of the school that identifies the number of instructional hours/minutes in a day in core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times.

School Culture

Meets Standard Expectation

- Vision for school culture or ethos that will promote high expectations, a positive academic environment and intellectual and social development for all students, including those with special needs, English Learners, and students at risk of academic failure.
- Coherent plan for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school, and for enculturating students who enter the school mid-year.

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

Success Academy @ Boys and Girls Club will establish a positive school culture with intentional strategic planning. Targeted initiatives will reinforce academic, behavioral, and social/emotional learning for all students. Per the district's strategic plan, Goal #2 states, "Every student will be supported and receive a well rounded education." The following strategies will lead the school to achieving this overarching goal:

- Implement evidence-based programming - City Connects
- Provide soft skills training to all elementary, middle and high school students
- Provide safe and well-maintained facilities to support a safe working and learning environment
- Monitor and ensure the diversity, equity and inclusion of all our students in all our programs
- Review our current programs and improve our school-wide support for "Social and Emotional Learning"
- Implement "Multi-tiered System of Supports" (MTSS)
- Differentiate instruction for all subgroups including SPED, ELL, F/R Lunch, demographics, etc.
- Develop a support system to ensure the basic needs of all our students are met both inside and outside of school
- Provide professional development for all staff to make data-driven decisions
- Implement "Professional Learning Communities" (PLC) throughout the school
- Provide culturally responsive training around best-practice instruction

Academic, behavioral and social-emotional data will be monitored on a weekly basis. Data will include but not be limited to student, staff, and parent surveys, community focus groups, academic growth and achievement metrics, discipline, attendance, etc. School culture will be enhanced utilizing a multi-tiered system of supports through City Connects. Professional Learning Communities will create opportunities for teachers to remain laser focused on student learning, collaboration and results.

2. Explain how you will create and implement this culture for students, staff, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Fostering the desired culture for students, staff and parents will begin before the first day of school. Beginning with the enrollment process, students and parents will receive information regarding core values, programming, etc. Enrollment specialists will intentionally share the key tenets of the school during the onboarding process.

In-person orientations will also take place before the school year begins. Kindergarteners and their parents will have the opportunity to participate in a Kindergarten Round-up event. Students in grades one through five will be invited to a Back-to-School event. Students will meet their teachers, hear from the building principal, and receive important information that will help focus the attention on the school's culture.

In addition, at the SABGC site, Boys & Girls Club YDPs will be available for parents and students to meet at the Back-to-School event. YDPs for each grade will have sign-up sheets for parent volunteers for Experiential Days. Also, representatives for the morning child care will be available to sign up their child and learn about the program. STRIVE, after school representatives will also be available to talk about the program, sign up students, and provide tours of the building.

Enculturating students entering the school mid-year is important to ensure transitions are successful. Students entering mid-year will have the opportunity to meet on an individual basis with his/her grade-level teacher, principal, counselor, etc. Students and parents will receive the following information:

- Student handbook including vision, mission, core values
- Parent Teacher Organization opportunities to engage with the school
- Academic programming
- Curriculum, instruction and assessment information
- Extra-curricular and co-curricular opportunities
- Staffing

3. Explain how the school will create an inclusive culture for the anticipated student population, taking into account student subgroups such as socioeconomic status, gender, race, ethnicity, English Learners, Gifted and Talented, Special Education, etc.

Located in the heart of South Bend, our urban population requires SABGC to be inclusive in all areas of our student population. In the CASB network, we have programming to support all subgroups. Our directors for Curriculum & Instruction, EL, Special Education, and HA coordinate efforts and initiatives in the following areas:

Students:

- Gifted & Talented Assessments & Curriculum
- EL pull-out & push-in by certified EL instructor
- Full inclusion model for special education students
- Curriculum that meets all socioeconomic status
- PBIS (Positive Behavior Interventions & Supports)
- F.A.C.E.S (Family & Community Engagement Specialists)

Staff:

- PBIS training ((Positive Behavior Interventions & Supports)
- Trauma-informed training
- F.A.C.E.S (FACES was developed to help ensure we are continuously fostering healthy and trustworthy relationships with our families and community.)
- Diversity training
- Culturally-responsive teaching practices
- Adverse Childhood Experience training

SABGC provides full inclusion for all students. Beginning with enrollment all students will be allowed a place in our school. All students will be able to apply for gifted & talented, as well as any program offered at the school. Restrooms for boys, girls and transgender students have been added. Curriculum & Instruction including the “theses” for Experiential Day will focus on the ethnicity of our students, gender, and special populations to help students learn about the uniqueness of all people in the school and community.

Working together the SABGC staff helps to create an atmosphere where all SABGC students and their families feel welcome and supported.

Supplemental Programming

Meets Standard Expectation

- Well-designed plans and funding for extracurricular and co-curricular activities, programs, and services that will meet anticipated student needs and provide enrichment experiences.
- Thoughtful, well-supported description of programs or strategies to address student mental, emotional, and social development and health, and any other student-focused activities and programs that are integral to the schools educational and student-development plans.
- Sound plan for implementation of remote learning, such as eLearning and/or extended learning.

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

SABGC will offer numerous activities & programs for students during the day and after school. Below is a list of the activities available:

With our Experiential/PBL Day every Friday, students will be involved in numerous community site visits, which will take students all over town. They may be visiting the local Farmer's Market, the Maker Space at SASB, the Potawatomi Zoo, the University of Notre Dame, Honeywell Manufacturing, and the Women's Shelter. This programming will support the thesis for our grade levels to support their projects. Funding will come from the BGCSJC, our community partners, and fundraising that students will do through their projects.

Other activities outside of the school day are as follows:

Robotics

The CASB network has a robust Robotics Program . All SABGC students will be eligible to participate on competitive robotics teams. In 2022 the CASB Robotics team attended the world competition. All robotics experiences are designed to align with curriculum and the IN College & Career Readiness Standards. At SABGC 30 students form a robotics team. Students meet twice a week and attend numerous competitions throughout the season. The robotic teams, K-8, for the CASB network fundraise all year long to off-set costs for students.

STRIVE Program (BGCSJC)

Over the last 3 years BGCSJC have been in the SASB building for after-school programming. Last year was the first year for a new program called STRIVE. Our new site SABGC will also provide STRIVE for students at the school site. The STRIVE program has a focus on academic enrichment and learning recovery, integrated with the traditional club programming to combat pandemic learning loss. STRIVE will be free to all students who attend 4 to 5 days a week from 3:00-6:00. It will focus on literacy, math fluency, social emotional learning and college & workforce readiness. In addition, the traditional club activities will be offered such as painting, exercising, dancing, performing, exploring interests, and connecting with peers.

Clubs

Each campus will have clubs based on student interests. Some clubs that students will begin with are GirlsWhoCode, musical theater, chess club, Girls on the Run, art club, graphic arts club, gaming, etc.

2. Describe the programs and/or strategies to address student mental, emotional, and social health and development.

SABGC will incorporate services for our students during the school day and after-school to support their behavior and emotional needs. Each morning teachers use the SEL curriculum through Review360. This curriculum is fully aligned with the CASEL (Collaborative for Academic & Social Emotional Learning) framework and provides evidence-based tools to assess and teach skills in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Students are assessed at the beginning of the year, receive weekly research-based lessons, and are assessed at the end of the year to look for growth in

the 5 areas, or areas of concern. If areas of concern are found, the school social worker will meet with the teacher, student and parent to discuss strategies to provide support for the student. This program supports the MTSS framework, promotes equitable practices, evidence-based intervention for Tiers 1, 2 & 3, and tracks student progress and accommodations toward behavioral and social-emotional goals). In addition the school social worker is available to support students who are struggling mentally, emotionally and behaviorally. There is also a Student Services team that works with students to de-escalate behavior during the day. SABGC will be supported through Special Education staff, EL and Speech and Occupational & physical therapy staff.

After school, the STRIVE program will continue to support students with social emotional learning through its programming.

Remote Learning (Not Applicable for Virtual Model Schools)

Meets Standard Expectation

- Sound plan of how the school will incorporate remote learning days in their school calendar or use for inclement weather cancellations, including the resources and programs needed for implementation.
- Provide expectations for teachers and students on remote learning days.
- Description of how the school will provide continued services, track compensatory hours, and create IEP/ILPs with specific language regarding remote learning days.

1. Describe how the school will incorporate digital or remote learning into the regular school calendar or in place of inclement weather days that would cause a school cancellation. Include the types of resources and/or programs the school will utilize to ensure instruction and learning continues. Further guidance on Indiana's digital learning department can be found here: <https://www.doe.in.gov/elearning>

SABGC will adhere to IDOE guidance which limits schools to no more than 3 eLearning days per year. In the master calendar these days are outlined for parents, teachers and staff. All students at SABGC will be one-to-one. With the charter exemption, we will use asynchronous instruction for inclement weather days. Teachers use Google Classroom in their classrooms and during virtual days so students are familiar with the process. Teachers upload assignments in the morning for students in each subject area and are available for students needing help during the day through Google Classroom, Dojo, and email.

2. Outline the expectations for teachers on a remote learning day, including planning of activities, lesson delivery, communication with students and families, office hours, etc.

On virtual days, teachers are expected to upload lessons by 8:00 a.m., and must be available for parents and students from 8:00 - 2:45 through Google Classroom, Dojo, and email. Students have 1 week to turn in assignments from a virtual day. If parents cannot access the Internet on the virtual day, students can stay after school during the week to finish the assignment. All assignments are assessed and recorded.

3. Outline the expectations for students on a remote learning day, including possible daily schedules, time spent on tasks based on grade level, etc.

On virtual learning days, students are expected to follow the regular school day as much as possible. Assignments uploaded will be for math, ELA, Science, Social Studies and one special class.

- 8:00 - 9:00 ELA
- 9:00 - 10:00 Math
- 10:00 - 11:00 - Social Studies
- 11:00 - 12:00 Lunch
- 12:00 - 1:00 Science
- 1:00 - 2:00 Specials
- 2:00 -2:45 Teacher Assistance, if needed.

**Each grade level has a different version of this schedule based on when they normally have their special's class. The assignments focus on assessments already taught, so that "new" standards-based instruction is not being taught virtually.

4. Describe how the school will provide continued services, track compensatory hours should they be needed, or create IEPs and ILPs with specific language surrounding remote learning days.

For students receiving Special Education and EL service minutes, these students are contacted individually by the teacher to meet with them through Zoom or on the phone on virtual learning days. Any case conferences on these days are rescheduled.

Compensatory hours are logged locally by the Director of Special Education & EL coordinator and reviewed by the school principal to ensure full compliance and support is provided to the student per the IEP or ILP.

Special Populations

Meets Standard Expectation

- Demonstrated understanding of – and capacity to fulfill – state and federal obligations and requirements pertaining to students with disabilities, students identified as intellectually gifted, and English Learners (ELs), including appropriate discipline procedures for students with disabilities.
- Sound explanation of evidence from which the projection of anticipated special populations was derived.
- Comprehensive and compelling plan for appropriate identification of students who are performing below grade level or at risk of academic failure or dropping out and a detailed plan for providing services to such students.
- Comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and school wide educational, extra-curricular, and culture-building activities in ways that support their development, receive required and appropriate support services as outlined in their IEPs and/or 504 plans, and participate in standardized testing.
- Comprehensive and compelling plan for providing services to ELs, including methods for appropriate identification, specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the general education curriculum and core academic program for these students, plans for monitoring and evaluating student progress and success of ELs and for exiting them from services, and plan for including ELs in standardized testing and school wide educational, extra-curricular, and culture-building activities
- Plans describe evidence-based instructional programs and practices; effective design or adaptation of the educational program; qualified staffing; and support strategies and resources.

1. Explain the methods used to identify the following special populations of students:
 - Special Education
 - English Learners
 - Below Grade Level Performance
 - Gifted and Talented

The CASB network has used City Connects to house our MTSS data. Our school social worker is in charge of managing all data for the SABGC students. Teachers meet weekly for MTSS meetings at grade levels and with the social worker, special education teachers, EL teacher, Literacy Interventionists, and HA director. Meeting weekly, with data in hand, helps to make sure that students in need of possible extra services are being addressed immediately. Students of concern are observed by a highly qualified staff member or director for the issue of concern. In addition, strategies are developed at the weekly MTSS meeting for the teacher to try with the student for 4-6 weeks to see if these might help the student be successful. Students of concern are brought back to the table after those 4-6 weeks to discuss progress and look at new data. If no improvement, it is an MTSS team decision as to whether the teacher should continue to try new strategies, or make a referral for an evaluation. Working as a team helps to avoid missing students who are in need of services and to avoid misidentification. If the team decides on moving forward with the evaluation, parents are notified and paperwork is sent home.

All parent requests submitted in writing or verbal requests will be handled by the Director of Special Education within 10 school days upon receipt. The Director will send a letter of refusal or move forward with an evaluation after communicating with the parent or guardian. Once it has been determined that the referral will move forward into an evaluation, the Director of Special Education completes the necessary paperwork.

Once identified, the Special Education staff members work with the classroom teachers to decide on push-in or pull-out services that are most beneficial for the student. Since SABGC is full inclusion, these teachers work within the classroom as much as possible to team-teach with the general education teacher. During the Daily 5/3 rotation period, these staff members pull out students for extra support from a highly qualified teacher. This way these students do not miss out on direct/explicit instruction. While the SPED teacher pulls-out, the resource aides move into the classrooms to support those students with disabilities in the classroom working with not only these students but also general education students.

Progress monitoring towards academic proficiency will be completed by the special education teacher who services the child. Data is collected at the beginning of the year, middle of the year and end of the year. This data is housed in a spreadsheet that documents each student's scores so that all teachers working with the student can see the "big picture" on progress or lack of progress by the student.

Finally, SABGC believes in full inclusion for our special needs students. They participate in all general education curriculum, school activities, SEL morning sessions, standardized testing, and all before and after school programming that is available.

EL students at SABGC are identified through the Indiana Home Language Survey that is completed by a parent for any student enrolling in an Indiana school for the first time. If the HLS indicates a language other than English, the student is screened with either the Kindergarten Screener or WIDA Screener (grades 1-12) to determine English proficiency. If the HLS indicates only English, then no further action is needed.

If a student scores below an overall 5.0 on the WIDA, the student is considered an English learner. An Individual Learning Plan (ILP) is created for each EL student and the student begins federally required English language development instruction and annually assessed for proficiency. If a student scores an overall 5.0 or above, the student is considered proficient at enrollment.

English learners are reclassified as proficient after reaching an overall 5.0 or above on the annual WIDA ACCESS. Then they enter a two-year formal academic monitoring program.

SABGC follows the following timeline set by the IDOE:

- Home Language Survey: Date of registration or within first week of school - followed up by calls home by EL teacher
- WIDA Screener/K screener: Upon identification of another language in the original HLS
- Classification of Levels: fourteen days after registration or return of the survey
- ILP: Within fourteen days
- Teacher Certification/Personnel: Establish schedule upon opening of school
- WIDA ACCESS 2.0: Administered Annually
- Post Program Review: One month after the student enters SABGC
- Reclassification of Exiting of EL students: Any point of year

Again, SABGC believes in full inclusion for our EL students. They participate in all general education curriculum, school activities, SEL morning sessions, standardized testing, and all before and after school programming that is available.

SABGC uses the Cogat assessment to identify our gifted and talented students. Students currently in SABGC will be assessed in the spring of the previous year and new students to the building are assessed in the fall. The HA certified teacher pulls students identified during the Daily5/3 rotation. Again, we do not want students to miss out on core instruction and activities that are an important part of the learning process.

To identify students considered to be below grade level, the following data is used:

- ESGI (K only)
- IReady formative assessment data/NWEA (K-2)
- IREAD-3
- MTSS/City Connects Data
- Benchmark data in Fountas & Pinnell, Heggerty & Wilson Foundations
- LLI Data (see below, what this team provides)

Our Intervention Team of reading specialists, certified in Orton Gillingham, manages the ELA database for all students grades K-5. This database houses our BOY, MOY, and EOY ELA baseline assessments for phonological awareness, phonics, sound/symbol recognition, decoding, comprehension, and other foundational ELA skills. Based on these assessments and in collaboration with each grade level, our team identifies the General Education students who are reading below grade level and groups them according to reading skills/levels. These struggling students are serviced in small groups by our reading specialists, paraprofessionals, and/or classroom teachers for 60-180 minutes per week. Our Intervention team monitors the progress of all Gen Ed students to ensure growth. If students do not demonstrate progress within a set timeframe, they enter our MTSS/City Connects ISR process for more detailed and holistic analysis.

2. Describe the instructional programs, practices, and strategies the school will employ to provide necessary academic support and/or enhancements for the anticipated special populations of students being served.

The current population percentages served at SASB are 25% special education, 8% LEP and 1% Gifted & Talented. We believe that the surrounding SBCSC schools will be consistent with these numbers.

Students' needs are supported through the interventions determined by the MTSS team. Once students are identified and evaluated with state and federal regulations they are provided services based on need.

The following services are provided to our Special Needs students:

- Students are serviced by a highly qualified Special education teacher based on minutes defined in the student's IEP.
- Benchmark assessments are given 3 times per year and data is used to inform instruction.
- Serviced by classroom teacher 4-5 days a week during Daily 5/3 to target areas of need based on data
- IReady online curriculum- both learning path lessons and teacher assigned lessons
- If the need is in reading the student may be assessed with Heggerty, 2 times a year for phonemic awareness
- Recommended for the STRIVE after school program for intervention

The following services are provided to our gifted & talented students:

- Students are serviced 5 days a week by a certified HA teacher. Curriculum is provided by the IDOE.
- Benchmark assessments are given 3 times per year and data is used to inform instruction.
- IReady online curriculum allows for students to follow a learning path created for them so that they are extending their learning based on students' abilities.
- Hands-on project based learning opportunities that tie curriculum to standards.

The following services are provided to our LEP students:

- Students are serviced 4 days a week by a certified EL teacher.
- Benchmark assessments are given 3 times per year and data is used to inform instruction.
- IReady online curriculum allows for students to follow a learning path created for their individual needs.
- Leveled Literacy Intervention by reading specialists.

For students who are either below grade level or at risk of being below grade level, the following interventions are provided:

- Level Literacy Intervention (see above explanation of services provided)
- MTSS interventions created by the MTSS team for teachers to utilize in the classroom
- Recommended for the STRIVE after school program for intervention
- Serviced by classroom teacher 4-5 days a week during Daily 5/3 to target areas of need based on data
- IReady online curriculum- both learning path lessons and teacher assigned lessons
- Benchmark assessments given 3 times per year and data used to inform instruction.

3. Identify how the success of the instructional programs, practices, and strategies, described in the question above, will be measured.

SABGC is a data-driven school. With our MTSS process working seamlessly, teachers are constantly looking at data to inform instruction, provide strategies for students who are struggling and offer services to those that are in most need. With 3 yearly formative assessment windows, common formative assessments every three weeks, weekly benchmarks, City Connects, and the LLI ELA database, practices and strategies are being measured weekly, monthly and yearly to make sure that students are being serviced based on their needs.

Each year in May, building leadership and teachers meet to discuss current programming to make sure that the resources being used are meeting our needs as a building. Data is analyzed to look for proficiency and growth of our special populations. Instructional decisions for the following year are then aligned, changed to support students' needs with the goal for all of our special populations to raise performance levels and to show growth on end-of-year formative assessments and ILEARN.

4. Summarize the plans to have adequate, qualified staffing for the anticipated special populations listed above.

Once SABGC's population is set, the number of staffing needed to provide services for our special population students will be determined. The district's Director of Special Education hires licensed, highly-qualified Special Education teachers as well as aides to provide services for students with disabilities. The principal hires licensed EL & HA teachers to provide services to these populations. The teacher to student ratio for Special Education is 1:20 (with 3 paras); Life Skills 1:7 (with 2 paras); EH 1:8 (1 to 2 paras); for EL the student teacher ratio is 1:40 (students in groups of 4-6 for 30 minutes-rotating throughout the day), and for HA the teacher to student ratio is 1:50 (students in groups of 4-6 for 30 minutes-rotating throughout the day). Once over these numbers, the district provides additional staff to the school either in the form of an additional teacher or para support.

Our experienced leadership team has worked in many districts and has many contacts with colleges and schools in and around the area. We will use these connections, our brand, and the reputation of our leaders to locate talented teachers to support these special populations.

Student Recruitment and Enrollment

Meets Standard Expectation

- Enrollment Policy complies with state law and ensures that the school will be open to all eligible students.
- New-Start Models: Sound and thoughtful student recruitment and marketing plan, timeline, and Enrollment Policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- Phase-In or Takeover Models: Plans for engagement of students, families and the community that are realistic and likely to foster student retention and community support.

1. **New Schools:** Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; families with language barriers; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.

Takeover Schools: Explain the plan for student and parent investment in the school turnaround, especially how the school

plans to ensure parents and students do not opt out of the new school. Describe how this plan will successfully transition and retain students who currently attend or are zoned to attend the school being replaced. Provide a detailed description of the plan to gain parent and community support.

Success Academy @ Boys and Girls Club is a tuition-free, public charter school. All students from St. Joseph County and surrounding counties will have equal access to the enrollment process. Academic ability, language barriers, nor special education status will alter the ability of students to enroll. Open Enrollment for all schools within the network, including Career Academy @ Boys and Girls Club will begin February 1, 2023. Students in kindergarten through 5th grade will have the opportunity to apply. Open enrollment will end on August 14th, 2023. Open enrollment will operate on a first come, first serve basis. Applications must be fully complete and include all school records. Applications are in dual language to support our families with language barriers. In addition, all CASB schools have one staff member available that can interpret for parents as well as translate important information for families. Enrollment specialists will request records from the student's former school upon completion and verification of the student application. If the records are not received in a timely manner, the enrollment specialist will submit 3 additional requests and/or phone calls to the former school to request student records. In the event of student records not being sent, the parent/guardian will be contacted and instructed to call or visit the former school in-person to collect the cumulative files.

Once all required documentation has been received, documents are presented to the school principal for review. When a student is accepted, the parent/guardian will have up to five (5) business days to accept the offer for enrollment. Once accepted, the parent guardian will complete the student registration packet that includes state required forms and other essential documents. The registration packet will be verified by the enrollment specialist and will be synced into the student information system.

All enrolled students will have access to the services provided to support educational success. This includes English Language Learners, High Ability students and students with special needs. EL students will be identified using the Home Language Survey. WIDA screening will also be used to assess and identify needs. Students that already have a special education designation will continue to receive services. Individual Educational Plans (IEP) will be updated and implemented for those students. Special education services are also available for unidentified students. All parent requests submitted in writing or verbal requests will be handled by the Director of Special Education within 10 school days upon receipt. The Director will send a letter of refusal or move forward with an evaluation after communicating with the parent or guardian. Once it has been determined that the referral will move forward into an evaluation, the Director of Special Education completes the necessary paperwork.

Special Education, High Ability and English Language Learner training will be provided for staff members working with these populations. Additionally, staff with the appropriate certifications and licensure will be hired to support students.

2. Provide, as **Attachment 6**, the school's Enrollment Policy, which should include the following:
 - Tentative dates for application period; and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
 - A timeline and plan for student recruitment/engagement and enrollment;
 - Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - Explanation of the purpose of any pre-admission activities for students or parents.

Student Discipline

Meets Standard Expectation

- Student discipline policy that provides for appropriate and effective strategies to support a safe, orderly school climate and fulfillment of educational goals, promoting a strong school culture while respecting student rights. Legally sound policies for student discipline, suspension and expulsion, as well as appeals, including proper processes for students with disabilities.

1. Describe, in detail, the school's approach to student discipline. Provide as **Attachment 7** the school's proposed discipline policy. The proposed policy must comply with any applicable state laws and authorizer policies. The description of the school's approach and the proposed policy should address each of the following:
 - Practices the school will use to promote good discipline, including both penalties for infractions and incentives for

positive behavior;

- A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;
- An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and
- Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

Success Academy @ Boys and Girls Club will initiate a comprehensive, positive school discipline plan to ensure all students have equal opportunities to learn. Students' behavioral, social and emotional needs must be met for deep levels of learning to occur. Wrap-around services will be provided to ensure these needs are addressed. Policies and procedures will include tenets from the following frameworks, systems and trainings:

- Positive Behavioral Interventions and Supports
- Multi-tiered Systems of Support
- Culturally-responsive teaching practices
- Trauma-informed instruction
- Adverse Childhood Experience training

Positive Behavioral Interventions and Supports is an evidence-based framework to triangulate data, systems, and practices impacting student outcomes. PBIS creates opportunities for students to be rewarded for positive behaviors. The system is structured to aid teachers in supporting students to make positive choices. SABGC teachers and staff will incentivize positive behaviors utilizing both intrinsic and extensive motivators. These evidence-based instructional practices will support the learning process.

All students will receive Tier 1 academic, behavioral, and social/emotional instruction. Teachers will work with students on grade-level standards and social/emotional competencies based on Indiana Department of Education's SEL Competencies framework. Daily formative assessment and checks-for-understanding will be utilized to guide decision-making around ability grouping, behavioral interventions, etc. PBIS and Multi-tiered Systems of Support will provide additional support for students in the Tier II category. Intensive support for 1-5% of the student population will be provided in Tier III.

SABGC will serve a diverse group of students. The majority of students will come from economically challenged homes. For these reasons, culturally-responsive, trauma-informed and ACE training will be foundational for the instructional program in all grade levels.

All of Career Academy Network Schools are free of tuition public charter schools located in northern Indiana. If any Career Academy Network school has an available seat, it is given to "any" age-eligible student (pending legislative restrictions or lottery-based exceptions when the school is at capacity) regardless of academic standing, disabling condition, language barrier, or other qualifying individualized designation.

Parent and Community Involvement

Meets Standard Expectation

- Effective strategies for informing parents and the community about the school's development.
- Sound pre- and post-opening parent engagement plan, including family-school partnerships, that is welcoming and accessible to all parents.
- Community resources and partnerships that will benefit students and parents and that include a) description of the nature, purposes, terms, and scope of services of any such partnerships; and b) evidence of commitment from identified community partners.

1. Describe the role to date of any parents and community members involved in developing the proposed school(s). Include any opportunities parents and community members have had to provide feedback on the proposed school(s).

CASB and SASB have surveyed parents to receive feedback on what is going well and what needs to be improved upon in regards to CASB and SASB. This feedback regarding what is working and what needs improvement enables parents, and community members a vehicle to express what would support their child at the proposed SAGBC charter. Upon charter approval, additional staffing will be brought on board to increase the community connectivity and begin the ramp up to opening in 2023.

Based on the SASB 2022 parent survey results, SABGC will continue with the following initiatives that received high scores from our parents:

- 65% of parents surveyed were “very satisfied” with the curricular programming their child is receiving
- 69% of parents surveyed were “very satisfied” with the safety plan of CASB network
- 79% of parents surveyed were “extremely likely” to recommend our school to others
- 73% of parents surveyed are “very satisfied” with communication from the school

Other data that helped the CASB network decide to use this model for SABGC is the following:

Based on BGCSJCs end-of-year report

- 70+ families are on the waitlist for the STRIVE program at SASB & CAMSB.

Based on information from the Governor’s Workforce Cabinet, the CASB network believes that the SB community needs to provide children with work based learning.

The following are the goals from the Governor’s Workforce Cabinet:

- Afford all Hoosiers equitable opportunities for lifelong learning
- Increase personal economic mobility
- Provide employers the talent to grow and diversify their workforce

CTE for youth and adults is a key strategy in supporting Hoosiers through the WIOA (Workforce Innovation Opportunity Act) plan.

2. Describe what you have done to assess and build parent and community demand for your school(s) and how you will engage parents and community members from the time that the school(s) is(are) approved through opening.

CASB developed a partnership with BGC of St. Joseph County in 2019. This partnership has led to the development of summer school, before and after school programming, and most recently the development of a proposed charter school. Through the partnership with BGCSJC and working with the BGCSJC families in downtown South Bend, the feedback is the need for higher quality educational seats in an urban population struggling academically. As stated earlier, in the 6 SBCSC schools surrounding the new SABGC site, the average Spring 2022 passing rate in ELA was 8.46 and in Math was 9.14.

Also, the need exists for before school programming, school day, and after school programming under one roof. Currently, the BGCSJC does not have “before school” programming due to the fact that they provide services in the surrounding 6 SBCSC schools. If students from those schools move to the new SABGC site, they will have a seamless transition of before school care. The current families whose children attend the after school program at BGCSJS can enroll their children in the SABGC and benefit from having their child’s needs housed under one roof. CASB is prepared to assist with the demand for additional high-quality seats in South Bend with a charter public school for up to 150 students. The additional demand and family engagement will be assessed and developed once the proposed charter public school is approved. Additionally, the leaders for CASB have begun working with local businesses, and associations to build interest in the 2023 school opening.

3. Describe how you will engage parents in the life of the school(s) (in addition to any proposed governance roles described in Section III below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school(s) will seek from, offer to, or require of parents.

CASB will incorporate a model to engage parents and strengthen family partnerships with the school and BGCSJC. The mission is to create a family-school partnership with parents by building authentic support and bridging learning from school to home through meaningful engagement. This is accomplished by:

- Friday Experiential Learning led by YDP (youth development professional) and parent volunteer
- Family Engagement Events - (Project Based Learning)
- Student led Parent Teacher Conferences
- Parent Advisory Board

SAGBC is a 4 day model, with the 5th day (Friday) as the experiential learning day. The experiential learning day is led by the BGC YDP and a parent volunteer. The ELD is an extension of the project-based learning from Monday- Thursday in the classroom. The YDP and parent volunteer leads these outings, while the classroom teachers dive into individual student data on competencies mastered during the week, competencies that need to be revisited the following week, and developing the connections between the classroom learning and the ELD experiences.

The Family Engagement Events, will be events put on once projects are completed. Parents will be invited in and students will showcase their work and show their parents how to use the equipment used to create the project (3-d printers, computer programs, etc).

Parent Teacher Conferences will take place twice a year and they will be student led. They will take place in October and March. Students will walk their parents/guardians through their learning process.

A Parent Advisory Board will be developed to help develop community partnerships, help with fundraising, help establish important workforce readiness, and help to promote the mission and vision of SAGBC.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school(s) will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

CASB has a strong relationship with the BGC of St. Joseph County. CASB is partnering with the BGC to develop SABGC public charter school. In working with Jacqueling Kronk, the director of the BGCSJC and the board of BGCSJC, it has been approved to utilize the BGCSJC site in downtown South Bend to house the SAGBC primary (K-5) school. The BGCSJC will utilize the site before and after school hours to house their programming for students. SABGC will utilize the facility during school hours. CASB will pay for the renovations of the BGCSJC site to be school ready by August of 2023.

CASB is also in partnership with IUSB. This partnership is to create a teacher pipeline through IUSB. SABGC will allow teacher residencies to take place at SABGC and then to potentially hire the student teachers when they complete their program through IUSB. This partnership will allow SABGC to maintain a steady flow of educational resources.

Partnerships that the Boys & Girls Club currently have at the new site include:

- **Robinson Community Learning Center** provides curriculum and assessments in math & literacy for the BGCSJC STRIVE program.
- **Riverbend Math** provides math tutors and curriculum for the STRIVE program.

- **RISE Entrepreneurship** provides high school students in the program along with a curriculum to work with SABGC students in the STRIVE program learning how to become entrepreneurs.
- **LOGAN Center for the Disabled** - currently the BGC at our school site offers space for K-5 students with disabilities. This partnership will continue during the after school, STRIVE, program to continue to promote inclusion; but the program that is housed there during the day will move to another site until expansion can occur.
- **Oaklawn Partnership for Children** - works together to provide early assessment, support and intervention to children and youth struggling with behavioral or emotional challenges.

In early 2023, when the new principal and staff members are hired, additional partnerships with the community and businesses will be formed based on “project theses” that are developed for each grade level.

5. Include, as **Attachment 8**, existing evidence of support from intended community partners, such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Educational Program Capacity

Meets Standard Expectation

- Evidence that school leadership and management teams have the collective qualifications to implement the school design successfully, including capacities in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- Evidence that organizations, agencies, or consultants that are essential to successful implementation of the plan are committed to have an ongoing role with the school.
- Evidence of the leader’s experience in/ability to design, launch, and lead a school that effectively serves the target population, as well as evidence that the proposed leader is well qualified to implement the specific educational program being proposed.
- Evidence of the Board and/or network’s preparation and plan to recruit and retain a leader with the ability to lead a school that effectively serves the target population.
- Appropriate responsibilities and qualifications of the school’s leadership/management team (beyond the school leader).
- Individuals who demonstrate the qualifications, capacities, and commitment to carry out the designated leadership roles to ensure the success of the proposed school.
- Sound timeline, criteria, and process for recruiting and hiring leadership team members *(if applicable)*.
- Sound plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team that is aligned with the budget.

1. Name the key members of the school’s leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school’s educational success.

Career Academy of South Bend’s Board of Directors plays a substantial and ongoing role in school development, governance and management. First and foremost, the Board is responsible for hiring and evaluating the Superintendent of Schools. The Board Chair, Larry Garatoni, meets with the Superintendent, Jeremy Lugbill, on a daily basis. Organizational leadership, strategic planning, vision, mission, school safety, academic performance, growth, and programming are constantly evaluated and adjusted to maximize impact. Information in these daily conversations is communicated to the entire Board of Directors. The Board of Directors provides additional insight, feedback and actionable steps regarding governance of all schools in the network.

The Superintendent of Schools collaborates with the district and building leadership teams. This team includes all directors and principals. Curriculum, instruction, assessment, special education, facilities, food service, marketing, enrollment, and athletics are all included. The Superintendent oversees high-level school oversight from an organizational level, and the evaluator of building level principals. Building principals oversee all academics and operations in their buildings. District leadership supports their work. The Assistant Superintendent, Candy Van Buskirk, oversees the district Human Resource Team, which supports all CASB Schools,

human resources, marketing and enrollment, technology, and food service. The principal for Success Academy @ Boys and Girls Club has not been identified at this time.

2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - School leadership, administration, and governance;
 - Curriculum, instruction, and assessment;
 - Performance management; and
 - Parent and community engagement.

Jeremy Lugbill, Superintendent

Jeremy was hired as the CASB High School principal in 2018, and then took over as Superintendent in 2021. For the past three years, Jeremy has served as principal and superintendent at Career Academy South Bend. Jeremy has continued both strong levels of leadership at the building and district level. While serving as building principal the building remained a grade "A" by state standards. Jeremy allows teachers to get frequent informal observation, feedback and support on areas they are formally evaluated on. He supported teachers with curriculum while also building a sense of community with parents and community partners. The district is STEM focused with an emphasis on project-based learning. Jeremy helped support teachers to provide students with relevant learning opportunities while preparing them for a successful future in college or career. Meeting students' social and emotional needs, focusing on the whole child, is a strength for the district. As a building and district leader, Jeremy believes that our vision is to empower all students with the skills necessary to be successful. Prior to serving at CASB, Jeremy served as an administrator at Michigan City Area Schools for two years, and was at New Prairie United School Corporation as a middle school administrator for three years. Jeremy has had leadership experience at various levels and brings a passion for all students. He brings 9 years of leadership experience to the team. He is a leader that provides engaging educational opportunities to students, and supports teachers to make this a reality. Jeremy has developed community partnerships, and currently serves on the Board of Trustees for the Boys and Girls Club of St. Joseph County, which is a key partner in this charter application.

Candy Van Buskirk, Ph.D., Assistant Superintendent

Candy started her career with CASB in 2022. She brings leadership experience at both the building and district level from the public school settings. As a principal, Candy led districts to increased ISTEP scores, increased students enrolled in AP courses, increased pass rates for AP testing, and received AP school of year honors. She worked with school partners to increase student opportunities for internships and apprenticeships, and started a work based learning program for students. She currently manages and oversees human resources, operations, technology, food service, and marketing and enrollment.

Larry Garatoni, Career Academy South Bend Board President and Founder

Larry has served as the board president for CASB since 2011. He has extensive experience with leadership, strategic planning, and is an advocate for community initiatives around industry and education. He is a dynamic connector. During his tenure with CASB, he has worked closely with CASB Superintendent and the schools' authorizer to ensure all schools are meeting and exceeding expectations.

3. Describe the group's ties to and/or knowledge of the target community(ies).

In 2011, before opening CASB, Larry Garatoni wanted to help the children of South Bend Community Schools. He provided a monetary gift, but the gift was not used to promote student success. As a businessman and lifelong resident of South Bend, Larry was able to see the needs of the local industry and decided to start a charter public school. While there are a few high-performing schools in South Bend Community School Corporation, many SBCSC schools have experienced difficulty as reflected by "accountability" scores of "D" and "F". The relatively high-poverty neighborhoods in downtown South Bend, where SAGBC will be

located, have great difficulty. Part of the rationale for the Career Academy's decision to operate in South Bend was that the school's founder Larry Garatoni, has been a life-long resident of the greater South Bend area and wants to help his community.

In partnership with the Boys and Girls Club, who have students enrolled in grades K-5 for both before and after school programming, this would allow families the opportunity to have a one stop location to meet the needs of their child. As stated earlier, downtown houses a high poverty neighborhood, and the SABGC would help to meet the needs of the populations.

Superintendent, Jeremy Lugbill, has met on a weekly basis with the director of the Boys and Girls Club to work through the needs of the students in the service area. Jacqueline Kronk, the director of Boys and Girls Club, had the partnership approved at the BGCSJC board meeting in September of 2022. An MOU has been developed between the CASB and BGCSJC in the partnership of a primary school (K-5) located at the BGCSJC site in downtown South Bend.

CASB values its partnership with BGCSJC as well as the many partnerships in the South Bend Community. CASB plans to continue to develop partnerships, to provide experiential and engaging opportunities for students that attend SAGBC.

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

CASB is in partnership with the Boys and Girls Club (BGC) of St. Joseph County in developing this K-5 charter public school. BGCSJC will provide the location of the SABGC. BGCSJC will maintain their after school programming, and during the school day SABGC will have ownership of the facility. BGCSJC and CASB have had several meetings with architects on changes to be made to the building to start the 2023-24 school year. The Panzica Architectural Firm will be making the renovations to prepare the building for the start of the school year. The partnership with BGCSJC started three years ago with after school programming in the elementary & middle school. We are now taking a new step with a school partnership.

The strength of the partnership between CASB and BGCSJC will continue to be focused upon to ensure optimal educational outcomes for students in South Bend. Both organizations must remain committed to working together to accomplish the vision and mission of the partnership. Daily conversation, standing meetings, and a memorandum of understanding will aid in achieving this goal. Additionally, Superintendent of Schools, Jeremy Lugbill, has been appointed to serve on BGCSJC's Board of Directors to keep the lines of communication open between both organizations.

Historically, Career Academy South Bend partners with Solution Tree, Inc. According to Solution Tree's website, the organization includes "more than 48,962 educators attending professional learning events and more than 5,500 professional development days in schools each year. Solution Tree helps teachers and administrators confront essential challenges. Solution Tree has a catalog of more than 500 titles, hundreds of videos and online courses and is the creator of Global PD, an online tool that facilitates the work of professional learning communities for more than 20,000 educators." Success Academy @ Boys and Girls Club will continue working with consultants from Solution Tree, Inc. to ensure professional development needs are being met. Areas of focus may include professional learning communities, multi-tiered systems of support, project-based and experiential learning strategies, etc.

5. Provide, as **Attachment 9**, the resume for the proposed school leader. Below, provide and discuss specific evidence that the proposed school leader demonstrates the capacity to design, launch, and manage a high-performing charter school with the anticipated student population. If no candidate has been identified, provide as **Attachment 10** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

**Timeline: The job will be posted in December 2022. CASB hopes to fill the position by February 2023.

**Recruiting: Position will be posted on Nimble, Indeed, and shared with colleges. In addition, the current leadership team has a wealth of contacts that they will use to search for potential candidates.

****Selection Process:** Once candidates have been identified, a select committee will begin the interview process. The top three candidates will interview again with the leadership team; in addition to the current Elementary Principal and a select group of teachers from SASB to make the final decision. The candidate chosen will have a final interview with the Superintendent.

6. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 11**, the resumes for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

The leadership team at Career Academy South Bend is an experienced, dynamic group of educators with a diverse set of skills, background and knowledge. The leadership team's qualifications include traditional public and charter school leadership, financial budget stewardship, curriculum, assessment and instructional leadership, industry, entrepreneurial and business leadership, operational and human resource experience, marketing and enrollment experience, etc.

The CASB leadership/management team is as follows:

The CASB leadership team, composed of Superintendent Jeremy Lugbill, Assistant Superintendent Dr. Candy Van Buskirk, Business Manager Kim Richardson, Director of Operations Evan Henry, Director of Marketing and Enrollment Rob Koehler, and Director of Curriculum Vera Jones will work with school leaders to manage these key areas of the school. Jeremy Lugbill, the Superintendent of CASB, was the high school principal of CASB and has served the academy since 2018. Dr. Candy Van Buskirk Assistant Superintendent, started with CASB in 2022 and brings 20 years of educational experience. Kim Richardson, Business Manager, has served the district since 2017. Evan Henry, Director of Operations, has been with CASB since its inception. Rob Koehler, Director of Marketing and Enrollment, has been with CASB since 2017. Vera Jones Director of Curriculum, has been with the district since 2017.

7. Explain who will work on a full-time or nearly full-time basis following assignment of a location to lead development of the school and the plan to compensate these individuals

As part of the initial strategy to engage Success Academy at Boys and Girls Club in the South Bend market, CASB will be in partnership with the Boys and Girls Club. Boys and Girls Club students will be marketed as having the first opportunity to enroll. The marketing firm Big Idea Company LLC, will be hired to work in conjunction with Rob Koehler, our Director of Marketing and Enrollment. Big Idea and Rob Koehler will be responsible for the marketing roll out and engaging families in the opportunity of attending SABGC. Marketing will begin in January of 2023. The goal is to enroll 150 students by August 2023.

Big Idea marketing will be funded through the Boys and Girls Club general fund, and Rob Koehler, Director of Marketing and Enrollment is funded through the CASB operations budget. enFocus will also come alongside Success Academy at Boys and Girls Club for support. This nonprofit is committed to talent attraction and community development. enFocus intentionally matches graduates to high-impact projects with regional organizations to provide meaningful professional experiences. One of the goals of the collaboration is to not only deliver innovative solutions, but inspire young professionals to stay in our region.

Planning and implementation efforts will be led by current school leaders for the remainder of 2022 and early 2023. The central office team will plan all aspects of the operation. There will not be additional compensation for these efforts. Once the school leader is hired in the spring of 2023, planning and coordination efforts will be assumed by the incoming school leader for Success Academy at Boys and Girls Club.

SECTION III: OPERATIONS PLAN & CAPACITY

GOVERNANCE

Legal Status and Governing Documents

Meets Standard Expectation

- Proposed school's legal status and structure are in compliance with state law.
- Governing bylaws, policies, and procedures are comprehensive and sound.

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 12**. Submit, as **Attachment 13**, the completed and signed Statement of Assurances.

Career Academy of South Bend, Inc. (CASB), which operates SABGC in addition to the three schools it already operates (Career Academy High School, Career Academy Middle School, and Success Academy Primary School), is an Indiana non-profit corporation approved as a 501(c)(3) charitable organization. CASB's articles of incorporation, bylaws and 501(c)(3) approval are submitted as Attachment 12. The completed and signed Statement of Assurances is submitted as Attachment 13.

Organization Charts

Meets Standard Expectation

- The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory boards or parent/teacher councils), and any external organizations that will play a role in managing the school.
- The organization charts should also document clear lines of authority and reporting within the school(s).

1. Submit, as **Attachment 14**, organization charts that show the school governance, network management, leadership, and staffing structure in: a) Year 1; and b) at full build-out.

Governing Board

Meets Standard Expectation

- Effective governance structure for network and school governance, whether each school will have an independent board or there will be one or more boards overseeing multiple schools. Well-planned board(s) size, powers, duties, and current and desired composition that will foster school(s)/network success.
- Clear division of duties if there will be multiple boards serving multiple schools.
- Clear, appropriate plans for the board(s) to evaluate the success of the school(s) and school leader(s).
- Proposed board members who demonstrate: (a) will, capacity, and commitment to govern the school(s)/network effectively; and (b) shared vision, purposes, and expectations for the school(s)/network
- Evidence that the proposed governing board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school including educational, financial, legal, business, and community engagement expertise.
- Sound, timely plan for creating or transitioning to the school governing board (*if applicable*).
- Sound plan for transforming existing board to assume its new duties or forming a new board (*if applicant is an existing not-for-profit organization other than a charter school governing board*).
- Other effective governance procedures, including planned frequency of meetings and standing committees.
- Appropriate proposed Code of Ethics and Conflict of Interest policy/procedures that will minimize real or perceived conflicts.
- Sound plan and timeline for board recruitment, expansion, orientation of new members, and ongoing training for members. Plan should include a thoughtful identification of desired experience and capacities.
- If there will be a network-level board, plan for clear identification and plan for addressing board development needs relative to growth.

1. Describe the governance structure and size of the proposed board and the plan for satisfying all applicable statutory and authorizer requirements for the composition of school governing boards. Explain how the governance structure and compositions will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders within the proposed community(ies) being served, including parents.

The board of Career Academy of South Bend, which will govern Success Academy at Boys and Girls Club, consists of nine members with experience in key career categories: information technology, engineering, entrepreneurship, healthcare, human resources, marketing and education. The board members have extensive management experience including service on other non-profit boards. The board has governed the three Career Academy Network schools since the first school opened in 2011. As of October 2022, the current Governing Board has agreed to do some restructuring. Selecting officers and creating committees based on board member expertise to support the strategic plan are two of the areas under consideration.

Extensive data will be gathered and analyzed for purposes of evaluating the school leader and the school. The CASB network leadership team will be receiving PD from EOS (Entrepreneurial Operating Systems) to clarify their vision, gain traction and increase team health through simple, proven and practical tools. The SABCG leader will set academic, communication and program goals each year that he/she will be responsible for meeting. End-of-year data will be presented to the Governing Board to review the efficacy of the programs used at SABGC. The Board will give recommendations to the Superintendent on possible changes in programs if data does not support their use.

Parents are encouraged to participate in the parent-teacher organization and to respond to the school survey. Students and staff are also surveyed. Each board meeting includes an opportunity for public questions and comments.

2. **Replication Schools:** If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

N/A

3. **Replication Schools:** Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.

The CASB network believes that all students should leave our schools with opportunities to be successful in:

- Academics
- Career Exploration
- STEM/PBL
- Entrepreneurship

In order for this to happen, all students in the CASB network must have opportunities available at each site to achieve this goal. The Board will need monthly information from the Superintendent and the school leadership team on how each school is meeting this goal. While each school may have individual ideas/needs that make them unique, these 4 areas need to be monitored regularly for equity at all schools.

Funding is shared between schools, outside of Federal grant money which each school is designated a specific amount. Central office administration balances funding for all schools and supports them financially for special projects that support grade level standards and the mission of the school.

In addition, each school has key differences that are unique to them. Career High School has a major focus on CTE and just added a state-of-the-art welding bay, Career Middle School has 10 acres set up for Environmental Science, Success Academy has 5 playgrounds and Success Academy at Boys & Girls Club will have the Experiential Experience. Each school fundraises for what makes them unique within the system, while the academic and instructional models all focus on IN College & Career Readiness Standards.

4. As **Attachment 15**, list the members of the school's proposed governing board, network and/or independent, with the following information:
 - Summary of members' interests in and qualifications for serving on the school's board; and
 - Full resumes (including contact information).
5. As **Attachment 16**, provide a completed and signed Board Member Notice of Disclosure for each proposed board member.
6. If the current applicant team does not include an initial governing board, explain how and when the transition to the formal governing board will take place.

N/A

7. If this application is being submitted by an existing non-profit organization respond to the following:
 - Will the existing non-profit board govern the new school(s), or has(have) the school(s) formed a new non-profit corporation governed by a separate board?

The existing non-profit board will govern the new school(s).

- If the non-profit's current board will govern the school(s), what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

Since the current board is already governing three charter schools, no transformation is needed.

- If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit board will be.

Not applicable.

8. Explain the procedure by which board members have been and will be selected. Discuss how often the board will meet and the plans for any committee structure.

Board members have been selected based on management experience, interest in education, and expertise relevant to career-focused education such as information technology, entrepreneurship, marketing, healthcare careers, and K-12 education. An additional factor is connection with the Garatoni-Smith Family Foundation, which has provided funding for the Career Academy Network. New board members have been brought to the Governing Board by the CEO. New members have been chosen based on their expertise in achieving the mission of CASB. All new members brought to executive session have been voted on by the Governing Board.

The board will continue to meet on a monthly or bi-monthly basis at least six times per year. There is a Finance Committee and the Board has decided to establish a committee for recruitment of new board members. New members will be added based on their expertise, diversity and what the CASB network needs to support the schools and the mission.

9. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing

relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. Provide, as **Attachment 17**, the board's proposed Code of Ethics and Conflict of Interest policy.

It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. Conflict of interest disclosures and agreements are completed annually by all board members. Currently, one board member, Janet Scott, provides consulting services to the Career Academy Network on an as-needed basis. The board has deemed this work to not be in conflict of interest with her position on the board.

10. Describe plans for increasing the capacity of the governing board. The plan for training and development should include:

- Timetable;
- Specific topics to be addressed; and
- Requirements for participation.

If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

At this time the current Board President has no plans on increasing the 9 person governing board. The current Board members have backgrounds in education, legal affairs, human resources, finance, software, engineering, marketing/communication and recently added a new board member with entrepreneurial experience. New members meet with school management for an orientation including explanation of school personnel issues, academics, finance, marketing, expansion plans and community relationships.

Moving forward, starting in 2023 the Board will look at creating officers for the board and committees that will focus on areas of need for our schools. Topics such as academics: proficiency/growth, school expansion, career pathways, entrepreneurship, and grant writing are possibilities.

As new members of the governing board are added, we will look to increase our racial capacity and look for members that support our mission.

Advisory Bodies

Meets Standard Expectation

- Clear roles, duties, and composition of any advisory bodies/councils, and effective relationship to the school governing board and leadership.

1. Describe any advisory bodies or councils to be formed, including the roles and duties of that body.

There will be a parent-teacher organization and a student council providing school management with the perspective of parents and students.

The role of the Parent-Teacher Organization (PTO) is to meet monthly with the principal and building representative teachers to plan events for the children during or after school. PTO planned a trunk-or-treat in the month of October. There are also activities for moms & dads, reading & math nights, and PBL project nights. The PTO fundraises during the year for the special events they plan for the students.

The role of the student council is to meet on a regular basis with the building leadership team to plan events for the student body, and to share any areas of need that are noticed in the school. This provides feedback to the building principal and allows student leaders to work and plan events for the school.

2. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

All parents will be encouraged to join the PTO. The PTO will elect officers each year. During the meetings PTO members meet with the school principal and teachers representing the school staff. The principal informs the PTO members about school events, activities, and academics that are occurring in the school. PTO offers ways to support the teachers and school in reaching their goals. Minutes are shared with all parents in the school either through a newsletter from the PTO that is sent home or is put on ClassDojo, so that all parents are aware of what the PTO's role is in the school and how they are supporting the school. In addition, the PTO continues to ask for feedback from parents and recruit new members.

The student council will be selected by a student election. Elections for officers are held among the student council once chosen. The student council represents either a homeroom or a grade level. They meet with the principal monthly to talk about concerns and interests that would make the school better for students. Each member reports back to their grade level or homeroom through monthly announcements or through email.

The PTO and student council will have the opportunity to speak at any meeting of the board of directors.

Grievance Process

Meets Standard Expectation

- Fair, accessible grievance process for parents and students.

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Complaint (Grievance) Process Success Academy @ Boys & Girls Club

Part 1: A complaint may be filed by parents, teachers, administrators, or other concerned individuals or organizations. Complaints to SABGC shall provide, in writing, the facts on which the complaint is based, and must be signed. Persons making written complaints shall register such complaints with the Assistant Superintendent, Candida VanBuskirk.

Part 2: Upon Receipt of a complaint.

(A) SABGC principal will issue a letter of acknowledgement to the complaint that contains the following information:

- a. The date that SABGC received the complaint
- b. How the complaint may provide additional information
- c. A statement of the way in which SABGC may investigate the complaint
- d. SABGC's commitment to issue a resolution in the form of a Letter of Findings A copy of the acknowledgement letter will be sent to the Superintendent, Assistant Superintendent and principals, along with the copy of the complaint.

(B) The Assistant Superintendent will be the complaint investigator

(C) The Complaint Investigator will:

- a. Carry out an independent on-site investigation. SABGC determines that such an investigation is necessary.
- b. Review all relevant information and make an independent determination as to whether the public agency has complied with the federal program(s) in question.

c. Issue a complaint investigation report, entitled Letter of Findings, to the complaint that addresses each allegation in the complaint and contains Findings and Facts, Conclusions, and Corrective Actions (with a specific timeline) where warranted, as well as the reasons for the SABGC decisions.

D) Where there are exceptional circumstances present with regard to a particular complaint, an extension of time can be granted to complete the investigation. The extensions may only be granted after review by the principal in which the affected program is located.

Part 3: When investigating complaints concerning SABGC, the Complaint Investigator will notify the complainant of the procedures being followed to investigate the complaint and provide the complainant an appropriate opportunity to review any corrective action SABGC proposes to take.

Part 4: SABGC will review and investigate complaints and complete the Letters of Findings within 60 calendar days of receipt of a complaint. Complainant(s) will be notified in writing, if exceptional circumstances exist requiring an extension of the 60-day time period as described in Part 2 (D). A complaint is considered resolved when SABGC has released the Letter of Findings and corrective action has been achieved, where warranted.

If the complainant is not satisfied with the outcome, they can then petition the board with their concerns.

School Management Contracts

Meets Standard Expectation

- Compensation is clearly articulated and includes a detailed description of the management fee, as well as all pass-through expenses.
- Clear process for choosing the identified ESP/CMO
- Effective relationship between the school governing board and the ESP/CMO to support the mission, vision, and educational programming of the proposed school.
- Includes a term sheet and draft of proposed contract detailing roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.

If the applicant does not intend to contract with an ESP or CMO, mark "Not Applicable" and move to the next section.

1. Describe the ESP/CMO founding year and current geographic footprint.

N/A

2. Explain how and why the ESP/CMO was selected and the due diligence conducted (including a list of other entities assessed during the diligence process, if any).

N/A

3. Provide, as **Attachment 18**, the following:
 - Term sheet setting forth a proposed duration of the contract that aligns with the charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
 - Draft of the proposed management contract detailing all the above limits; and
 - Evidence that the service provider is authorized to do business in Indiana.

4. Summarize the relationship between the school governing board and the ESP/CMO, specifying how the governing board will monitor and evaluate the performance of the provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

N/A

5. Disclose and explain any existing or potential conflicts of interest between the school governing board and proposed provider or any affiliated business entities.

We are in partnership with the Boys and Girls Club of St. Joseph County. We will be utilizing their site during the school day. At this time there are no conflicts, and no potential conflicts are expected. An MOU is in place between CASB and BGCSJC.

STAFFING

Staff Structure

Meets Standard Expectation

- Sensible five-year network staffing that will support high-quality replication at the scale proposed, while continuing success at existing schools (*if applicable*).
- Sensible staffing rollout plan for the school model(s) aligned with the educational program and conducive to school success.
- Effective structure and strategies for managing the administration-staff relationship.

1. Provide, as **Attachment 19**, a complete staffing chart for the school(s). The staffing chart(s) and accompanying notes or roster(s) should identify the following:
 - Year 1 positions, as well as positions to be added in future years;
 - Administrative, instructional, and non-instructional personnel;
 - The number of classroom teachers, paraprofessionals, and specialty teachers;
 - Teacher-student ratio, as well as the ratio of total adults to students for the school; and
 - Operational and support staff.
2. Explain how the relationship between the school's network leadership (if applicable), senior administrative team, and the rest of the staff will be managed.

As with all CASB network schools, each school receives an abundance of support from central office administration. The Superintendent is present in each school at least once a week and there are weekly leadership team meetings for all principals with the central office staff. The Assistant Superintendent helps the building's leadership team with all Operations. She is supported by the central office support services (HR, Business office, Technology, Instruction/Curriculum, Marketing and Special Education Services).

Based on size, the first year SABGC's senior administration team will consist of the school principal and social worker. The principal will oversee curriculum & instruction, teacher evaluations, site-based operations, staff culture, parent communication and student discipline. The building principal will also evaluate the YDPs since they will be part of the educational program. The social worker will be in charge of City Connects, MTSS, building relations with students and teachers, and supporting parents in matters of social-emotional learning.

The senior administrative team at SABGC is assisted by a full time school secretary, shared nurse, and shared SRO, and full-time SPED.

See below for staffing ratios based on annual enrollment. Our goal is to be at capacity of 150 students in year 1. K-1 ratios will be 2 staff to 20 students, and grades 2-5 will be 2 staff to 26 students.

Year	2023	2024	2025
Student Teacher Ratio:	k-1: 20 to 2 2-5: 26 to 2	k-1: 20 to 2 2-5: 26 to 2	k-1: 20 to 2 2-5: 26 to 2

SABGC will have 7 classroom teachers, and 6 YDP's. (Youth Development Professionals)- Our partnership with the BGC, the BGC will cover half the cost of the 6 YDP's ;this is reflected in attachment 19.

Staff Plans, Hiring, Management, and Evaluation

Meets Standard Expectation
<ul style="list-style-type: none"> • Compensation packages, systems, and strategy that are likely to attract and retain strong staff. • Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that meet ESEA requirements for being “Highly Qualified” and are well suited to the school • Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff. • Sensible allocation of school vs. network responsibilities for staffing. • Leadership and teacher evaluation tools that are likely to be effective. • Effective planning for unsatisfactory leadership/teacher performance and turnover.

1. Explain the relationship that will exist between the school(s) and its employees, including whether the employees will be at-will and whether the school(s) will use employment contracts. If the school(s) will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 20**, a personnel policy or an employee manual, if developed.

CASB network is an at-will employer. CASB or the CASB employee may terminate the contractual agreement at any time with or without cause. The school utilizes a Letter of Intent (LOI) for job offers, and follows up the LOI with a job description. Both the LOI and job description are signed, dated and placed in the personnel file. The LOI is an at-will LOI. All CASB employee handbooks and employment LOI's are vetted regularly by attorney Charles Loeser so they remain current and applicable to state employment law.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

CASB network employs the following salary schedule for its employees:
Classroom Teachers
<ul style="list-style-type: none"> • K-5: Minimum First-Year Pay \$43,000; General Salary Cap: \$65,000
Youth Development Professionals
<ul style="list-style-type: none"> • \$28,000/no annual raises
Clerical
<ul style="list-style-type: none"> • First-Year Pay \$15/hr.
Mid-level Admin: Social Worker
<ul style="list-style-type: none"> • Minimum First-Year Pay \$45,000; General Salary Cap \$65,000
Building Level: Principals
<ul style="list-style-type: none"> • Minimum First-Year Pay \$85,000; General Salary Cap \$105,000

There are no guaranteed raises or bonuses moving forward. Raises are contingent on ADM enrollment, student growth and staff performance. These are considerations year-to-year, with details for the coming school year provided following annual board budget approval.

CASB staff receive raises as follows:

- Employees classified as licensed instructional will receive a salary increase of \$3,000. This increase includes a one time equity bump based on Licensed Instructional salary increase for new teachers starting at the beginning of the 2022-2023 school year.
- All other full time employees classified as District Leadership, Building Leadership, District Support, Instructional Support, and Non-licensed Instructional will receive a salary increase of \$1,500.
- In addition, if State funding decreases or if the number of pupils enrolled at CASB, SASB, and SABGC is less than projected, building and district leadership will forgo raises to allow all other full time employees to have the opportunity to receive a raise. Distribution of increases will begin with the first paycheck in January and divided equally into 24 paychecks during the calendar year.

CASB always has the flexibility to bring someone in at a higher starting salary than the salary schedule suggests.

Additional stipends may also be available for all staff for leadership/academic responsibility, athletics, clubs, after-school and summer school responsibilities.

SABGC licensed instructional, instructional support, building leadership, district leadership and support personnel are provided additional benefit opportunities:

Onsite Medical Clinic

All SABGC staff have the opportunity to be seen at an onsite medical clinic for free. The medical clinic will be staffed with either a nurse practitioner or physician's assistant. The medical clinic will be able to facilitate basic medical care.

Tuition Reimbursement

CASB staff that take college courses have the opportunity to apply for tuition reimbursement. Based on the number of staff that apply for tuition reimbursement depends on the amount each staff will receive in reimbursement. There is a set amount for tuition reimbursement each year.

Free Lunches

CASB is provided free lunch on every Monday and Friday throughout the school year.

Retirement

A flexible retirement benefit package is available. SABGC teachers and support staff will have a choice between a 401k option or the Teachers' Retirement Fund plan.

Insurance

Staff will also have access to vision, dental and medical coverage for themselves and their families.

Retention Strategy

The staff retention strategy for SABGC includes professional, personal, and financial benefits (listed above). Each SABGC teacher is afforded the opportunity to grow within the organization at their own pace and in areas that best align to their professional goals.

Teachers at SABGC have opportunities to take on leadership roles. These leadership roles are team lead roles within their grade level, leading thematic professional learning communities, or moving into administration. CASB leadership meets with teachers to discuss personal and professional goals. Based on these meetings, the teacher is provided authentic leadership opportunities within their desired areas. As leadership positions open up (or are created) within the district, teachers have the opportunity for advancement.

3. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school(s) design.

Teacher recruitment will begin in January 2023. Positions will be posted on various websites. IDOE has partnered with Nimble. Nimble is the main job posting hub for education positions across the state. We are also working in conjunction with Big Idea Company, LLC to market the opening of the SABGC, staff positions and enrollment. In addition, we are partnering with IUSB to develop a pilot teacher pipeline to help staff SABGC.

The expectation at SABGC is for all instructors to possess a valid teaching license. Teachers will be interviewed by a team of experienced educators. Staff alignment with the organization's vision, mission and core values is imperative. SABGC is unique with our partnership with BGC and with a 4 day school week with 1 day of experiential learning. It is imperative that teachers that are hired understand and believe in the mission and vision of this school. Research is clear regarding the positive academic outcomes students experience with a highly skilled, collaborative team of teachers. Prior professional development related to STEM education, project and standards-based instruction and experiential learning will be a factor during the hiring process.

Programming and career pathways for support staff transitioning to licensed instructional positions will be created. Partnerships with postsecondary partners, for example Indiana University South Bend, will be explored. Innovative pathways for support staff to become teachers will be a key focal point for district and building leaders.

The goal is to have SAGBC fully staffed by June 1, 2023, to allow for supportive and robust pre-service training prior to the launch of the school.

4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The hired building principal for SABGC will take the lead on hiring the teachers for SABGC. In conjunction with the BGC director the building principal will hire the YDP's. for each grade level.

Hiring Process: Staff members are officially hired when they sign the Letter of Intent and job description. Once the human resource coordinator receives the sign LOI and job description, they are brought in to complete the onboarding process, which consists of background check paperwork, reviewing the staff handbook, signing off on technology, direct deposit paperwork and reviewing benefit package options. A complete background check is completed for all new hires and offers are rescinded if background information is returned that is not acceptable.

CASB is an at-will employer, but works with school personnel in numerous ways before dismissing. After an initial meeting with the building principal and assistant principal or Assistant Superintendent, where the employee is notified of the concern, a performance plan is created for the employee with clear goals and timelines. Frequent observations are part of the plan as well as one-on-one feedback sessions to allow the employee opportunities to correct issues before the agreed upon time. If at the end of the time given to make corrections, the employee is either taken off of the performance plan or dismissed.

All procedures for dismissing an employee are located in the Staff Handbook, so all employees are aware of the CASB network's policy.

5. Explain how the school leader(s) will be supported, developed, and evaluated each school year. Provide, in **Attachment 21**,

any leadership evaluation tool(s) that you have developed already.

All CASB school leaders are supported by the Governing Board and Superintendent and Assistant Superintendent. Weekly leadership meetings are held for principals and the central office leadership team (Superintendent, Ass. Sup., Directors and Technology) to voice concerns, ask questions and get help from any of the central office team. Jeremy Luginbill, the CASB Superintendent comes with teaching experience and several years of central office administration experience to help guide the building leaders. He has a “hands-on” approach mentality since he himself has been in their shoes. He is in the buildings weekly to make sure students and teachers know him. He believes in giving his principals complete autonomy, but is there to support and question when needed. He has also provided mentoring to the school leaders through contract services with former principals in good standing.

The new SABGC school leader will be provided professional development to support the school initiatives. The model that will be used at SABGC will require professional development for the building principal on project-based learning and competency based education model. Consistent communication and ongoing mentoring to dive deep into the school model is imperative. The leadership culture is that failure will occur, and how do we learn from our failure, as this is a new endeavor.

Through weekly leadership meetings, school visits and chats with the building principal, the Superintendent will begin to formulate an idea of the leader’s strengths and weaknesses. These can be discussed with the school leader regularly throughout the year and strategies can be shared on how to overcome weaknesses, as well as applauding the strengths of the leader. If areas of concern occur and the Superintendent needs support from the central office leadership team, then these are discussed and members of the team help the principal to make corrections in these areas.

The principal receives two formal observations in December and May each year and many small walk-thrus and meetings with the Superintendent. A final evaluation for the year is shared in a “sit down” meeting with the building principal in June.

6. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment 22**, any teacher evaluation tool(s) that already exist for the school(s).

How teachers are supported at CASB:

- The CASB network Modified RISE Teacher Rubric is the evaluation tool used
 - Building leadership meets with teachers in September to identify classroom level goals and personal goals for the academic year.
 - Goals are made by assessing student data and/or feedback on prior evaluation.
 - Building leadership completes one long and short observation by December.
 - Building principal meets individually with teacher to provide feedback after each observation
 - The feedback from the observation is around the goal areas and any outlying areas that were observed.
 - Building principal meets with the teacher after the long and short observations are complete to identify if new goals need to be set, or to continue with current goals. Principal and teacher discuss strategies and opportunities for growth on goals.
 - Building principal completes a second round of observations between January and April, this is the same process completed as was in September to December.
 - Evaluations are completed by the 2nd week of May for all teachers.

The CASB network Modified RISE Teacher Rubric is a modified version of the RISE rubric, though it is adapted to align with the mission of our schools which focuses on making sure teachers are fostering authentic project-based learning, focusing on rigor, driving instruction through the use of data, creating nurturing relationships with students, and building a partnership with parents to create a successful education experience for children.

With the recent changes in the RISE Rubric made by the state where teachers are no longer given percentages for ILEARN scores, CASB has moved to a ninety/ten scale for teachers. Ninety percent of the teacher's evaluation is based on his/her performance as outlined in the rubric, and ten percent is based on the letter grade given to the school by the State of Indiana. "Highly Effective Teacher Status" (a score of 3.5 or better) or "Effective Teacher Status" (a score of 3.0 to 3.49) qualifies teachers for a \$3,000 raise.

Those teachers that do not qualify for a raise are offered a chance to meet with the building leader to discuss their evaluation. If there are teachers of concern that fall well below the 3.0 rating, principals have the right to put these teachers on improvement plans for the next school year. Dismissal can occur for serious issues due to lack of performance. If a teacher is dismissed, there is documented data to support the dismissal.

7. Explain how the school(s) intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Unsatisfactory Performance

If a CASB leader or teacher performs unsatisfactorily based on the evaluation tool, the following process is completed:

- A professional improvement plan will be put into action for the leader or teacher. An initial meeting between the teacher, principal and Assistant Superintendent of Curriculum & Instruction is held to outline the plan and expectations moving forward. This plan may include professional development the teacher/principal is expected to attend, books that they must read in addition to regular observations by the building principal/Superintendent.
- A calendar outlining the timeline of the expectations of the plan will be given to the teacher/leader at the meeting.
- Regular observations of the teacher/leader will be conducted during the time outlined in the PIP.
- At the end of the PIP, another meeting between all parties will be held. If there is improvement, another plan will be developed with an additional timeline and expectations. If there is little to no improvement, then a decision will be made by the Superintendent on possible termination of the employee.

The leadership team of CASB has much experience in public and charter education. They know that part of creating a strong team of teachers/leaders is to provide the training and support that is needed for the employee to "become" highly effective. While the organization is an "at-will" employer, the leadership team realizes that they are expected to provide the teacher/leader the tools and support, the strong observational feedback, and the open communication needed to be successful. Therefore, a teacher/leader is only terminated after he/she has been given all of these opportunities yet does not improve.

If a building principal is not successful in meeting the expectations on the PIP, the Superintendent will inform the CASB school board of the termination.

Leadership/Teacher Changes

CASB post jobs as anticipated when there is a potential position opening. The goal is to be ready to fill when positions open.

CASB works in conjunction with teacher leaders on school culture and fringe benefits to help mitigate staff turnover, and continue a deep sense of community within CASB.

Professional Development

Meets Standard Expectation

- Sensible allocation of school vs. network responsibilities for professional development, including demonstrated understanding of and preparation for professional development needs that are common to all schools in the network.
- Professional development standards, opportunities, leadership, and calendar/scheduling that effectively support the education program and are likely to maximize success in improving student achievement, including an induction program that will prepare teachers to deliver any unique or particularly challenging aspects of the educational program.

1. Identify the person or position responsible for professional development.

The Director of Curriculum & Instruction sets the yearly professional development calendar for those sessions that involve the entire district, such as PLC (Professional Learning Community) sessions with our facilitator from Solution Tree. Other PD needs are set by the building principals based on the needs of the staff. Implementation of the PD is delegated to the principal, assistant principal, master teachers, special service teachers, and curriculum coaches.

The building principal is responsible for arranging the building PD schedule, the follow-through of presenters, and providing strategic high quality PD aligned to building goals and initiatives.

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

At SABGC professional learning opportunities are available for all staff members. Professional development for the CASB network begins in the summer and is extended throughout the school year. The core components include:

- New Teacher Training in July along with a new teacher mentoring program to support first year teachers
- Ongoing coaching for teachers by internal and external individuals
- PLC training by Solution Tree for all of CASB network during the summer and throughout the year during eLearning days
- Weekly team meetings with principal
- Social-emotional training with school social worker
- Quarterly data meetings with curriculum coach
- Teachers-teaching teachers to support new teachers to the building in curricular programs
- PBL & Entrepreneurial training

These components are all key to helping the classroom teacher and YDP implement the SABGC model. Training in July will provide staff with basic CASB policies, procedures and safety initiatives. In addition, summer training for PLCs establishes the “team” model that is necessary to collect data, to team teach and to build relationships with each other and the school principal. Training from Solution Tree throughout the year keeps the team focused and moving forward on deliverables and instruction.. Curriculum training in all resources used, help teachers to provide stellar instruction to SABGC students. Finally PBL & Entrepreneurial training help teachers and YDPs implement best practice for K-5 students in each of these areas. It will also help to plan out in detail the “Friday Experiential Day” so that time is well-planned out and that these days are amazing experiences for students to explore and engage, while learning is intertwined in everything they do.

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

Professional Development during the summer will be provided to all SABGC teachers in curriculum & instruction and PLC training. Some of the training is specifically for “new teachers” to the school or district. Below is a summary:

- 2-day training for teachers new to the CASB network. The day focuses on HR on-boarding, technology services, including getting personal computers and the operation of, instructional philosophy, Special Education services and expectations, Title IX, policies & procedures, staff handbook, mandatory safety procedures, and tours of 3 buildings in the CASB network.
- 3-day PLC training in Lincolnshire with Solution Tree. Last year the first group of teachers for the CASB network attended training in Professional Learning Communities. The commitment is to send all teachers in the organization to the training.
- 2-4 day training for SABGC teachers and YDPs in:
 - Project-based learning (will use an outside facilitator for this)

- Curriculum & instruction - scope and sequence, proficiency scales, curriculum maps & standards-based report cards
 - Community engagement - safety policies off campus, student behavior
 - Overview of teacher evaluation tool
 - School Philosophy - mission & vision
 - Student and family engagement
 - Technology tools specific for the building (Google Classroom, PowerSchool, IReady)
- 2-day all staff PD:
 - Day 1 begins with an all-school breakfast, an introduction of our Authorizer, and a message from the Superintendent.
 - Mini sessions are conducted for teachers on new technology, updates on new legislation from IDOE, overview of teacher evaluation system, updates to curriculum maps and resources.
 - Day 2 is broken into a half-day of meetings with the building principal about building specific items, and half-day working in classrooms preparing for students.
- NOTE: Grade level meetings are held weekly to share out other information that cannot be covered within a half-day time period. Also, the principal shares out during PLC time every day from 3:00 - 4:00 pm.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

All Professional Development for CASB network including SABGC varies in days and hours, but all PD is aligned to our strategic plan, the goals for the school, the teacher day, and in support of the IN College & Career Readiness Standards. Below is a summary of the PD schedule:

- 2-day new teacher training. Each day is an 8-hour day occurring 4 days before the first day of school.
- Summer PD for curriculum components. Each session is determined by the facilitator and when offered. Heggerty & Wilson training sends out days to choose from during the summer. Sessions last 8 hours, usually happening in June or July with ongoing support through virtual services for teachers.
- PLC training for groups of teachers. 3 days usually in July or August. Each day is an 8 hour day.
- **PLC daily meetings.** Each day is specific to a different topic: MTSS, grade-level meeting, cross-grade level meeting, special education case conferences, data meetings. These are from 3:00-4:00 each day.
- Teachers-teaching-teachers, 1 day a month for 1 hour, in place of cross-grade level meetings teachers meet by discipline, math for Number Talks PD and language arts for Guided Reading, Heggerty, or Wilson support.
- Mentor sessions for new teachers are monthly during PLC time: 3:00-4:00. New teachers are paired with a master teacher for these sessions. Also, these partners meet during the day if available. In addition, the principal, assistant principal and curriculum coach meet monthly for sessions on Teacher evaluation, behavior/discipline, and curriculum to help answer questions and support.
- IReady online PD. Every year Curriculum Associates does a 2-hour session on updates to our online platform. This takes place during the two days that teachers return before students.

PERFORMANCE MANAGEMENT

Meets Standard Expectation

- Quality interim assessments that are aligned with (each) school's curriculum, performance goals, and state standards.
- Effective plan and system for measuring and evaluating academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.
- Comprehensive, effective plan and system for collecting and analyzing student academic achievement data, using the data to refine and improve instruction, providing training and support for school personnel, and reporting the data to the school community. This should include identification of the student data system to be used, as well as qualified personnel who will be responsible for managing and

interpreting the data for teachers and leading or coordinating data-driven professional development.

- Thoughtful, appropriate corrective actions the school and network will take if either falls short of goals at any level, including explanation of what would trigger such actions and who would implement them.
- Sound plan for monitoring performance of the portfolio as a whole and thoughtfully considering portfolio performance in decisions regarding continued growth and replication.

1. In addition to all mandatory state assessments, identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

SABGC uses IReady as its formative assessment platform for all students in grades K-5. Students are assessed 3 times per year in ELA and math and measured for growth and proficiency. The IReady platform aligns to ILEARN and Indiana's state assessment in terms of complexity, rigor and performance level indicators. Curriculum maps, proficiency scales, grade level common formative assessments, given every 3 weeks, along with district PD align to the assessment. This provides all stakeholders an understanding of how the data is used to drive instruction throughout the school year.

IReady offers a digital curriculum that allows students to practice high rigor technology enhanced items that assess mastery of the IN College & Career Readiness Standards. Students in grades K-2 use ESGI, a one-on-one assessment of individual standards, Heggerty, phonemic awareness assessment, Wilson Foundations, phonics & writing assessment, and will be moving to NWEA instead of IReady for the school year 2023-24.

All grade levels are also assessed 3 times a year on reading fluency and comprehension through Fountas & Pinnell.

2. Explain how the school(s) will measure and evaluate academic progress – of individual students, student cohorts, student subgroups, and the school(s) as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community(ies).

SABGC will use IReady data, City Connects and the ELA database to measure proficiency, growth, and sub-group performance throughout the year. Each time a student takes the IReady diagnostic assessment they receive a scale score. The difference between the scale scores represents their growth along a continuum. The standards mastery function in IReady provides rigorous questions that match those of ILEARN. This is a summative assessment that gives teachers another data point to determine mastery of a standard.

After each assessment, building level administrators and the City Connects director meet with grade level teachers to review student data for individual students, cohorts, and sub-groups. Curricular decisions are made based on this information.

District data is managed by the Director of Curriculum & Instruction in City Connects. The SAGBC principal manages the data along with the grade level lead teacher in the building. The lead teacher is responsible for the grade level team's planning on how to address gaps, differentiate instruction, and lesson planning.

The Director of Curriculum & Instruction, along with the building principals, present CASB network school data 3 times a year to the Board of Directors at a public board meeting. At this time all CASB families and the surrounding community have the ability to see how our district is performing and ask questions about the data.

3. Identify who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

The Director of Curriculum & Instruction manages data for all CASB schools. The SABGC principal and assistant principal analyze the data and meet with grade levels to discuss key areas where students are performing well and areas to address. Lead teachers are responsible for the follow through of addressing areas of need with their grade level during weekly PLC meetings on data. The SABGC principal is responsible for all professional development for the building based on data. The Director of Curriculum & Instruction assists the principal in scheduling PD sessions with outside vendors and assisting the school in reviewing programs for their efficacy.

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

Training and support for analyzing data and using this data to improve student learning is as follows:

- Each fall during teacher work days, professional development on IReady is scheduled for each school with Curriculum Associates. Those teachers that have used IReady before receive training on new features of the program and can request other training that they would like or need. New teachers to IReady receive a full day of training on the entire platform, especially the reports that produce data on performance, sub-groups and lessons to support instruction.
- During PLCs the building principal along with the Director of Curriculum and Instruction meet with teachers quarterly to support them in analyzing and interpreting data. They also provide, along with the lead teacher, strategies to take the data, and create strategies and plans on how to help students improve their learning.
- After each formative assessment our authorizer visits the school and provides school leadership data reports that break down data by sub-groups (Special education, EL, black, hispanic, FRL, boys, girls). The authorizer provides “areas of concern” based on data trends to help the school leadership know where to focus their time. Building leaders then meet with teachers to review this information and create plans to address these “areas of concern.”
- Summer training and 4 PD days throughout the year with Solution Tree for our Professional Learning Communities is another support for our building leaders and teachers on how to analyze, interpret and use performance data throughout the year to improve student learning. Teachers focus on these 4 critical questions to make sound instructional decisions for their students.
 - What do we want all students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond when some students do not learn ?
 - How will we extend the learning for students who are already proficient?

5. Describe the corrective actions the school(s) will take if student academic achievement falls short of expectations and goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

All CASB school leadership teams must set performance goals for increasing student proficiency on state mandated assessments. If the school does not meet the goal, the principal must explain to the Superintendent the reason for not meeting the goal. If multiple years of not meeting performance goals occur, the principal could be placed on a Performance Improvement Plan.

Other corrective actions that the school and district address are as follows:

- Based on student data from the previous year, the building leader and district leadership analyze data trends to determine what professional development is needed for teachers to target these areas of need. The professional development is scheduled into the district calendar in the summer for the next school year.
- As stated previously, all curriculum resources are reviewed at the end of each year to determine if these materials are meeting students needs. If not, school leaders and teachers investigate new resources that are research-based and aligned to standards to replace existing curriculum resources that do not provide the needed support to help all learners succeed.
- The school principal along with the grade level lead teachers review curriculum maps, and proficiency scales to ensure that the scope and sequence is aligned to the IN College & Career Readiness standards.
- At the end of the school year, the SABGC principal will look at each classroom teacher’s growth and proficiency scores based on IReady and ILEARN performance. The principal will meet with individual teachers to discuss these areas,

especially those of concern. Goals will be put in place for the teacher. In addition, strategies of support will be discussed to help the teacher attain the goals for increased growth & proficiency for his students. If consecutive years of poor growth and performance occur, the teacher will be placed on a Performance Improvement Plan.

FACILITIES

If the applicant is seeking an existing public school facility made available by the authorizer, complete Part A and Part B. If you intend to identify and operate in an independent facility, complete only Part B.

Part A: Existing Public Facilities (If available)

Meets Standard Expectation

- Complete and compelling response to the facilities needs assessment aligned with the educational program and anticipated student population.

1. Describe the basic facility(ies) requirements for accommodating the school(s) plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

N/A

2. List your anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include but are not limited to the following:
 - Science labs, art room (with or without kiln), computer labs, library/media center, performance/dance room, auditorium, etc.

N/A

3. List your anticipated administrative/support space needs, including anticipated number of each. Administrative/support space needs may include but are not limited to the following:
 - Main office, satellite office, workroom/copy room, supplies/storage, teacher work rooms, etc.

N/A

4. List which, if any, of the following are essential to fulfillment of the core athletic program:
 - Gymnasium, locker rooms, weight rooms, field(s) (football, soccer, multipurpose), baseball/softball field

N/A

5. Identify any other significant facilities needs not already specified, including:
 - Playground, large common space for assemblies and other large group meetings, etc.

N/A

6. Does the applicant have a specific desired location(s) from those being made available by the authorizer?

Yes No

If yes and the applicant has a specific facility(ies) under consideration, identify by current school(s) name and/or neighborhood(s).

Desired Location(s): Boys and Girls Club of St. Joseph County, 502 E. Sample St., South Bend, 46601

7. Is the applicant willing to share the facility(ies) with another school(s)?

Yes No

8. Discuss contingency plans in the event you do not receive a facility(ies) from the authorizer.

N/A

Part B: Independent Facilities

Meets Standard Expectation

- Sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility that will meet the requirements of the educational program and anticipated student population.

1. If you intend to operate in an independent facility, describe the process for identifying and securing the facility(ies), including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

With the help of several realtor service providers, public and private buildings were researched to find the best educational space for Success Academy @ Boys and Girls Club. Administration, teachers, staff, parents and community members were engaged in discussions around facility location, accessibility, etc. Eleven buildings were considered throughout the facility search. After an extensive search, the property owned by Boys and Girls Club of St. Joseph County was selected. The property is located in the heart of South Bend with an address of 502 E. Sample Street, South Bend, Indiana 46601.

2. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 23**.

3. Briefly describe the facility(ies) including location, size, and amenities. You may provide, as **Attachment 24**, up to 10 pages of supporting documents providing details about the facility(ies). Charter school facilities must comply with applicable state, local, and authorizer health and safety requirements. In addition, charter school applicants must be prepared to follow applicable city planning review procedures.

The Boys and Girls Club of St. Joseph County is located in the heart of South Bend with an address of 502 E. Sample Street, South Bend, Indiana 46601. It is located on the east side of South Bend, whereas our current CASB network schools are located on the west side of South Bend. The site is located close to downtown South Bend, the University of Notre Dame, the Farmer's Market, and close to our sister city, Mishawaka, which received \$12 million from the federal American Rescue Plan Act to revitalize their city.

The surrounding neighborhood of the BGSJC is composed of students from high poverty families. As mentioned above, the homeless shelter and domestic violence shelter are within a mile of the facility. BGCSJC was chosen because the building was being underutilized since there was only an afterschool program offered. With our 3 year partnership with Boys & Girls Club, the CASB was offered an opportunity to expand our network.

Currently the size of the school holds between 150-200 students. However, the property sits on 7 acres and the BGCSJC plans on expanding their services and our school if the need is there for our community. Right now there is a large waiting list for the club.

The facility is already designed to be student-centered. It currently hosts after-school programming. There is ample classroom space as well as large-group instructional areas. Bathrooms are up to code and all ADA requirements have been met. Plans for a small number of renovations are being made (these are included in Attachment 24). Panzica Building Construction, 416 East Monroe Street #320, South Bend, Indiana 46601 has created drawings of potential renovations that will enhance the environment for teaching and learning. The construction project will be financed through the school budget process.

START UP & ONGOING OPERATIONS

Meets Standard Expectation

- Detailed start-up plan specifying tasks, timelines, and responsible individuals, which is aligned with sound Start-Up Budget.

- (If the school will provide transportation) Sound plan for student transportation, including both daily and special-event transportation.
- Sound plans for school and student safety and security, including security personnel, technology, equipment, and policies.
- Plan to secure comprehensive and adequate insurance coverage, including workers' compensation, liability, property, indemnity, directors and officers, automobile, and other.

1. Provide, as **Attachment 25**, a detailed start-up plan for the school/network, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget and Staffing Workbook, that will be included as Attachment 28.
2. If the school(s) will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school(s) plans to meet transportation needs for field trips and athletic events.

Success Academy at Boys and Girls Club does not receive local property tax funding. For this reason, transportation will not be provided to pickup and dropoff students at their homes. Success Academy at Boys and Girls Club will provide transportation for students traveling to the other schools within the network. Families will have the option of dropping students off at Career Academy or Success Academy. The district will transport students to their respective schools. This allows families with multiple students in multiple grade levels to drop off at one site. Additionally, athletic transportation will be provided for all events. Field trips and all extra-curricular opportunities will also have transportation provided for students and staff. Career Academy of South Bend, Inc. owns three yellow buses and two mini-buses. Partnerships with local public transit will also be explored (Transpo, etc.).

Sample Bus Route Schedule:

Bus Schedule

Monday through Friday

Pam: Start at Success at 6:45am, leaves Success to Career at 6:55am drop-off at Door D

Rob: Start at Success Boys and Girls Club at 6:45am, Leave Success Boys and Girls Club to Career at 7:00am drop-off at Door D

Mary: Starts at Success at 7:05am, leaves Success to Career at 7:15am drop-off at Door D

Monday through Friday

Pam: leaves at 7:45am to take Success kids from Career to Success. Must call on radio for Success to come out at 7:40am at Door C.

***Tuesday**- Pam takes the MA (nursing students) kids (at 7:45am) to Ivy Tech after she drops the Success kids off.

***Thursday**- Pam takes the MA students to Memorial Hospital after she drops the Success kids off.

***Tuesday**- Mary picks up MA students at Ivy Tech at 11:45am drops off at Door A

***Thursday**- Mary picks up MA at Memorial at 11:45am drops off at Door A

Monday, Wednesday, Thursday, Friday

Mary: picks up Moxie students at 9am at Notre Dame Innovation Center drop off at Door A
-1400 E. Angela Blvd, South Bend, IN

Tuesday

Mary: pick up Moxie at 9am at Howard Park or other location (students will call to inform on location) drop off Door A.

Monday, Wednesday, Friday -Rob Monday, Pam Wednesday/Friday

: Drive 2 students (internship students) at Door D at 12:15pm and will drop them off at Success

: Drive 2 male students (1 from Taco Bell, 1 from Builders Iron Works on 12th St., Mishawaka)

Friday- Taco Bell 12:30

Monday through Friday

Rob: Career front of building pick up at 3:45pm take students to Success Academy Boys and Girls Club.

SABGC Experiential Day

Boys & Girls Club plans on purchasing 2 minibuses to help with transporting students to areas in the community. We are also looking at working with the city transportation system to support us in this endeavor. Trips will be staggered so classes will be dropped off and picked up at different times if needed. If we are able to purchase 3 mini buses we will not need to stagger times. We will look for grant funding to help us purchase a third bus if possible.

3. Provide the school's plan for safety and security for students, the facility(ies), and property. Explain the types of security personnel, technology, equipment, and policies that the school(s) will employ.

This Basic Plan outlines **Success Academy at Boys and Girls Club**'s approach to emergency management and operations. It has been developed to assist **SABGC** to protect its staff and students during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for mitigation/prevention, preparedness, response, and recovery.

The mission of **SABGC** in an emergency/disaster is to protect lives and property, respond to emergencies promptly and properly, coordinate with local emergency operation plans and community resources, and aid in recovery from disasters.

The goals of **SABGC** include the following:

1. Provide emergency response plans, services, and supplies for all facilities and employees
2. Ensure the safety and supervision of students, faculty, staff and visitors to the school
3. Restore normal services as quickly as possible
4. Coordinate the use of school personnel and facilities
5. Provide detailed and accurate documentation of emergencies to aid in the recovery process

Mitigation and Prevention

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in your school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

CASB is willing to email a PDF of the school safety plan that was board approved in October. We prefer not to upload the school safety plan to the charter school application because it could compromise the safety of our schools.

4. Provide, as **Attachment 26**, a list of the types of insurance coverage the school(s) will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability to indemnify the school, its board, staff and teachers against tort claims, property, directors and officers, automobile, and other.

OPERATIONS CAPACITY

Meets Standard Expectation

- Individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as staffing, professional development, performance management, school start-up, general operations, and facilities management.
- *(If proposing an independent facility)* Demonstrated experience in facilities acquisition and management, including managing build-out and/or renovations.

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
 - Staffing, professional development, performance management, general operations, and facilities management

CASB has a coded and documented system for operations; therefore, opening a new school will follow under the current guidelines established within this system. The CASB Assistant Superintendent is accountable for staffing, HR, general operations and facilities management. The Superintendent, who has a Masters in Curriculum and Instruction, monitors this area for the district. With insight from the Director of Curriculum & Instruction and the building principals, professional development is chosen to meet goals set in the strategic plan.

The Board President of CASB has numerous years of facilities acquisition, including that of the current CASB schools. He has worked with Panzica builders through the renovation of both our current schools and has developed a strong working relationship with them. Even though the timeline was short, both schools opened on time. CASB is currently working with Panzica on the plans for the new SABGC site. A timeline has already been set for renovations for the new site to be finished by the 2023-24 school year.

Additionally, Director of Facilities at CASB, has extensive experience with facility acquisition, renovations, build-outs, etc. He will work alongside district leadership to ensure project completion.

In addition, the building leader and teacher postings will be released in December and January, respectively. Professional development for these staff members will begin in June of 2023.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

In 2011, Career Academy's initial campus needed renovation. With funding from a private benefactor, they successfully completed an \$11,500,000 renovation project. Then, in 2012, CASB's secondary school opened for enrollment. This was the middle school connected to the high school. Four years later, the school purchased and successfully renovated a second location for \$14,500,000; funding was through a private benefactor and a loan through the city of South Bend. In August of 2015, Success Academy South Bend, a K-5 building opened for enrollment.

In 2022, CASB was awarded a 4.4 million dollar grant from the IDOE for career exploration, engagement and experience. Allowing career exploration to begin in kindergarten.

In 2021, CASB was awarded a grant for \$800K, from the GEO Foundation to increase dual enrollment, industry certifications, associate degrees, and increase college core diplomas.

CASB has significant experience in funding for facilities acquisitions, management, renovations as well as academically. Currently CASB has written two grants to fund the renovation of the SABGC.

These acquisitions and renovations coupled with sound management acumen, shows that the CASB network has the experience to continue to replicate innovative schools to join our network.

3. **Replication Schools:** Provide an implementation schedule, as **Attachment 27**, that explains the strategy for executing each charter that is approved.

SECTION IV: FINANCIAL PLAN & CAPACITY

FINANCIAL PLAN

Meets Standard Expectation

- Draft financial procedures, policy, or other reasonable assurance that the operator will have sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Evidence that the school's leadership has a strong understanding of the appropriate delineation of roles and responsibilities among the administration and governing board regarding school finance.
- Evidence that the school will ensure financial transparency, including plans for public adoption of the school's budget and public dissemination of its annual audit and an annual report.
- Sound criteria and procedures for selecting contractors for any administrative services and the acquisition of liability insurance.
- Complete, realistic, and viable start-up and five-year operating budgets.
- Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable).
- Sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

1. Describe the systems, policies and processes the network/school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

Career Academy South Bend will support SABGC with the business office finance team. The business office is made up of a business manager and two finance support team members. The business office will maintain accounting, billing, cash flow, benefits and policies and procedures that are state and federally regulated.

CASB accounting, audit, and financial management policies are designed to ensure the accuracy and protection of CASB assets; to keep accurate and complete records of the network's financial inputs, and to ensure that requirements are met for reports to the government and private funding.

The CASB Board President, Superintendent, and Business Manager approve all significant expenditures.

The Superintendent and business manager establishes the budget and implements policies and procedures that are consistent with State Board of Accounts guidance for all funds received by CASB, including financial grants and awards from Federal and State sources. The policies and procedures that are in place provide assurance that the district finances are in compliance with the state and federal guidelines.

All irregular losses, changes, or thefts of any amount of CASB funds or property regardless of source, shall be immediately reported to the State Board of Accounts. A loss, change, or theft is "material" if it amounts to more than \$500.00.

CASB will follow the state law in regards to losses, changes, or thefts.

2. Describe the roles and responsibilities of the network/school's administration and governing board for school finances and distinguish between each.

Creating the New Budget:

Preliminary budget meetings for the upcoming fiscal year begin in December with a final budget proposal ready in April. The Superintendent, Assistant Superintendent and the Business Manager create the plan. The proposed plan is reviewed by the CASB school board's financial team in May. The budget is then presented to the school board during the May/June board meeting. The approved budget is provided to school leaders every July.

Yearly Management of the Budget:

- The Business Manager meets with the Superintendent and Assistant Superintendent monthly to evaluate actuals.
- The Business Manager & Superintendent meet regularly with building principals to review financials.
- CASB Business manager and finance team, Kruggel and Lawton CPA's (CASB auditing firm) verifies the annual budget.
- The Business Manager provides the monthly budget report at the public board meeting.

Budget Changes

Business manager reviews all significant budget variances at each board meeting, and the board of directors is made aware of the reason for the variance.

Financial Roles of Leadership Team

Superintendent/Board

- Curricular selection
- Licensing
- Whole-org Professional Development
- Whole-org Grants
- Annual approved budget
- Salary schedules
- School budgets
- Central office budget

Assistant Superintendent

- Letter of Intent/ Intent to return
- Vendors
- Facilities maintenance
- Salary schedules
- Utilities
- Technology
- Marketing and enrollment
- Food Service

Business Manager

- Annual approved budget
- Salary schedules
- School budgets
- Central office budget

- Whole-org Grants
- Bi-monthly payroll
- Expenditure Claims
- SBOA Compliant
- Management of Procuring Goods and Services

Building Principal:

- Maintaining school budget
- Purchasing supplies for building
- Professional development for teachers
- Software for building
- Incentives for students/teachers
- Field trips
- Donations from community/parents
- PTO funds

3. Describe the process and procedure for conducting an annual audit of the financial and administrative operations of the network/school.

CASB hires accounting firm Kruggel and Lawton CPAs as the district auditor. CASB's partnership with Kruggel and Lawton's CPA firm began seven years ago. Kruggel and Lawton are familiar with the CASB's financial system. They are able to diagnose and identify any issues concerning the processes and procedures conducted by our financial team to make sure that our financial system is healthy. The annual audit for the CASB network begins in September and finishes in December.

4. Describe how the network/school will ensure financial transparency to the authorizer and the public, including the anticipated costs and criteria for selecting such services.

CASB conducts monthly public board meetings of our financial information. CASB is transparent with all financial information. CASB has an internal business team and business manager to disseminate accurate financial information; as well as maintain financial policies. CASB partners with Kruggel and Lawton CPAs each year for our annual audit and the federal awards audit. The fee for all three CASB schools totals \$45,000. The auditor assesses the accounting systems in accordance with auditing standards accepted in the United States. These standards are applicable to financial audits contained in government audit standards issued by the comptroller general of the United States. These standards require that the auditors planned and performed the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement. The reports are made available on the State Board of Accounts website.

Prior to the public board meeting, the Board of Directors meet in Executive Session with the Superintendent and Business Manager to discuss the annual budget. Following this, at a public board meeting the annual budget is discussed and approved. The public board meeting provides transparency of the plan to all staff, parents and community members. All financials are reviewed monthly at the monthly board meetings as well. The board members have the opportunity to question any variances or line items they deem necessary.

The CASB authorizers attend the public board meeting monthly. In addition, they receive the monthly financials from the Business Manager before the financials are presented at the public meeting. They collect quarterly financials and the annual audit is shared with the authorizer annually.

- Describe any services to be contracted, such as business services, payroll, and auditing services, and include the anticipated costs and criteria for selecting such services.

CASB currently contracts with the following:

- **Kruggel and Lawton CPAs:** auditing firm; current partner with reputable practices and clear communications.
- **Dr. Jeff Burnett:** clinical psych health services for referred students with IEP, current partner with good ties to community and parent satisfaction rate.
- **Beacon Therapy Services:** Physical Therapy and Occupational Therapy services for students with an IEP. Current partner continually provides consistent, high quality services to students.
- **Elevate K-12:** Provides synchronous online streaming educational services. Current partner, provides consistent, high quality education to students.
- **Chartwells Food Service:** Provides food service for all 3 CASB locations.

Clinical psych services, Kruggel and Lawton CPAs, Chartwells, and Beacon Therapy are all vendors that CASB will look to replicate with similar service providers in the target market.

- Submit, as **Attachment 28**, the Budget and Staffing Workbook. In developing the budget, please use the per-pupil revenue projections provided by the authorizer and ensure all tabs are completed.
- Submit, as **Attachment 29**, a detailed narrative of the assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. Specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Include the following in the narrative:
 - 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.

FINANCIAL MANAGEMENT CAPACITY

Meets Standard Expectation

- Individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

- Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in the following areas:
 - Financial management;
 - Fundraising and development;
 - Accounting and internal controls.

The CASB network team brings years of experience beginning with its governing board. The CEO spent 25 years founding & operating a business. He also founded and opened our first 3 charter schools. In addition two other board members owned successful businesses. Our current financial manager has managed the CASB network schools from the beginning. She has experience in financial statements, cash management, budgeting, account analysis, auditing, taxes, accounting for investments,

benefits, depreciation, etc. She reports to the board, who oversees the financial reports, and approves the budget and financials at the board meeting. The Superintendent and Assistant Superintendent have managed schools over the last 5 years and are familiar with budgets, accounting and internal controls. In addition, the central office supports the executive team to make sure our financial plan is solid.

Fundraising and development are bolstered by our governing board, also. We have members that have degrees in marketing, communication, and fundraising. In addition we have a marketing director for the CASB network and we are contracting with Big Idea, Inc. for the SABGC school. Furthermore, the network contracts with two grant writers to help offset costs for our general budget. We have received a Geo Foundation Grant for Career Academy and the recent 3E grant as well as others.

Our Board President continues to live out his mission to open new innovative schools to provide meaningful education for all South Bend students. In order to do this, the CASB network has a long standing relationship with Panzica Building Construction. They continue to take our ideas for school innovation and bring them to life.

We are audited yearly for financial statement audits, internal controls, and SBOA requirements. We adhere to the internal controls requirements from the SBOA and DOE. CASB works with Kruggel Lawton as the organizational auditor. CASB has worked with Kruggel Lawton for the past seven years. This partnership has led to clean annual audits. The network continues to do business with Kruggel Lawton because of the great partnership we have built. They continue to support our efforts by keeping CASB financially sound. The CASB network signs a letter of intent to begin the audit process by March of each year. The audit process then begins for all CASB schools in September and concludes in December.

SECTION V: PERFORMANCE EVALUATION INFORMATION

(Only Applicable for Network Schools)

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization and/or any ESP or CMO partner. Education One may request additional information from applicants at any time during the review process.

1. Submit the Historical Performance Workbook (provide the completed workbook as **Attachment 30**, and be sure to complete all sheets in the Workbook).
2. Select one of the consistently high-performing schools that the organization and/or ESP/CMO operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
 - Describe the primary causes to which you attribute the school's distinctive performance.

Career Academy High School (CAHS) has consistently done well with graduation rates for Black and economically disadvantaged students (students qualifying for free or reduced price meals – "F/R students"). This is in contrast to state and local norms. For example, Indiana's 2021 graduation rate for Black students was 77.05%, well below the 89.04% rate for White students, and the graduation rate for F/R students was 82.84%, well below the 93.9% rate for Paid Lunch students. Similarly, for the South Bend Community School Corporation (the district where most Career Academy students reside), the graduation rate for Black students was 65.08% vs. 81.39% for White students, and the graduation rate for F/R students was 73.05% vs. 82.10% for Paid Lunch students. In contrast, CAHS in 2021 had a graduation rate of 90% for Black students, higher than the 85.29% rate for White students, and a rate of 94.74% for F/R students, higher than the 87.88 rate for Paid Lunch students. In 2020, CAHS had a graduation rate of 100% for Black students, 95.12% for White students, 100% for F/R students and 92.31 for Paid Lunch students. This success is due to the school's inclusive culture, strong remediation program, and emphasis on project-based learning.

- Identify any notable challenges that the school has overcome in achieving results.

Like schools throughout the state and the country (and internationally), CAHS was severely challenged by the COVID pandemic. Pass rates on academic proficiency measures dropped by significant margins. Nonetheless, CAHS was able to maintain graduation rates significantly higher than for SBCSC, the district where most CAHS students reside. CAHS also scored better than SBCSC on the SAT, now the summative assessment for high schools: Career High's pass rate was 42.2 for English and 24.1 for math, while SBCSC was at 35.6 for English and 17.2 for math.

- Explain the ways in which the school's success has informed or affected how other schools in the network or organization operate, including how the effective practice, structure, or strategy was identified and how it was implemented elsewhere.

CAHS is the flagship school for the Career Academy Network. Its emphasis on career education, practical applications, working in teams and project-based learning are the model for the lower grades. Many students enter the lower grades of Career Academy Network schools at two or more years below grade level, but it is demonstrated in the higher grades that starting deficiencies can be overcome. The lesson of learned optimism is the most important lesson that a young student can learn.

3. Select one of the network's or organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted student population in the application.
 - Describe the primary causes to which you attribute the school's performance.

Success Academy SB is in its 7th year of existence. It is a young school in the world of education. SASB has struggled over those 7 years. Curriculum choices were made quickly as well as hiring teachers and support staff. In year 3 the school started to make

progress on ISTEP. In ELA students had a passing rate of 34% and math 24.8%. These scores were low, but compared to our surrounding schools in the SB district, they were 2 to three times higher overall. In 2018-19 Indiana moved to ILEARN and like all schools in Indiana scores dropped at Success Academy: 19.6% ELA and 15.6% math. In 2020 SASB did not take ILEARN due to COVID-19. Following the COVID year of no testing, SASB's scores plummeted into the single digits 6.6% in ELA and 8.7% in math. The loss of learning truly impacted our students just as they were beginning to see improvement.. In 2022 students gained some ground with 17.0% in math and 10.8% in ELA. Out of the 15 SBCSC elementary schools, 10 schools scored below SASB in ELA and 12 scored below SASB in math.

While COVID-19 had a substantial impact on SASB's scores, there are definitely other causes that contribute to this performance. South Bend has a transient population. Each year, SASB enrolls approximately 20% new students to the school. Most of these students come without the core foundations that current SASB students have. This is evident by the data received from our authorizer:

- In the last two years, SASB's legacy students have outperformed non-legacy students. **In 2022 SASB's legacy students outperformed non-legacy students in both reading and math (65% to 39% in reading and 66% to 41% in math)**. This data not only shows the effect that new students to the school have on the school's performance scores, but it also shows that the curriculum resources, maps, proficiency scales, standards-based report cards and high-quality professional development are making a difference with those students that are with us over time.
- The final cause, adding to low performance, is the impact of the teacher shortage. We know that highly qualified teachers have the biggest impact on student performance (John Hattie). When we are unable to find teachers, student performance suffers. Not only are schools trying to recover from the learning loss caused by Covid-19, but the lack of certified teachers has added to loss of learning for children.

- Explain the specific strategies that are being employed to improve performance.

SASB has put in numerous strategies to improve performance:

- All grades have quarterly curriculum maps, proficiency scales, 3 quarterly common formative assessments, and a standards-based report card.
- Quality, research-based curricular resources have been purchased and are being used with fidelity.
- Professional Learning Communities have been established, Teachers are collecting and analyzing data weekly.
- On-going professional development in best practice strategies, in the use of curriculum resources, and analyzing data have been implemented.
- The STRIVE after school program focuses on learning loss in math and ELA. The SASB teachers are tutoring during this program so that students are receiving high quality services from certified teachers.
- MTSS through City Connects meets weekly with teachers to discuss students early in the learning loss process to put strategies in place quickly.
- We are partnering with IUSB to recruit certified teachers and creating a pathway at Career Academy to "grow our own" teacher pipeline.

- Identify how you know when performance is satisfactory. Include the expectations for satisfactory performance in terms of levels and timing.

Performance is satisfactory for all CASB network schools when we meet or exceed state level expectations on standardized tests. When students are performing at high levels with an understanding of what is being taught, then we are moving in the right direction.

Federal accountability rating SASB will be:

- Years 1 & 2: The school received a rating of Does Not Meet Expectation for the most recent school year **OR** received a rating of Approaches Expectations for at least two or more consecutive years.
- Year 3: The school received a rating of Approaches Expectations.
- Year 4: The school received a rating of Meets Expectations.

Closing Achievement Gaps: (Subgroups)

- Years 1 & 2: The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was more than 20.0% away from the state's percentage.
- Year 3: The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was within 10.1-20.0% of the state's percentage.
- Year 4: The percentage of students performing in the bottom 25% becoming proficient or maintaining proficiency was within 0-10.0% of the state's percentage.

Overall Performance Proficiency & Growth:

- The goal for proficiency performance is to grow by 10% each year in both math & language arts
- The goal for growth is to grow by 10 -15% each year in both math & language arts.

These goals are ambitious; however, they need to be in order to make sure our students are successful in school and in life.

4. For all schools operating in the state of Indiana, provide as **Attachment 31** (a) the last three years of audited financial statements for the school(s) and (b) the most recent internal financial statements, including balance sheets and income statements for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented.
5. For the organization as a whole and any related business entities, provide the following as **Attachment 32**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.
6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."

N/A

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

N/A

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

N/A

9. Identify any current or past litigation, including arbitration proceedings, by the school, that has involved the organization or any charter schools it operates. Provide, as **Attachment 33**, a summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

See Attachment 33 for summary of past litigation. There is no current litigation nor have there been any arbitrations.