



Letter of Intent to Apply for a Charter

Dear Mayor Hogsett,

The undersigned individual/organization is considering submitting an application to establish a charter school in Indianapolis. We wish to participate in all forums and receive all the information provided to potential applicants by the Mayor's Office.

Name of Proposed Charter School: STEMNASIUM Science Math Engineering Middle School (SME)

Proposed School Address (if known):

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter: STEMNASIUM of Indianapolis

HmApplicant's Designated Representative: Tariq D. Evans Al-Nasir, Ph.D

Address: 1630 N. Meridian Street, Suite 450 City: Indianapolis State: Indiana Zip Code: 46202

Daytime telephone: 561-451-6717

E-mail address: talnasir@stemnasiumlabs.org

The proposed school will open in the fall of the school year: 2022

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2022-23	7-8	125
Second Year	2023-24	7-8	150
Third Year	2024-25	7-8	200
Fourth Year	2025-26	7-8	250
Fifth Year	2026-27	7-8	300
Sixth Year	2027-28	7-8	350
Seventh Year	2028-29	7-8	400
Maximum	2029-30	7-8	400

Is the school single-gender or coeducational? Co-educational learning

If single-gender, please indicate who will be served by school: Girls and Boys

Target student population: At-risk or under-resourced

Brief description of kind of school to be chartered:

STEMNASIUM Science Math Engineering Middle School (SME) will provide curriculum and instruction that focuses on a deeper understanding of Science, Technology, Engineering, and Mathematics (STEM) disciplines using 21st century learning skills that nurture the academic and creative talents of students while preparing them for high school, college, and career pathways in STEM. The SME curriculum will incorporate inquiry and project-based learning strategies that support critical thinking, collaboration, creativity, innovation, and problem-solving skills combined with strong math and reading literacy foundation to enhance student achievement across content areas.

Brief explanation of the mission of the proposed charter school. In one or two sentences provide a clear statement that defines the purposes and nature of your school:

The mission of STEMNASIUM Science Math Engineering Middle School is to create transformational and authentic STEM educational experiences for ALL students. Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway.

Are you planning to work with a management organization? No

If so, please indicate the name of the management organization: N/A

Do you have a new design idea or an existing idea? New Design Idea

Signature of Applicant's Authorized Representative



2/10/21

Signature

Date

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STEMNASIUM Science Math Engineering Middle School

Every Superhero has an Origin Story, Yours Begins Here!

I. Vision, Need, and Demand

Vision

Our vision is to create authentic and transformational STEM educational learning experiences for ALL students.

A. Mission

The mission at STEMNASIUM Science Math Engineering Middle School (SME) is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their engineering, technology, mathematics, and science origin stories.

At SME, our mission is achieved through our three design core values:

Empowerment

We show students how to unlock the power of technology, using our STEM standards-based program design so they can leverage it to improve their lives. We Achieve this by putting students in front of their learning so they develop into careful innovative STEM thought leaders.

Transformation

Our greatest desire is to see our students evolve from users and consumers of technology into power users and owners of technology with a clear road map and algorithm for how to make that technology into a better, more viable, and scalable solution. This goal is achieved by developing and shaping students' natural curiosity so they learn how to think and how to solve problems.

Opportunity

We want to ensure that every student has access to high quality and highly engaging authentic STEM experiences. We believe that when students see themselves as part of the solution they self-identify and self-select STEM as a career or college pathway.

In the engineering and technical world the word SME¹ (Subject Matter Expert) refers to a highly component person, with authority in the design concept, calculations, and performance of a system or process.² Using SME as the abbreviation for our school is intentional, as we aim for every student to be a Subject Matter Expert in many STEM areas.

B. Need

Eastern Star Church (ESC) is located in the Arlington Woods area of Indianapolis. SME has begun working closely with ESC along with Sankofa School for Success and Rooted School Indianapolis as a viable continuum 7th and 8th grade educational model. SME would complete the K–12 continuum available to students and families in the Arlington Woods neighborhood, which is highly desired by ESC. SME will have a strategic partnership with Rooted School Indianapolis and ESC, given the close alignment of our missions.

SME plans to locate our campus inside the ESC main campus, which will address the following needs:

- 1) An easily accessible, central location for educational choice for families across the Arlington Woods area.
- 2) The lack of high-quality, innovative public school options for the growing population in Arlington Woods and its surrounding neighborhoods for grades 7-8.
- 3) The growing need for daily STEM education and a highly-skilled workforce in the city of Indianapolis.

¹ <https://www.sme.org/>

² <https://www.efrontlearning.com/blog/2019/04/what-is-subject-matter-expert-why-need-them.html>

4) The gender and racial gap in STEM both in the workforce and post-secondary education in Indiana.

SME will be the only 7th and 8th grade middle school in Center Township with an intentional focus on providing a highly engaging, standards-based STEM education solution supporting mostly Black students from all socio-economic backgrounds. We will also ensure that every student is exposed to a standards-based STEM education every day in every classroom. Just as the industrial revolution made it necessary for all children to learn to read, the technology revolution has made it critical for all children to understand STEM. We want to eliminate barriers that prevent students from embracing the possibilities of STEM careers and becoming leaders in these fields. Our scholars will discover how daily STEM education can solve some of our world's most pressing problems and build their leadership skills with social and emotional resilience.

Education, race, gender, and location affect who succeeds and persists in STEM postsecondary education and careers. While students of color are making gains academically and closing opportunity gaps, they are still pursuing degrees either outside of STEM or in STEM support roles. This is consistent with recent workforce trends. SME will address Indianapolis' growing need for qualified and highly competent STEM professionals who view STEM as a career or college readiness pathway and provide families in the Arlington Woods neighborhood an innovative, high-quality education choice. SME's target population includes students in Arlington Woods who have historically been denied access to quality school options. SME will serve as a continuum for the K–6 and 9–12 education platforms already being provided by Sankofa School for Success and Rooted School Indianapolis.

In recent years, Indianapolis has become a city full of educational options for families—there are numerous traditional school districts, charter schools, magnet schools, and innovative schools. With varying degrees of success, parents have the option to select a school that meets their child's current interests and future career opportunities. One apparent gap in our city's educational landscape is STEM school options. Currently, only one Indianapolis Public School (IPS) magnet school and one Lawrence Township district school offer school-wide STEM programming. Recognizing that a plethora of future career opportunities both in and outside of the city require a strong foundation in science and math, the current educational landscape does not mirror future needs.

Our city does not provide nearly enough high-quality seats to meet the demand for STEM education. For the number of children that live in a 0.1 to 2.5 mile radius around Arlington Woods neighborhood, there currently are not nearly enough seats to offer a high-quality education, let alone a high-quality and highly engaging STEM program. There are currently 3,599 school-aged children ranging from ages 0-9 and 4,054 school aged children ranging from ages 10–19 in this radius that are or will be impacted by the lack of a high-quality middle school program such as SME. This void perpetuates the trend of poverty already present in the East Side/Arlington Woods neighborhood:

- Only 39.3% of the parents that live in the 46218 area code have a high school diploma.
- Only 6.5% of the parents that live in the 46218 area code have a Bachelor's degree or higher.³

White families⁴ in Indianapolis have an average median net worth of \$171,000 compared to the average net worth of \$17,600 for Black families and \$20,700 for Latino families⁵ in Indianapolis. This gap will take more than 150 years to close at the current rate of net worth gains. This has significant consequences for people of color who live in the city of Indianapolis. SME will provide students with the language, skills, and technical experience to engage in closing the wealth gap. STEM careers earn higher income, allowing workers to invest more, and therefore allowing those students coming from marginalized communities the opportunity to gain access, experience, and future wealth. Some of the most severe cases of poverty can be found on the eastside of Indianapolis known as Arlington Woods, which has become a cradle of the city's poverty crisis. Arlington Woods is 75 percent Black and it has maintained more than a 29 percent poverty rate and a 14 percent unemployment rate for the last decade. These numbers indicate

³ <https://censusreporter.org/profiles/86000US46218-46218/>

⁴ Collins, Chuck, and Dedrick Asante-Muhammad, Emanuel Nieves, and Josh Hoxie. "The Ever-Growing Gap: Without Change, African-American and Latino Families Won't Match White Wealth for Centuries." Washington, DC: Institute for Policy Studies and CFED. 2016.

⁵ Jan, Tracy. "White families have nearly 10 times the net worth of Black families. And the gap is growing." The Washington Post 28 Sep. 2017: Web. 12 Jan. 2019. 3Cavazos, Shaina. (2016, August 13). How racial bias helped turn Indianapolis into one city with 11 school districts.

that thousands of children locally are living with families who are barely surviving financially. These numbers also underscore that families that live in these types of circumstances are impacted emotionally and their ability to succeed as adults is diminished. SME provides an opportunity for students to learn the language of STEM that will grant them a passport to use STEM as a career or college readiness pathway and build a sustainable, equitable community solution.

At SME, we are much more than an academic hub. Our students treat our campus as a second home, with friends and family who support one another, have fun together, discover new and exciting ideas, and celebrate the success of one another. We know that students learn best when they have positive relationships with their teachers and peers and in schools that foster opportunities for students and staff to grow and learn together.⁶ We also know that students in middle school need opportunities to build independence, make mistakes, and learn and grow from their mistakes so that they develop into autonomous young adults with agency over their life outcomes.

Currently, the statistics⁷ surrounding the middle school options available to students within a 3 mile radius of the Arlington Woods neighborhood is compelling for a new, STEM-focused school.

- There are only 6 middle schools that offer STEM within the 3 mile radius of 46218
- Between 65.4% and 78.3% students participate in the free and reduced lunch programs at all 6 schools
- 10% to 50.7% of the 7th graders are proficient in ELA and 0.0 % to 37.3% are proficient in Math
- 9.1% to 51.4% of the 8th graders are proficient in ELA and 0.8% to 71.4% are proficient in Math
- None of these schools offer a fully integrated STEM program

In Marion County, 43 percent of all students attend A and B-rated schools compared with the Far Eastside's 12 percent. Below is a needs analysis chart for school performance on the Eastside which shows a significant need for educational improvement. General demographics for the Eastside of Indianapolis appear in **Attachment A**.

Needs Analysis Chart

School	Enrollment (2021)	Race/Ethnicity (2021)	FRL population (2021)	SPED (2020)	Suspension Rate (2019)	Most recent A-F (2019)	Other performance data (2019)
Arlington Community Middle School	435	Black - 73.6% Hispanic - 16.1% Multiracial - 3.7% White - 6.7%	74.9%	23.75%	169 of 418 students suspended 40.4%	No Grade	ILEARN ELA 7 - 12.1% 8 - 9.1% Math 7 - 0.0% 8 - 0.8% Growth Points (4-8) 61.4
George W Julian School 57	183	Black - 21.3% Hispanic - 24.0% Multiracial - 6.6%	68.9%	16.18%	32 of 182 students suspended 17.6%	D	ILEARN ELA 7 - 10.0% 8 - 21.4%

⁶ <http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

⁷ <https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports>

		White - 48.1%					Math 7 - 0.0% 8 - 14.3% Growth Points (4-8) 73.9
Avondale Meadows Middle School	166	Black - 92.2% Hispanic - 3.0% Multiracial - 3.6% White - 1.2%	78.3%	20.83%	70 of 185 students suspended 37.8%	A	ILEARN ELA 7 - 14.6% 8 - 36.5% Math 7 - 2.1% 8 - 19.6% Growth Points (4-8) 99.0
Charles A Tindley Accelerated School	374	Black - 91.4% Hispanic - 5.1% Multiracial - 2.7% White - 0.8%	73.3%	11.40%	98 of 232 students suspended 42.2%	A	ILEARN ELA 7 - N/A 8 - N/A Math 7 - N/A 8 - N/A Growth Points (4-8) N/A
Irvington Community School	1,037	Black - 15.1% Hispanic - 11.7% Multiracial - 8.3% White - 64.5%	65.4%	15.97%	151 of 986 students suspended 15.3%	C	ILEARN ELA 7 - 50.7% 8 - 51.4% Math 7 - 37.3% 8 - 34.3% Growth Points (4-8) 100.1
Paramount School of Excellence - Brookside	842	Black - 49.9% Hispanic - 16.9% Multiracial - 10.5%	74.1%	15.88%	182 of 801 students suspended 22.7%	A	ILEARN ELA 7 - 76.5% 8 - 67.1%

		White - 22.4%					Math 7 - 63.2% 8 - 71.4% Growth Points (4-8) 106.9
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School Combination Data – Arlington Woods Neighborhood

Number of Students Served by IPS Innovation Schools	Number of Students Served by IPS Choice Schools	Number of Students Served by IPS Neighborhood Schools	Total Student Enrollment at All School Types
296	1460	1810	3566

Demographics and Demand

Data from the Indiana Department of Education suggest that three of the surrounding districts are making slow academic gains as identified on the Annual State Report Card. However, the percentage of students demonstrating proficiency in math and science is significantly below the state level. SME will attract students from neighboring schools and will provide a rigorous standards-based curriculum that incorporates inquiry and project-based learning strategies. These strategies support critical thinking, collaboration, creativity, innovation, and problem-solving skills within science and math content areas and integrate engineering, technology, and art design. This, combined with a strong literacy foundation, will enhance student achievement across all content areas. The SME focus will enrich learning beyond traditional classroom instruction provided in surrounding districts.

In addition to being a feeder school from Sankofa School for Success, SME will attract students from the surrounding schools within a four-mile radius—eight IPS schools, five Lawrence Township Schools, one Washington Township school, one Warren Township school, and 4 charter schools. Data from the Indiana Department of Education suggest there is a significant percentage of families in poverty within this radius as determined by the free and reduced lunch status. This data suggests a high percentage of minority students and students with disabilities in each district compared to the state. Based on the schools listed in the chart, high quality schools are needed within the Arlington Woods neighborhood. SME will encourage the enrollment of students from both underperforming and high-performing schools. The levels of proficiency of students from these surrounding schools indicate a need to build a stronger foundation in reading and math and ensure that students become more proficient in math and science before entering high school and college. SME anticipates serving students from these surrounding communities and is committed to providing students and their families with services to ensure academic success. Below is a snapshot of the proficiency gaps in Reading, Math and Science for IPS and Lawrence MSD. This snapshot confirms the stark differences in the core subjects between black, white and latin x population by districts.

The targeted population for SME will include underrepresented minorities, children from low-income families, and underserved students in STEM content areas from the surrounding school districts. Although the performance of Lawrence, Washington, and Warren Township school districts suggests they are making academic progress; there are significant proficiency gaps among students and subgroups of students in each of these school districts including IPS.

Indianapolis Public Schools Proficiency 3-8 ⁸					
	Black	Latinx	White	B/W Gap	L/W Gap
Reading	14.8%	21.5%	43.4%	-28.6%	-21.9%
Math	14.2%	21.1%	43.0%	-28.8%	-21.9%
Science	9.2%	15.5%	41.2%	-32%	-25.7%

Lawrence Metropolitan School District Proficiency 3-8 ⁹					
	Black	Latinx	White	B/W Gap	L/W Gap
Reading	27.5%	27.5%	63.4%	-35.9%	-35.9%
Math	24.8%	29.0%	62.6%	-37.8%	-33.6%
Science	20.1%	20.7%	57.4%	-37.3%	-36.7%

The information listed in the above table indicates the staggering achievement gaps substantiate the need to incorporate inquiry and project-based learning strategies that support critical thinking, collaboration, creativity, innovation, and problem-solving skills for present and future real-world challenges. SME will nurture the academic and creative talents of students through STEM with a strong literacy foundation to ensure the achievement of all students. This in turn prepares students for high school, college, and careers in a 21st Century global workforce.

Why Indianapolis

In Indiana, high-quality STEM instruction, specifically outside of mathematics, is sporadic at best, and only 28% of school corporations report weekly instructional time set aside for science, technology, and/or engineering. Many Indiana schools (K–8) cited that this is due to the time necessary for math and English remediation in order to prepare students to pass the annual state assessment. Additionally, other research shows that students of color are interested in STEM but often do not pursue STEM—starting as early as elementary school.¹⁰

The largest employers in Indiana—Purdue, IU Health, St. Vincent, Parkview Birthing Center, Indiana University, Eli Lilly and Company, Roche Diagnostics, IU School of Medicine, and Mr. Electric—are all related to STEM, which indicates the major economic importance of STEM for Indianapolis’ present and future. At SME, we will ensure that our scholars are exposed to STEM career possibilities in Indianapolis while implementing a rigorous academic program.

Racial and Ethnic Representation in the STEM Workforce

In the following charts, it is clear that Black and Latino workers are underrepresented in almost all STEM professions. This underrepresentation is one factor of many that prevent people of color from breaking the cycle of poverty, as many STEM-related jobs receive above the median salary and more representation in these fields would encourage future students and workers to pursue STEM careers.

⁸ <https://inview.doe.in.gov/corporations/1053300000/proficiency>

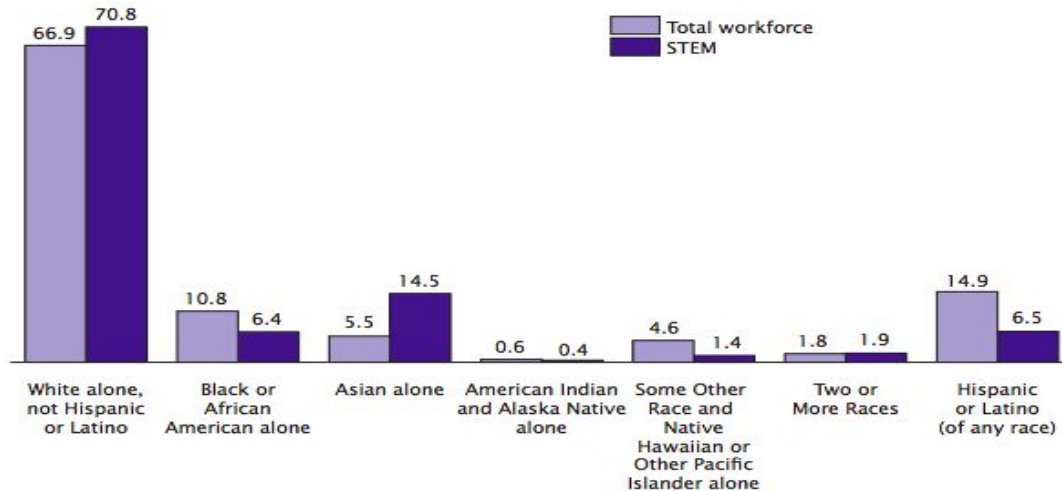
⁹ <https://inview.doe.in.gov/corporations/1053300000/proficiency>

¹⁰ <https://www.sciencedirect.com/science/article/abs/pii/S0272775718305910>

Figure 9.

Racial and Ethnic Representation in the STEM Workforce

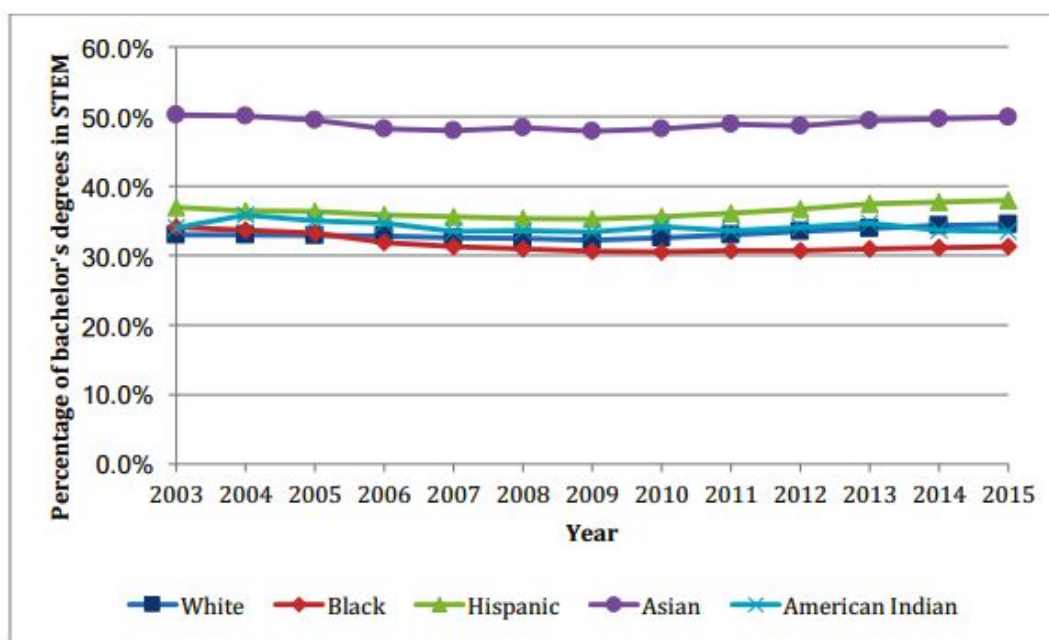
(In percent. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/acs/www/)



Note: Native Hawaiian or Other Pacific Islander alone was combined with Some Other Race because of a small number of sample observations.

Source: U.S. Census Bureau, 2011 American Community Survey.

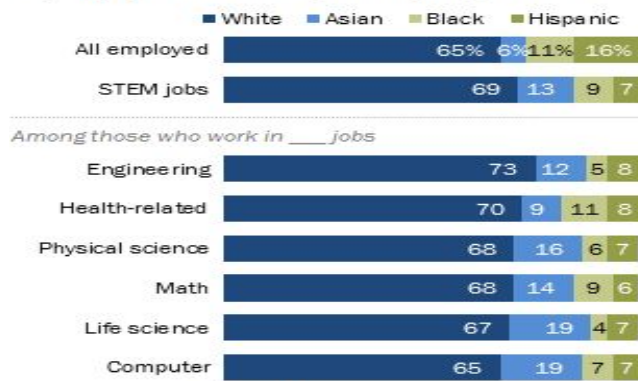
Figure 2.11: Percentage of Bachelor's Degrees Awarded in STEM Majors, by Race/Ethnicity, 2003–2015



SOURCE: Authors' analysis of IPEDS data.

Blacks and Hispanics underrepresented across most STEM job clusters

% of employed in each occupational group who are ...



Note: Based on employed adults ages 25 and older. Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race. Other and mixed race non-Hispanics are not shown. Engineering includes architects. STEM stands for science, technology, engineering and math. Source: Pew Research Center analysis of 2014-2016 American Community Survey (IPUMS). "Women and Men in STEM Often at Odds Over Workplace Equity"

PEW RESEARCH CENTER

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C. Enrollment and Demand

SME Enrollment Projections

Grade	Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment	Year 6 Enrollment	Year 7 Enrollment
7	75	75	100	125	150	175	200
8	50	75	100	125	150	175	200
Total	125	150	200	250	300	350	400

SME will be the only 7th and 8th grade school option within a 5.1 mile radius of 46218 that will provide students with access to a high-quality STEM education. Students will have the opportunity to develop into STEM leaders by pursuing STEM as a college or career readiness pathway.

Rationale for Size

SME seeks to maintain moderately small class sizes in order to promote equitable learning and authentic communities. According to the National Education Association, when students are placed in classes containing less than 30 students, racial disparities in student achievement and challenges in managing behavior decrease, while their preparation for post-secondary learning and teacher efficacy increase. Smaller class sizes allow teachers to devote more time to supporting students individually and identify students who struggle most academically more quickly and accurately. To provide a learning environment consistent with these favorable outcomes, SME will operate with a target number and maximum of 25 students in a single class. The initial cohort will be 125 students—75 in 7th grade and 50 in 8th grade—with year 2 increasing by 25 students and years 3 through 7 growing by 50 students each year. In addition and per OEI's policy, we acknowledge we have the responsibility to "backfill," or continue to enroll students where capacity allows. SME acknowledges IC 20-24-3-4 (b) and will comply with any applicable desegregation orders.

¹¹[https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/#:~:text=Hispanics%20and%20blacks%20are%20underrepresented,%25\)%20and%20Hispanics%20\(7%25\).](https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/#:~:text=Hispanics%20and%20blacks%20are%20underrepresented,%25)%20and%20Hispanics%20(7%25).)

SME Parent Survey

In a parent survey conducted recently by SME in collaboration with Parents United for Quality STEM Education (PUFQSE), more than 68% of **parents** indicated they were not satisfied with the STEM educational options and/or services currently provided by their neighborhood schools.

Survey results also included 87.8% of **community members** who are not satisfied with the quality of STEM educational options currently being offered at their neighborhood school. Additionally, 96.1% of respondents agreed or strongly agreed that a high-quality STEM educational option is needed. 97.2% of the individuals surveyed said they don't believe their neighborhood school is safe and is therefore incapable of preparing students for STEM as a career or college pathway. Lastly, more than 92.3% believe their neighborhood school should actively integrate families and community partners in the school culture. Full parent survey results can be found in **Attachment B**.

SME Recruitment Plan

SME will engage in a range of recruitment efforts including school partnerships, community events, and a comprehensive advertisement campaign to recruit students from across Center Township and the Eastside of Indianapolis. Centered in service, the recruitment effort will be ongoing and culturally responsive to arrive at and maintain the target population and size of the school and the comfortability of families and students. SME will also conduct a survey of families in the high priority needs community to gauge the level of interest in the school. SME will begin its marketing campaign and conduct recruitment fairs to explain the focus of the school and provide more information about the curriculum and school calendar. SME will target parents and families in the community through presentations at churches, restaurants, grocery stores, malls, and other public gathering places. SME will distribute brochures and use newspaper, television, radio, and digital media advertisements to get the word out to the community about the school and enrollment. SME will also establish a website to recruit students. SME will conduct "Town Hall" meetings to provide opportunities for questions and answers and will work diligently to solidify its enrollment through follow up calls, mailings, and parent/family orientation meetings.

Matriculating Students from the Arlington Woods Area and the Sankofa School of Success

The recruitment effort will concentrate on students from the Greater Arlington Woods area, with particular emphasis on 6th grade students from Sankofa School of Success, as SME seeks to operate as the first line of matriculation for this elementary school. To nurture and streamline this transition, the STEMNASIUM Learning Lab began a school-within-a-school partnership with Sankofa School of Success in January 2021 to anchor students' interest and preparation for continued study at SME. The CEO has also recruited and begun educating 40 parents from the area about SME. The parents have formed Parents United for Quality STEM Education, a group that meets monthly to discuss SME developments. The CEO is also working with a parent volunteer from this group to market the school to potential students and families in the area.

City-wide Efforts

The CEO and volunteers will conduct STEMFESTS, community events that allow for attendees to learn about the value of STEM through engaging, hands-on activities. Additionally, SME will conduct "What It Takes" meetings—parent education sessions that provide the vocabulary and context needed to understand STEM education, and, in turn, best support their children while attending SME. Recognizing social media as an efficient and effective way to communicate with target audiences, SME will maintain active social media pages to share developments and events in order to increase enrollment interest. Also, to serve the growing multilingual population in Indianapolis, SME will provide multilingual documents and announcements associated with recruitment and enrollment.

Enrollment Process

Enrollment into SME will be open to all students interested in attending and will be on a first-come, first-serve basis. SME seeks to operate as a model of equity at every iteration including recruitment and enrollment. As a public charter school, it will welcome students regardless of race, ethnicity, gender, religion, sexual orientation, or physical disability. The school will follow the open enrollment policies in the state of Indiana and comply with all laws including the Individuals with Disabilities Education Act and civil rights laws including Title II of the Americans with Disabilities Act of 1990, Section 502 of the Rehabilitation Act of 1973, and Title VI of the Civil Rights Act of 1964.

In an effort to provide informed and equitable opportunities for enrollment, SME will utilize the Enroll Indy system to facilitate efficient and expeditious completion of the enrollment tasks. This ensures families are provided with the opportunity to choose a school that meets student needs and provides equitable access to all schools of choice for families in accordance with Indiana's open enrollment policies. Any student who applies will be admitted as space allows, and if applications exceed school capacity, families will be matched through the OneMatch lottery process. Students enrolled at the SME will be able to attend SME the following school year without having to reapply, and siblings of students currently enrolled will be given priority consideration. We will continue to enroll students year-round as space allows to backfill any open seats.

II. Educational Services Provided

A. Educational Model – Instruction and Implementation

The approach at SME emphasizes that our core instructional model will include standards-based instruction in science, math, technology, and engineering while also ensuring that students receive a well-rounded education that incorporates the humanities, digital media arts, and physical education, preparing our students to succeed in college and beyond. Our school will establish a culture of joy and innovation weaved in with the expectation of learning and critical thinking. Students will have robust opportunities to apply their learning through projects, the arts, and unique opportunities that will extend their educational experience beyond the classroom every day.

All students will participate in a daily STEM class that connects their studies of mathematics, science, reading, and writing beyond their general classes of study through rigorous project-based learning (PBL) and community partnerships. The decision to incorporate PBL is based on decades of research on successful STEM schools that demonstrates PBL improves students' understanding of science and their problem-solving and collaboration skills beyond traditional methods of instruction.¹² Through our unique program and approach, students will develop their natural curiosity so that they learn how to think and solve problems, putting them on a path to pursue STEM as a career or as a tool to improve their lives and communities.

To reach our vision, SME staff will include mission-aligned teachers and leaders delivering best-in-class instruction. Students will experience reading, writing, and social studies instruction from a single humanities teacher and science, technology, engineering, and math instruction from a STEM teacher. Digital media arts and physical education will be taught by content specialists in their respective fields. This will allow teachers to make connections between science, technology, engineering, and math and between reading, writing, and history as well as allow for flexible scheduling to accommodate projects, hands-on activities, and extended discussion time. This model also allows for increased instructional time, as time is not lost between classes for transitions. Our teachers will engage in thoughtful professional development that pushes them in their craft and helps them to develop subject matter expertise in their areas of study. Teachers will also be provided with the highest quality curricular materials and/or supported in personalizing lessons to make sure every student's academic needs are met and/or exceeded. These curriculum materials are rigorous, engaging, teach transferable skills and habits, build students' background knowledge, are aligned to state and national standards, and are accessible for teachers to implement. We utilize informal and formal assessments that give students and teachers the data they need to improve their teaching and learning each day. As part of this process, we openly examine and analyze our academic and non-academic data to identify strengths and areas for improvement at the student, classroom, teacher, and school level.

Science, Engineering, Technology and Mathematics

SME is committed to instilling a love of inquiry, critical thinking, and problem-solving which will in turn ignite curiosity and pursuit of STEM-related careers in our students. In support of this mission, students engage in 150 minutes of STEM-focused instruction daily, including a hands-on science class and project-based STEM class every day. Our mathematics program provides students with the ability to make sense of the world through a mathematical lens by emphasizing conceptual understanding and the development of problem-solving habits and tools. In keeping with this vision, we promote mathematical routines, productive struggle, and differentiated instruction. Teachers will

¹² Research-Based Practices for Engaging Students in STEM Learning, by Vanessa Vega
<https://www.edutopia.org/stw-college-career-stem-research>

utilize the 5 Practices for Orchestrating Productive Mathematics Discussions¹³ as a framework for their lesson planning and implementation to promote multiple approaches to problem-solving and encourage student communication and reasoning in every lesson.¹⁴ In addition to the core mathematics curriculum, students will have the opportunity to engage in enrichment and intervention based on each student's needs, ensuring that students are appropriately supported and challenged at all grade levels.

Academic components related to math are as follows:

Component	Purpose	Format	Frequency
Core Math	Develop students' conceptual understandings of grade-level content, as outlined in the Indiana State Standards.	Students engage in hands-on, real-world, and mathematical activities, discussions, and practice independently, in partnerships and small groups, and with the whole class.	45 minutes 5 days/week
Science	Teaches students to think, read, write, and argue like real scientists and engineers. Develops content knowledge while reinforcing reading and writing skills.	Students explore science content through a variety of modalities. Units include hands-on activities for students to investigate scientific phenomena, opportunities for students to engage in collaboration and discussion, read scientific texts, and develop models or written explanations to arrive at solutions related to scientific phenomena.	45 minutes 5 days/week
STEM Class	Provides a multidisciplinary approach toward learning foundational concepts of engineering, technology, science, and mathematics.	Students have opportunities to explore the breadth of applied engineering, technical, science, and mathematics career opportunities and experiences and solve engaging and challenging real-world problems.	45 minutes 5 days/week
Math Intervention	Support students who may need additional support and instruction to meet grade-level expectations in core math.	Students engage in targeted small group instruction based on individual and group data and needs.	35 minutes <i>Varies by student</i>
Math Enrichment	Challenges students in preparation for advanced coursework in high school or to participate in rigorous mathematics competitions across the city, state, and country.	Students participate in math enrichment clubs at the end of the day and are given opportunities to practice and compete in math competitions, such as the nationally known MATHCOUNTS program.	35 minutes <i>Varies by student</i>

Humanities

SME's approach to Humanities is grounded in the belief that in order for students to enter, thrive in, and graduate from college, they must have a command of reading, writing, speaking, and listening skills and a holistic understanding of literature and its purpose. Students read short stories, poetry, nonfiction articles, and a variety of literature across 7th and 8th grade. All literature is chosen to be challenging and provide rich analysis for exploring literary concepts such as theme, conflict, foreshadowing, and metaphor and provide a foundation for analytical writing. Reading and writing skills will be reinforced through social studies, where students will read and analyze

¹³Using the 5 Practices in Mathematics Teaching,
<https://www.nctm.org/Publications/Mathematics-Teacher/2018/Vol111/Issue5/mt2018-03-366a/>

¹⁴ [5 Practices for Orchestrating Productive Mathematics Discussions](#)

nonfiction texts so that they can enter into discourse, analysis, and debate around topics in history and the cultural impact of discoveries in science, math, and engineering. These skills will be reinforced in their STEM and science courses.

In order to develop well-rounded and empowered readers, writers, and historians the SME Humanities program seeks to balance multiple approaches and instructional areas, including, but not limited to:

Component	Purpose	Format	Frequency
English Language Arts: Reading	Model and reinforce reading skills while strengthening student comprehension and command of literary analysis.	Students engage in whole class, partner, and independent reading and engage in rigorous text analysis through a combination of direct instruction, discussion, debate, and writing prompts.	45 minutes 4 days/week
English Language Arts: Writing	Develop writing skills while strengthening grammar, vocabulary, and the art of writing.	Students explore various genres, styles, and approaches to writing by analyzing model writing pieces and drafting, revising, and publishing their own writing across genres.	45 minutes 3 days/week
English Language Arts: Close Reading	Develop joy, confidence, and precision in reading and writing by building student independence to navigate grade-level texts of all genres.	Students read and analyze a grade-level text through shared reading, independent reading, discussion and analysis, writing, and revision.	45 minutes 3 days/week
Guided Reading	Provide explicit and strategic reading instruction at a student's instructional reading level so that students rapidly move as readers.	The teacher pulls a group of 5–8 students on a similar reading level and/or with similar reading gaps to lead a small group lesson.	35 minutes 3–5 days/week* <i>*Intervention only for students reading below grade level</i>
Social Studies	Reinforces reading, writing, and critical thinking skills as students read and analyze a variety of primary and secondary sources to construct convincing arguments both orally and in writing.	Units include history lab lessons, writing lessons, and PBL. Students will engage with a variety of primary and secondary sources to build their background knowledge in historical events and engage in rich discourse and writing using evidence from various sources to analyze and make connections between historical events.	45 minutes 5 days/week

Enrichment

In addition to the rigorous academic program, students at SME also participate in arts and athletics that expand their creativity and promote a healthy lifestyle, as described below.

Component	Purpose	Format	Frequency
Digital Media Arts	Teaches students on the ever-changing digital world, as well	Students study a variety of topics including graphic design, animation,	45 minutes 2–3 days/week

	as providing hands-on experience with industry-standard software and equipment.	audio production, video production, and web design through hands-on projects and real-world applications.	
Health and Wellness	To give students opportunities to participate in a wide range of physical activities, learn the fundamentals of the team and individual sports, learn personal fitness skills, interact within their social world, and develop healthy lifestyle habits and interests.	Students explore a range of health and wellness topics through study and participation in group, team, and individual activities.	45 minutes 2–3 days/week

Technology

Our approach to technology use in schools ensures that any materials or systems enhance the learning experience without replacing instruction. At a minimum, every student at SME will receive a powerful laptop to ensure they have access to a combination of high-quality educational web platforms to streamline assignments, boost collaboration, and foster communication. The main purpose of technology at SME is to change how teachers and students gather, access, analyze, present, and transmit information. Our priority for technology use is to democratize information in classrooms as well as help differentiate instruction.

Advisory

Each staff member will be responsible for 10–15 students in a group called Advisory. The Advisor will serve as the home-school liaison. The dynamics of the Advisory will be a family-like atmosphere that will provide a support system for SME students. This group will share goals (academic and personal), serve as accountability partners, and tutor each other when needed. During this time, students will engage in discussions focused on identity, preparing for high school, college, and career exploration. This group will meet daily so that students have consistent support throughout their academic journey at SME. The advisory group of students will also serve as collaborative partners for group and individual yearly exhibitions.

School Calendar

SME will have a balanced school calendar with 185 days in session. The academic year will be divided into four quarters, with professional development days scheduled at the end of each quarter to allow time for teachers to reflect, analyze student data, and develop targeted instructional plans in response to the data and trends. Teachers will have additional professional development scheduled prior to the start of each school year, with a minimum of 10 days of development for new teachers and 7 days for returning teachers at “STEMNASIUM Summer Institute.” This time will be essential for all staff members to align on the instructional priorities for the school year, set up classrooms and workspaces, and engage in robust professional learning that develops their content expertise and pedagogical knowledge.

Our hours of operation will extend from 7:30 a.m. to 4:30 p.m. daily. Our school day will begin with doors opening for students at 8:00 a.m. with instruction starting at 8:15 a.m. and ending at 4:00 p.m. One day each week we will have an early dismissal with students attending clubs from 12:00 p.m. and dismissing at 12:45 p.m. so that teachers can engage in school-wide meetings and professional development sessions focused on intellectual preparation and student data, which will take place between the hours of 1:00 p.m. and 4:00 p.m.

The school day will be organized so that core classes like math, reading, and writing take place in the morning within 45-minute blocks. We made a decision rooted in science to engage students in a morning schedule of rigorous academics with a dedicated break in the middle so that students can pause, re-energize with a healthy snack, and engage in a 10-minute socialization break before getting back into their lessons.¹⁵ After lunch, students will have the opportunity to engage in a menu of hands-on and creative structured activities including, but not limited to, physical activity, interactive science, and digital media arts. At the end of the day, students will have an opportunity to

¹⁵<https://www.edsurge.com/news/2018-01-02-when-does-learning-happen-best-dan-pink-on-the-science-behind-timing-and-education>

receive extra support or participate in clubs and/or co-curricular activities. **Attachment C** provides a sample daily school schedule for Grade 7 and Grade 8.

A Day in the Life as an SME Student

Monday	Grade 7 – Student
8:00 - 8:15	Arrival and Breakfast
8:15 - 8:30	Advisory and Announcements
8:30 - 9:15	Close Reading for Meaning
9:15 - 9:20	Transition to Literature
9:20 - 10:05	Literature
10:05 - 10:10	Transition to Social Studies
10:10 - 10:55	Social Studies
10:55 - 11:00	Transition to Math Classroom
11:00 - 11:10	Students Eat a Healthy Snack
11:10 - 11:55	Core Math
11:55 - 12:00	Transition to STEM Classroom
12:00 - 12:45	STEM Class
12:45 - 12:50	Transition to Lunch
12:50 - 1:30	Lunch
1:30 - 1:35	Transition to Digital Media Arts
1:35 - 2:20	Enrichment (Alternates between Digital Media Arts and Health & Wellness)
2:20 - 2:25	Transition to Science
2:25 - 3:10	Science
3:10 - 3:15	Transition to Math Enrichment
3:15 - 3:50	Math Enrichment
3:50 - 4:00	Dismiss for the Day

A Day in the Life as an SME 7th Grade STEM Teacher

Monday	Grade 7 – Teacher
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7:45 - 8:00	Arrive and Prepare for the Day
8:00 - 8:15	<p>Welcome Students in Small Advisory Group</p> <ul style="list-style-type: none"> ● Collect attendance ● Check-in with students ● Ensure all students eat breakfast or have eaten breakfast
8:15 - 8:30	Advisory and Announcements
8:30 - 9:15	Teach 7th Grade Core Math to Class 701
9:15 - 9:20	Supervise Students in Transition to STEM Classroom
9:20 - 10:05	Co-Teach 7th Grade STEM to Class 701 with the Digital Media Arts Teacher Supporting
10:05 - 10:10	Supervise students to transition from STEM to science by collecting STEM project materials and putting out materials for the day's science lab experiment.
10:10 - 10:55	Teach 7th Grade Science to Class 701
10:55 - 11:00	Supervise Class 701 as they transition out of the classroom and welcome students in Class 702 while distributing a healthy snack.
11:00 - 11:10	Supervise Students as they Eat a Healthy Snack
11:10 - 11:55	Teach 7th Grade Core Math to Class 702
11:55 - 12:00	Supervise Students in Transition to STEM Classroom
12:00 - 12:45	Co-Teach 7th Grade STEM to Class 702 with the Digital Media Arts Teacher Supporting
12:45 - 12:50	Supervise Students to Clean up STEM Project Materials and Transition to the Lunchroom
12:50 - 1:35	Teacher Lunch/Preparation Period
1:35 - 2:20	Teacher participates in a Common Planning period with the 7th Grade Humanities teacher (2 days/week), Intellectual Preparation and Coaching Meeting with Principal (2 days/week), or Planning period (1 day/week).
2:20 - 2:25	Supervise Students as they Transition to the STEM Classroom
2:25 - 3:10	Teach 7th Grade Science to Class 702
3:10 - 3:15	Supervise Students as they Transition to After School Enrichment/Intervention
3:15 - 3:50	Teach a small group math intervention class to students who have been identified as needing additional support based on formal and informal assessment data.
3:50 - 4:00	Student Dismissal
4:00 - 4:30	Call families to connect with students and set up classroom materials for the next day's lessons or participate in an all-staff meeting.

B. Educational Model – School Culture and Discipline

The School Culture and Discipline policies at SME are based on restorative practices that promote and strengthen positive school culture and enhance relationships within our school community. Research shows that schools who have implemented restorative practices have reported decreases in exclusionary discipline and harmful behaviors.¹⁶ Our use of restorative practices will create a culture that is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill-building, cooperation, and mutual understanding.

Each day will begin for students with their advisory group, which will include a small group of their peers led by a staff member. At SME, the advisory group plays an important role in preparing students for careers in STEM. Careers in STEM require individuals to be part of a team, with each individual understanding that the one small piece you contribute to the team is part of the bigger picture and success of the project. Advisory groups encourage one another, celebrate one another, and support one another when a team member is in need. This type of community does not happen accidentally. Advisors will incorporate lessons from the Second Step: Student Success Through Prevention for Middle School and use circles to proactively develop relationships, build community, and respond to conflicts or problems in the group. Please see **Attachment D** for a detailed School Discipline Plan.

The use of restorative practices requires a shift in the way that educators approach discipline. To ensure that all school leaders are aligned on the use of restorative practices, our leadership team will receive certificates from IIRP, a leading institution on restorative practices. We will use a tiered approach to responding to student misbehavior, with an emphasis on correcting a wrong when committed and repairing relationships that have been injured. This model is based on other school districts that have effectively used restorative practices to decrease exclusionary discipline practices.¹⁷ An example of each tier and the practices we use to support student culture and discipline are outlined below:

Tier 1 Practices: Strategies for Building a Strong Community within the School (All Students)

- Affective statements – active non-judgemental listening and expression of feelings and impact
- Authentic expression – learn and reflect on how their behavior has affected others
- Restorative dialogue
- Community building circles
- Responsive classroom and school-wide circles

Tier 2 Practices: Strategies to Resolve Conflicts and Heal the Harm Students Cause

- Affective statements
- Restorative dialogue
- Responsive circles
- Peer mediation
- Peer juries

Tier 3 Practices: Support Students Reentering the School Community After Suspension (Individualized)

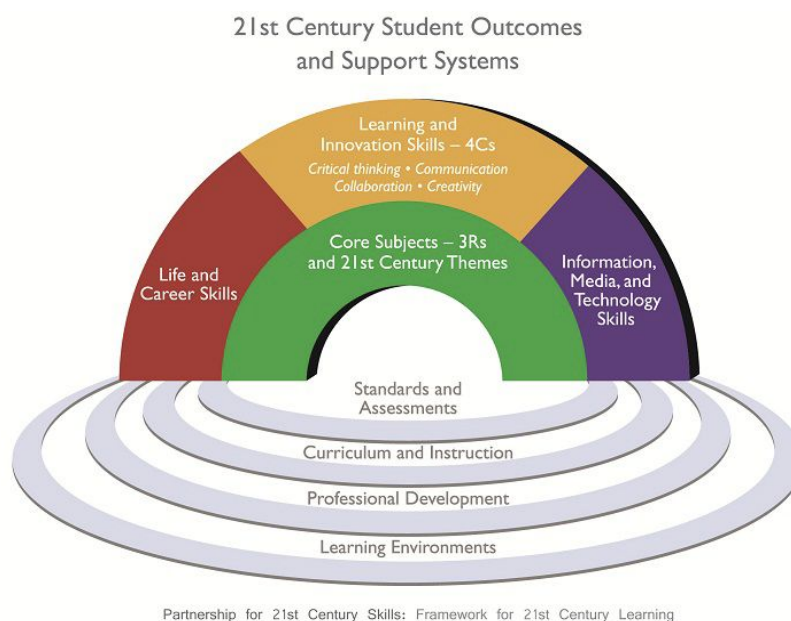
- Formal restorative conferencing
- Community service that contributes to individual improvement
- Restorative justice

SME will implement an educational model that provides a rigorous standards-based curriculum that focuses on the integration and application of math and science in order to create technologies and solutions for real world problems using an engineering design approach. The engineering design approach will stimulate and develop the imagination, foster creativity and innovation skills, and refine critical thinking, collaboration, and communication learning skills. This model will work for the anticipated student population because science and mathematics content will be delivered through inquiry and PBL grounded in real world issues and challenges faced in today's society. ELA and social studies will be incorporated using an interdisciplinary approach across all content areas for instructional delivery. The integration of reading and writing across content areas will provide a strong literacy foundation to

¹⁶<https://www.wested.org/wp-content/uploads/2019/04/resource-restorative-justice-in-u-s-schools-an-updated-research-review.pdf>

¹⁷ <https://www.ousd.org/restorativejustice>

ensure that students are reading on grade level by the end of third grade. Classrooms will be student-centered, where students work in collaborative groups, pairs, and independently to become self-directed, life-long learners. STEM will reinforce career and life skills such as articulating a vision, making decisions, planning and goal setting, creating possibilities, and learning to solve problems for real world issues and challenges. STEM instruction will build students' self-confidence and develop self-discipline; students will learn to take responsibility for completing tasks from start to finish. STEM will reinforce values and develop skills such as collaboration, communication, team building, respect for alternative viewpoints, and an awareness and appreciation for different cultures and traditions. SME will implement Positive Behavior Interventions and Supports (PBIS) and Response to Intervention and Instruction (RTI) to enhance the academic, social, and emotional growth of students and foster a positive school climate and culture. Overall, the STEM education model will provide students with 21st Century learning skills that prepare them for advanced high school courses and STEM-related college programs needed to enter the STEM workforce. SME will help students in this high needs area break the cycle of poverty and close the proficiency gap.



Establishing a Strong School Community from the Start

We begin building our community of learning from the moment students enroll at SME. When a student is enrolled in SME, they will receive a letter of acceptance, a welcome package, and an invitation to attend a STEMNASIUM fair. The welcome package will include an SME swag bag, engineering tools, an engineering journal, and a student handbook that will include the courses and clubs offered at SME, as well as the school discipline policy.

The STEMNASIUM fair will take place each summer before the start of the school year and will provide students their first opportunity to interact with robots, app development, data projects, and drones. The fair reflects our school model—students will not learn about the school by watching, they will learn by doing. Student Ambassadors from STEMNASIUM Flagship programs (Saturday Academy, Summer Lab, and Master Class) will be present to display their previous projects and to interact with incoming students and families. Students will participate in design projects, discussion groups, and presentations designed to rapidly engage students in simple and complex design thinking tasks so they can visualize themselves as future engineers, technologists, scientists, and mathematicians. At SME, we believe that *all* students have superpowers and have the power to create, innovate, and lead. Our motto is “Every Superhero has an Origin Story and ALL Students have Superpowers.” A large portion of the fair is dedicated to students developing their STEM identity. Students will spend time at the fair identifying their STEM superpowers and superhero identity. This superhero identity will become a part of each student's “work shirt” that will be part of the school uniform, worn on certain days of the week to develop community across the school.

The excitement and learning expectations established during the STEMNASIUM fair will prepare students for the first days of school on campus. The first 6 weeks of school will be used to further develop the school's tone and culture to establish a solid foundation for learning that will extend across the school year. These weeks will be

carefully planned by school leaders in partnership with teachers to create joyful, focused, and productive classrooms where students are invested in their teachers, teammates, classwork, and classroom.

SME Scholars – Patent Wall Project (Visual Anchor)

Students will have a unique opportunity to reimagine inventions of the past using patents. The Patent Wall Project will expose, educate, and prepare students to work on patents. Some of the patents will be from Black, Latin, Italian, German inventors, both male and female, including: Granville T. Woods, Nikola Tesla, Guillermo González, and Melitta Bentz. Other patents will be from The United States Patent Office (USPTO) ¹⁸, where students will have the opportunity to redesign previously submitted patent ideas. **Attachment E** includes a Sample of a Patent Wall Student Project.

Classroom Namesakes (School Culture and Identity)

Each classroom is named after inspirational leaders of color who have made a significant impact in the fields of science, mathematics, engineering, and technology. The namesakes will change every 3 years and there will be links to the previous namesakes with a list of students who have walked in their path (attended/graduated). This concept is also being used to promote cultural equity and diversity. We have selected individuals who our students identify with, look up to, and study throughout the year because we believe representation matters.¹⁹ Below you will find sample classroom namesakes:

Grade	Classroom 1	Classroom 2
Seventh	Lewis Howard Latimer	Sarah Goode
Eighth	Lyda D. Newman	Elijah McCoy

Family Communication

We view parents and families as critical partners in educating students and seek to support, encourage, and develop families with concrete tools they can use to prepare students for college and career opportunities in STEM. We will invite families to join us for 4 parent/family engagement sessions during a student's 7th and 8th grade year for a total of 8 sessions throughout their educational experience at SME. The purpose of these parent/family engagement²⁰ sessions are to provide parents with essential information and tools that they will need to support their child's learning journey as a student at SME. Parents will receive the school discipline code in their child's welcome package and will review specific policies during the first parent engagement session of the year.

In addition to our parent/family engagement sessions, we will provide regular and varied communication and resources throughout the school year to keep parents informed of their child's progress at SME and to share resources for how they can further enhance their child's academic journey at home. Parents will be notified biweekly of student progress and quarterly during in-person meetings and on report cards. We will also develop community partnerships with parents and connect families with parent liaisons from community organizations such as Parents United for Quality STEM Education, an outreach group started in Indianapolis to connect families to high-quality STEM opportunities and resources. We welcome families into the school community as equity partners for which they will have an opportunity to lead and/or participate as an Equity Leadership Core Member. Parents are encouraged to volunteer, plan social events, join student showcases, and support the school and students.

School Culture

¹⁸<https://www.uspto.gov/patents-application-process/checking-application-status/check-filing-status-your-patent-application>

¹⁹<https://www.communitiesinschools.org/blog/2018/02/students-cant-be-what-they-cant-see-why-educator-representation-matters/>

²⁰ <https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/>

At SME we believe that cultural competence and school culture is not just about teaching tolerance and there is no shortcut or check list for how to get there. As such, our goal is to strive to be better at it everyday. Our investment in cultural competency and school culture will be rooted in our Guiding Principles and the Responsive Classroom Approach.

At SME we are preparing students to self-identify and self-select STEM as a career or college readiness pathway. It is also essential that we prepare strong global citizens—students who are good people with character, ethics, and the ability to make strong, responsible decisions, even when it is difficult. We believe deeply in the importance of character education.

The following **Guiding Principles** will inform our expectations for students, staff, families, and community members who work within our school:

- Every person deserves to be respected.
- Every person has unique cultural experiences which enhances our school.
- Every person deserves to feel physically and emotionally safe.
- Every learner must take risks and support one another in the learning process.
- Learning is enhanced when there are strong academic and behavioral expectations.
- Special emphasis will be placed on the teaching of self-discipline, good citizenship, and social skills.

To meet the goals above, we will adopt the **Responsive Classroom approach**²¹ of character education. The Responsive Classroom approach is a nationally used, research-based way of teaching that improves students' social and academic skills and raises the teachers' instructional quality. The approach consists of practical strategies for helping children build academic and social-emotional competencies every day, and is a general approach to teaching rather than a program designed to address a specific school issue. It is based on the premise that children learn best when they have both academic and social-emotional skills. The Responsive Classroom can also be used in conjunction with other programs.

SME will align classroom practices with principles of the Responsive Classroom as shown in the following chart.

Classroom Practices	Alignment with Response Classroom
Morning Meetings	Gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
Rule Creation	Helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals.
Interactive Modeling	Teaching children to notice and internalize expected behaviors through a unique modeling technique.
Positive Teacher Language	Using words and tone as a tool to promote children's active learning, sense of community, and self-discipline.
Logical Consequences	Responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity.
Guided Discovery	Introducing classroom materials using a format that encourages independence, creativity, and responsibility.
Academic Choice	Increasing student learning by allowing students teacher-structured choices in their work.

²¹ <https://www.responsiveclassroom.org/about/principles-practices/>

Classroom Organization	Setting up the physical room in ways that encourage students' independence, cooperation, and productivity.
Working with Families	Creating avenues for hearing parents' insights and helping them understand the schools' teaching approaches.
Collaborative Problem Solving	Using conferencing, role playing, and other strategies to resolve problems with students.

At SME we know that each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique and suspension and expulsion will only be used as an absolute last resort. Consequences for misbehavior provide the best learning value when matched to the unique student and unique situation. Children are much more likely to learn from their mistakes when they can make the connection between their behavior and the logical consequence. It is also essential that our staff understand that often the kids who need love the most ask for it in the most unloving ways. Our culture and discipline policy recognizes this challenge and strives to respond to the needs of our students with consistency, clarity, support, and love. At SME, we encourage students to be intrinsically motivated and strive to teach our students to behave well on their own, and take responsibility for their negative behaviors. This is consistent with our character development program. In addition, modeling Positive Behavior Interventions and Supports (PBIS²²), we provide significant direct teaching about desired behaviors, consistent modeling and reminders of desired behaviors, and acknowledgement and recognition of those behaviors in all students. PBIS emphasizes four integrated elements: (1) data for decision making; (2) measurable outcomes supported and evaluated by data; (3) practices with evidence that these outcomes are achievable; and (4) systems that efficiently and effectively support implementation of these practices.

When our children struggle to make positive behavior choices, we believe it is critically important to include their parents as partners. This includes sitting down with students and their parents to talk through the choices that are made. Together we will create a Behavior Support Plan to address the areas of concern while creating replacement behaviors and incentives for improvement. We believe that it is important for parents and guardians to be kept informed as to how their student is doing both academically and behaviorally at school.

Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. Our goal is to meet the needs of children experiencing academic and social difficulties in school.

Our school model is born out of a strong desire for equity, with programming and systems that are generally only offered to white and affluent students across our state and country. Many steps have been taken to ensure that equity, culturally relevant pedagogy and practices, and competency are front and center in the school design at SME. The Board of Directors is intentionally diverse and will abide by policies that ensure the board is inclusive.

We believe the school and classroom culture begins with adults. When staff approaches their daily work with specific mindsets and cultural competency, it results in redirection and positive effects on student actions and outcomes. We must recognize that our identity and experiences produce specific mindsets that directly influence how we act, and that our actions have an incredible influence over how our students think of themselves as individuals, as learners, and as members of our school community.

We aim for equitable practices that will push SME to be the best possible environment for students. As part of our STEMNASIUM Summer Institute and ongoing professional development, all staff will be trained in a cultural context to understand their own identities and the role that identity plays in developing positive student relationships. Professional development sessions will be grounded in the following principles:

- We recognize our own biases, ideas, and stereotypes of cultures that are different from our own.
- We admit/acknowledge that there are differences in the treatment of people based on their appearance.
- We commit to being a part of the change that is needed in seeing that people are treated fairly.
- We will educate ourselves and others on cultural differences to gain more understanding.

²² <https://www.pbis.org/>

School Discipline Policy

At SME, we believe in holding students accountable for their actions. As such, our discipline policy toward expulsions and suspensions will only be used as a last resort. SME will implement the PBIS framework to maintain a positive school climate and culture. In response to IC 20-24-5.5, our schoolwide expectations will be established and posted in each area of the building including the classroom, cafeteria, hallway, restroom, playground, and bus. Expectations will be taught and reinforced daily. Positive reward systems and consequences will be established by staff before the start of school. Teachers may refer students who are struggling to meet expectations to the Response to Intervention (RTI) team. The RTI team will assist teachers with developing behavior plans and contracts as needed. Teachers will work closely with parents to ensure student success.

Response to Intervention

SME will use the RTI framework to support the academic needs of students. Teachers will provide Tier I instruction to all students in the classroom. Tier II small flexible group interventions for academic support will be provided 60 minutes each day during “Success Time.” Tier III individual academic support will be provided 30 minutes per day with the support of the special needs resource teacher.

Academic, Behavior, and Career Plan (ABC Plan)

SME will develop an ABC Plan for all students who do not have formal Individualized Education Plans (IEPs). Individual academic and career goals are established with the parent and student at the beginning of the school year. Academic Performance goals will be established to ensure that students are proficient in reading, math, and science at each grade level. Goals will also be established for student behaviors as needed. All students are expected to participate in at least one extra-curricular activity each semester to stay connected in the learning community. Goals will be established for the transition to high school. College and career aspirations will be identified and resources will be provided to help students maintain their goals toward their career pathways. The ABC Plan will be updated at the end of each semester and shared with parents at conferences.

C. Curriculum

Academic Standards

Our curriculum is built upon a firm understanding of the Indiana State Standards. Through intentional planning, we will connect the standards for math, language arts, social studies and science. These language arts and math standards will be integrated into the larger themes that are standards-based in science and social studies. For students who are just learning English we will support them by differentiating the instruction and using multiple modalities. When appropriate we will also incorporate the students native language in lesson concepts. We will support ELLs by teaching language skills across the curriculum to ensure students have various touchpoints. Students identified as below grade level will participate in small groups of no more than 4. Instruction is scaffolded through themed-focused games that encourage and motivate students to learn. Students rotate between working with approved technology and working with an adult. All students are challenged to explain their thinking in pictures, numbers, and words. Above average students will work in pre-assigned pairs solving a tech, science, math, or reading challenge with real world connections. Students can use technology and any other resource to solve the open ended question. Each challenge is designed to take no more than 2 days to solve. All students are challenged to explain their thinking using pictures, numbers, and words.

SME students will engage in a rigorous curriculum aligned to the Indiana State Standards that will prepare students for entrance into STEM high schools, colleges, and careers. We will choose curricula that teach transferable skills and habits, build students’ background knowledge, are focused and easy for teachers to implement, and that others schools have implemented with success. The curriculum will be delivered with fidelity and will provide appropriate scaffolds, accommodations, and modifications when necessary. A summary of the selected curricula and their alignment to SME’s academic approach is offered below.

Mathematics: Open Up Resources

SME will develop students’ conceptual understanding, fluency, and application of grade-level content by using Illustrative Math’s Open Up Resources curriculum in Grades 7–8. Each lesson in Open Up Resources encourages student communication and the development of problem-solving and reasoning skills through robust discourse. The curriculum also provides resources to support teachers to differentiate the activities within each lesson for

exceptional learners and students with limited English proficiency. Open Up Resources is top-rated by EdReports, with a near-perfect score²³. The Scope and Sequence of Open Up Resources meet the shifts of Indiana Core standards in that they address a focus on standards, coherence between and within grade levels, and an appropriate level of rigor for each standard. SME will work with Lavinia Group, an organization committed to closing the opportunity gap through robust teacher and leader development, to correlate each Common Core standard used in Open Up Resources to a corresponding Indiana standard by June 2021. A sample lesson for 8th grade ELA is provided in **Attachment G**. A sample lesson for 7th grade MATH is provided in **Attachment H**.

STEM: STEMNASIUM (Labs Units of Study)

The STEM course is a critical part of the day at SME where students have an opportunity to deepen and extend their application of science, mathematics, technology, and engineering. SME will implement units of study that have been developed in partnership with STEMNASIUM LEARNING Labs via ²⁴Engineering Is Elementary²⁵, Carnegie Mellon University,²⁶ and Massachusetts Institute of Technology (MIT)²⁷ to introduce students to basic and advanced STEM concepts. STEMNASIUM Learning Labs has a proven history of engaging students with rich STEM learning experiences that lead students to greater proficiency on math, reading, and science exams while also presenting pathways to students for how they can explore STEM as a career and college choice beyond middle school. Students will take part in an activity from each area with culminating activities that put their STEM skills to the test. Students will enjoy a hands-on, minds-on approach to learning about science, technology, engineering, and math. Our STEM curriculum will also introduce students to fun and powerful tools for designing and problem-solving. All activities and academic applications are designed to engage the learner in STEM while they examine each of the integral steps of critical design and problem-solving. Lastly, students will be introduced to a wide variety of baseline employability skills as well as specific career pathways. Engineering, Food Science, Sustainability, Energy, Medical, Agricultural and Biotechnologies, Manufacturing, and Transportation are all areas covered during this course. Some of the career and college readiness pathway UNITS include: Teamwork; Systems and Optimization; Problem Solving; Design and Modeling; Exploring Engineering; History of Engineering; Introduction to Sustainability; Energy; Food Science and Sustainability; Medical Technologies Design; Agriculture and Related Biotechnologies; Manufacturing Technologies; Transportation Technologies; and Underwater ROV Challenges (Marine Advanced Technology Education). **Attachment I** provides sample lessons for what STEM integration will look like using Drone Technology PCS Edventures²⁸ and General Engineering Concepts to Engineering Ice Cream Engineering Everywhere ²⁹.

STEM Integration of Science Concepts

Science concepts taught at each grade level are identified below.

Grade	Integrated Science Concepts
Seventh	<ul style="list-style-type: none"> • Forces and Motion, Simple Machines • Soil, Rocks and Minerals, Plate Tectonics • Bodyworks, Cell Biology & Disease, Bioengineering
Eighth	<ul style="list-style-type: none"> • Chemical Interactions • Weather and Water • Genetics and Evolution

Connections of Science, Engineering, and Technology

Science, engineering, and technology are interrelated, connected to, and influence each other. SME will provide an integrated approach to instruction to support students' understanding of how science is supported through engineering and technology. The chart below describes the relationships of science, engineering, and technology.

²³ <https://www.edreports.org/reports/overview/open-up-resources-6-8-math-2017>

²⁴ <https://stemnasiumlabs.org/>

²⁵ <https://www.eie.org/stem-curricula/engineering-grades-prek-8/engineering-everywhere>

²⁶ https://www.cmu.edu/roboticsacademy/roboticscurriculum/arduino_curriculum/index.html

²⁷ <https://appinventor.mit.edu/explore/ai-with-mit-app-inventor>

²⁸ https://edventures.com/pages/discover-drones?_pos=5&_sid=5298a7746&_ss=r

²⁹ <https://www.eie.org/stem-curricula/engineering-grades-prek-8/engineering-everywhere>

Science	Engineering	Technology
Seeks to describe and understand the natural world and its physical properties.	Seeks solutions for societal problems, and needs and wants.	Can be used to describe almost anything made by humans to solve a problem or meet a need.
Uses varied approaches and scientific methods such as controlled experiments or longitudinal observational studies to generate knowledge.	Uses varied approaches such as engineering design processes to engineering analyses to produce and elevate solutions and technologies.	Results from process of engineering.
Scientific knowledge can be used to make predictions	Engineering aims to produce the best solutions given resources and constraints	Technologies are anything made by humans to fill a need or desire

Engineering: Five Step Approach Design Process

The five step approach for engineering design will be the model implemented at SME. Students will receive 60 minutes of research-based STEM instruction five days per week using the Engineering is Elementary (EIE) curriculum.³⁰ EIE provides 20 units that connect engineering with science. Units are taught over six to eight class periods. Students receive design challenges and follow the design process to solve real world problems. Students will ask the following questions to guide their thinking, create a plan, and construct a model.

ASK: What is the problem? How have others approached it? What are the constraints?

IMAGINE: What are some solutions? Brainstorm ideas. Choose the best one.

PLAN: Draw a diagram. Make lists of materials needed.

CREATE: Follow your plan and create something. Test it out!

IMPROVE: What works? What doesn't? What could work better? Modify designs to improve. Test it out!

There are four lessons for each unit that will be covered over six to eight class periods. Engineering instruction provides opportunities for students to use their imaginations, creativity, and critical thinking skills to create real solutions for real world problems and challenges.

Lesson Number	Engineering Topic	Student Engagement
Lesson 1	Engineering Story	Students read the story that sets the context of the design challenge. Students respond to questions before, during, and after the lesson to build background knowledge.
Lesson 2	Broad View	Students use hands-on activities to learn about the field of engineering covered in the unit (mechanical, chemical, or electrical).
Lesson 3	Scientific Data Collection to Inform Engineering Design	Students collect and analyze data to address the design challenge in Lesson 4.
Lesson 4	Engineering Design Process	Students work in teams using the engineering design process to solve the design challenge.

Technology

³⁰ <https://www.eie.org/research>

SME will provide technology instruction and support for 60 minutes per day, one day per week and as an open lab throughout the school day. Teachers will integrate the use of technology across content areas and use technology tools to support instructional delivery and assess student learning. There is one school computer lab. Every classroom has interactive technology and a set of interactive response systems. Teachers provide interactive standards-based lessons using interactive whiteboards. Teachers check for understanding and provide immediate feedback using the interactive response systems. Each student will be assigned a laptop to use for the school year. Students will use their technology tools to develop excel spreadsheets for data collection, create PowerPoint presentations, use their creativity for animation, video, narration, music, images, and text to support their reports. SME will implement technology and computer science standards that include Big Data, Computer Devices and Systems, Programs and Algorithms, Networking and Communication, and Impact and Culture.

Science: Amplify Science

Amplify Science is a kindergarten to eighth grade science curriculum designed to meet 100 percent of the Next Generation Science Standards. Amplify Science was developed as the result of seven years of intense research and development through a unique partnership between Amplify curriculum experts and the University of California, Berkeley's Lawrence Hall of Science.³¹ It serves as a comprehensive curriculum complete with detailed lesson plans, hands-on activities and materials, scientific texts, robust digital simulations, physical and digital models, opportunities for engaging student discussions, media, embedded formative and summative assessments, and a variety of effective teacher supports and options for professional development. In each Amplify Science unit, students are asked to inhabit the role of a scientist or engineer in order to investigate a real-world problem. These problems provide relevant, 21st-century contexts through which students investigate different scientific phenomena, delivering on our promise to help all SME students connect STEM to their lives and communities. Additionally Amplify Science's middle school curriculum is top-rated in all three categories by Ed Reports.³² A sample science lesson plan is provided in **Attachment J**.

Humanities: ELA Reading and Writing – EL Education Curriculum Modules

The EL Education Language Arts curriculum is a comprehensive, standards-based literacy program that engages teachers and students through compelling, real-world content. We selected this curriculum as it has received the highest ratings on Ed Reports and because EL's literacy partners across the country have experienced dramatic gains in student performance among students in historically underserved subgroups while implementing the EL curriculum and approach.³³ The EL modules of study are built upon the following principles, which align closely to the mission and philosophy at SME:³⁴

- Equity Matters
- Backward Design Means Planning with the End in Mind and Assessing Along the Way
- Students Excel in Diverse and Inclusive Settings
- Protocols and Conversation Cues Promote Student Thinking, Collaboration, and Respect
- Students Own Their Own Learning
- Emphasis on Habits of Character
- Families and Guardian are Partners
- Curriculum as Powerful Professional Development

ELA Close Reading: Lavinia Group's Close Reading for Meaning™ Texts and Lesson Guides

The Lavinia Group's Close Reading for Meaning™ program instills transferable habits of reading and writing that lead students to master grade-level literacy standards while building their passion for and confidence in literary analysis across genres. The program provides expertly curated, multicultural paired texts at students' instructional level with supportive lesson guides that support teachers' intellectual preparation for meaning-based instruction. In a typical lesson, the teacher reads a text with students, stopping at key moments to ask transferable questions related to the main idea of the text. Students grapple with key ideas through this shared reading and discussion, using evidence to support and refine their thinking. Students then respond to the text by writing the main idea or responding to a question about the main idea of the text as the teacher circulates to strategically coach students based on an individualized, data-driven coaching plan. At the end of the lesson, students engage in a robust

³¹ https://amplify.com/wp-content/uploads/2019/12/AS_The-research-behind-the-program.pdf

³² <https://www.edreports.org/reports/overview/amplify-science-2018>

³³ <https://curriculum.ededucation.org/results-and-reviews>

³⁴ <https://curriculum.ededucation.org/overview-k8>

discourse around their work and have an opportunity to revise based on this whole class feedback. Lavinia Group partner schools that have implemented this model have seen, on average, a 32% improvement in reading achievement within four years of program implementation.

Social Studies: TCI's History Alive!

At SME, we are committed to a robust history education for all students that builds content knowledge, develops critical content area literacy skills, and develops the cultural competence and socio-political consciousness essential to educating global citizens. SME will use TCI's *History Alive!* middle school history curriculum as the foundation for 7th and 8th grade social studies courses. *History Alive!* always starts with a big idea grounded in an Essential Question and incorporates graphic note-taking, group work, and step-by-step discovery, making students the center of their historical experience. The 7th grade history program will draw from the *History Alive!* world history resources in order to align to Indiana State Standards and, in 8th grade, will draw from the U.S. history resources.

To best support our school's mission of creating authentic and transformational STEM educational learning experiences for students, the social studies curriculum will place particular emphasis on standards related to the technological advancements of each time period and culture that is studied, with opportunities for students to research, analyze, and debate the role that technology and engineering have played in our global history.

Attachment K contains a sample lesson plan for *History Alive!*

Curriculum Implementation and Support

At SME, the key to excellent student outcomes starts with adults. We are committed to providing consistent professional development and coaching to ensure that all teachers deeply understand the content and the best instructional methods for engaging all learners. The principal will serve as the instructional leader of the school and will support the implementation of the curriculum through the following five structures:

- 1) **Professional Development:** We will offer professional development for teachers internally to develop best instructional practices and will partner with external experts to ensure that teachers develop both content expertise and master pedagogical methods that support all learners.
- 2) **Intellectual Preparation and Planning Protocols:** Teachers will be expected to intellectually prepare before each lesson to ensure that they deeply understand the goals of the lesson, how the lesson aligns to the year-long objectives, exemplar responses for all questions and tasks, and have anticipated student misconceptions based on data and pre-planned ways to respond to misconceptions. Teachers will also have a way to assess student mastery and progress within each lesson so that they can respond to data in real-time, rather than waiting for an exam or quiz.
- 3) **Data Analysis and Action Planning:** Teachers review student work and data daily as part of the intellectual preparation and planning process. Additionally, we will have professional development days built into the school calendar following assessment cycles to ensure that teachers have an opportunity to step back, analyze their data and student work, and develop targeted action plans to adjust instruction in response to trends.
- 4) **Common Planning – Grade Level Meetings:** STEM and Humanities teachers in grades 7 and 8 have a consistent daily preparation period to allow for collaboration and planning. Teachers will meet once per week at a minimum to discuss topics of study and connections that can be made between humanities and STEM courses and to discuss instructional strategies for supporting all students.
- 5) **Weekly Coaching Meetings:** Every teacher at SME will receive coaching and feedback on a weekly or biweekly basis, with new teachers or teachers who demonstrate additional need receiving more intensive support. Our coaching cycle includes setting concrete goals with every teacher based on our instructional rubric, targeted development and coaching, and consistent feedback.

Promotion and Retention Criteria

The purpose of grading at SME is to provide a clear indicator of a student's progress toward mastery of state standards for a given subject area. Students will receive their report cards quarterly at the end of each marking period (four times per year). Students will be assessed on the following:

- Academic Achievement: Degree of Mastery and Progress Toward Indiana Learning Standards
- Work Habits: Effort as Demonstrated in Class Participation and Homework
- Conduct: Character, Citizenship, and Respect

Report cards will include a detailed explanation of students' grades and teacher comments and may include specific recommendations for interventions to help the student improve. Teachers will not wait until report cards are sent home to communicate with parents and families about student progress. The advisor will play a critical role in family communication and serve as the home-school liaison to ensure that all students at SME receive the support they need and that interventions are implemented quickly when needed. Parents will also receive progress reports bi-weekly to receive feedback on their student's academic progress and conduct in school.

Our goal is not to retain students. The following four categories will be considered in student promotion to the next grade level:

- 1) Attendance: Students absent 15 or more days in one academic year may be considered for retention (special consideration will be given for extended absence due to serious illness or other extreme circumstances).
- 2) Classroom Grades: Students who do not pass all classes with a final grade of 70% or higher may be considered for retention.
- 3) STEM Capstone Project: Students will create a mandatory STEM project that will demonstrate mastery of science, technology, mathematics, and engineering skills. Students who fail to adequately complete their capstone project may be considered for retention.
- 4) Indiana State Standardized Assessments: Students who do not score proficient or advanced proficiency on the Indiana State ELA or Mathematics exams may be considered for retention.

SME does not take retention lightly. We will provide regular and ongoing feedback, coaching, and support to students and consistent and regular communication to families to prepare all students to meet their potential and end of year benchmarks. We will look at each student's situation individually and use the framework above to guide retention decisions for each student.

D. Methods of Pupil Assessment

Recognizing assessment as evidence of learning, SME will incorporate a vast range of formative and summative assessments that provide students with differentiated opportunities to show mastery of concepts and state standards. Assessments will be internally and externally created, affording students the opportunity to achieve individual, school-wide, and state-wide goals. Students will complete ClearSight diagnostic assessments for ELA and Math throughout the year along with unit exams and portfolios in each course throughout each quarter. The data from these assessments will be used to monitor progress toward designated proficiency and growth goals. The analysis and evaluation of progress will inform the reteaching effort needed to ensure that students achieve mastery of school and state ILEARN targets for ELA and Math. In addition to these general assessments, students will be identified for special populations instruction using assessments for gifted and talented, special education, and ELL curriculum. The data from assessments will be maintained on Google Sheets and the designated learning management system—Illuminate School Runner or PowerSchool. Our anticipated assessment schedule is listed below:

Diagnostics

Assessments	Frequency, Purpose, Format	Grades
ClearSight ELA & Math Assessments	<p>Frequency: 3 times a year (two-week assessment window)</p> <ul style="list-style-type: none"> • Late July/Early August (Registration/Orientation) • Early December • Mid-May <p>Purpose: To identify student proficiency in ELA & Math in preparation of tailoring instruction toward their growth and ILEARN targets.</p> <p>Format: Computer-based assessment</p>	7 th & 8 th
Above Grade Level	<p>Frequency: 1 time annually</p> <ul style="list-style-type: none"> • Late July/Early August (Registration/Orientation) • Rolling with the admission of new students <p>Purpose: To identify students with accelerated skills and content knowledge in preparation for tailoring instruction to their advanced needs.</p>	7 th & 8 th

	Format: Portfolio of student work, teacher recommendations, and student interviews	
Special Education	Frequency: Throughout the year Purpose: To identify students with learning differences that require curricular modifications and accommodations so that they may access the content. Format: SPED teacher assesses portfolio of ClearSight assessments, teacher interviews, notes, and parent interviews	7 th & 8 th
English Language Learner	Frequency: 1 time annually (two-week assessment window) <ul style="list-style-type: none"> • Mid-January/Late February Purpose: To identify student proficiency in English for students whose home language is not English and use this data to tailor instruction for these students. Format: WIDA Computer-based assessment	7 th & 8 th

English

Assessments	Frequency, Purpose, Format	Grades
Unit Exams	Frequency: Teacher dependent (At least once per quarter) Purpose: To determine student progress toward mastery of standards and needs for tailored instruction including reteaching. Format: Varied (formative and summative, digital, paper-pencil), commensurate with the EL Education's modules of study	7 th & 8 th
Quarterly Exams (ClearSight)	Frequency: Quarterly (1-week assessment window) <ul style="list-style-type: none"> • Late September/Early October • Early December • Early March • Late May Purpose: To identify student progress toward ILEARN learning targets. Format: Varied (digital, paper-pencil)	7 th & 8 th
ILEARN	Frequency: Annually in the spring Purpose: To assess mastery of grade-level state standards. Format: Computer-based test	7 th & 8 th
Portfolio (School Leadership Created)	Frequency: Ongoing Purpose: To provide a comprehensive and differentiated depiction of student learning. Format: Materials gathered throughout each quarter and compiled in an annual portfolio	7 th & 8 th

Math

Assessments	Frequency, Purpose, Format	Grades
Unit Exams (Open Up Resources)	Frequency: Teacher dependent (At least once per quarter) Purpose: To determine student progress toward mastery of standards and needs for tailored instruction including reteaching. Format: Varied (formative and summative, digital, paper-pencil), commensurate with Open Up Resources assessment modules	7 th & 8 th
Quarterly Exams (ClearSight)	Frequency: Quarterly (1-week assessment window) <ul style="list-style-type: none"> • Late September/Early October • Early December • Early March • Late May Purpose: To identify student progress toward ILEARN learning targets. Format: Varied (digital, paper-pencil)	7 th & 8 th
ILEARN	Frequency: Annually in the spring Purpose: To assess mastery of grade-level state standards. Format: Computer-based test	7 th & 8 th
Portfolio (School Leadership Created)	Frequency: Ongoing Purpose: To provide a comprehensive and differentiated depiction of student learning. Format: Materials gathered throughout each quarter and compiled in an annual portfolio	7 th & 8 th

Social Studies

Assessments	Frequency, Purpose, Format	Grades
Unit Exams (History Alive!)	Frequency: Teacher dependent (At least once per quarter) Purpose: To determine student progress toward mastery of standards and needs for tailored instruction including reteaching. Format: Varied (formative and summative, digital, paper-pencil)	7 th & 8 th
Quarterly Exams (Teacher Created)	Frequency: Quarterly (1-week assessment window) <ul style="list-style-type: none"> • Late September/Early October • Early December • Early March • Late May Purpose: To identify student progress toward ILEARN learning targets. Format: Varied (digital, paper-pencil)	7 th & 8 th
Portfolio	Frequency: Ongoing	7 th & 8 th

(School Leadership Created)	Purpose: To provide a comprehensive and differentiated depiction of student learning. Format: Materials gathered throughout each quarter and compiled in an annual portfolio	
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Science

Assessments	Frequency, Purpose, Format	Grades
Unit Exams (Amplify Science)	Frequency: Teacher dependent (At least once per quarter) Purpose: To determine student progress toward mastery of standards and needs for tailored instruction including reteaching. Format: Varied (formative and summative, digital, paper-pencil), commensurate with Amplify Science	7 th & 8 th
Quarterly Exams (STEM Assessment Teacher Created)	Frequency: Quarterly (1-week assessment window) <ul style="list-style-type: none"> • Late September/Early October • Early December • Early March • Late May Purpose: To identify progress toward mastery of state standards. Format: Varied (digital, paper-pencil)	7 th & 8 th
Portfolio (School Leadership Created)	Frequency: Ongoing Purpose: To provide a comprehensive and differentiated depiction of student learning. Format: Materials gathered throughout each quarter and compiled in an annual portfolio	7 th & 8 th

STEM

Assessments	Frequency, Purpose, Format	Grades
Unit Exams	Frequency: Teacher dependent (At least once per quarter) Purpose: To determine student progress toward mastery of standards and needs for tailored instruction including reteaching. Format: Varied (formative and summative, digital, paper-pencil, project-based)	7 th & 8 th
Quarterly Capstones	Frequency: Quarterly (1-week assessment window) <ul style="list-style-type: none"> • Late September/Early October • Early December • Early March • Late May Purpose: To assess student mastery of the math, science, and engineering, and technology standards.	7 th & 8 th

	Format: Project-based learning, oral defense	
Annual Capstone	Frequency: 1 time annually (1-week assessment window) in late May Purpose: To assess student mastery toward math, science, and engineering, and technology standards. Format: Project-based learning, oral defense	7 th & 8 th

Differentiated Assessment Formatting

Valuing learner variability, SME will ensure that all students are given multiple, differentiated assessment types to ensure maximized opportunities for learners to demonstrate their knowledge. The wide range of assessment models and frequency of assessments is designed to increase student self-efficacy and provide teachers with comprehensive opportunities to analyze student work, and, in turn strategically improve instruction based on learner needs. The variety of assessment tools will also help learners to develop confidence with the full range of assessment types they will encounter at the high school and post-secondary levels.

Benchmark Assessments

Students will be given ClearSight diagnostic assessments for ELA and Math at the beginning of the school year, in the middle, and at the end to strategically assess progress toward the ILEARN assessments and annual goals. The first two assessments will be used to assist teachers with driving instruction in preparation for the state test. The final assessment will be used to assess the cumulative learning for the school year and teacher effectiveness. The distance and frequency of these assessments are meant to provide teachers and students with periodic feedback about progress toward individual and campus-wide goals, indicating the instructional focuses necessary for successful ILEARN results and student matriculation.

Analyzing and Responding to Data

The OEI academic analysis data will be available quarterly. During weekly professional learning community meetings (PLCs) and additional in-service training, teachers and administrators will survey student assessment and discipline data in order to shape instruction according to evidenced mastery and inform campus culture. Weekly, teachers will bring student work to be examined in the community to determine consistency with standards-based, instructional objectives. Summative assessment data from unit quizzes and data will also be analyzed and cataloged via Google Sheets for tracking. At the beginning of each quarter, teachers and administrators will spend time analyzing the quarterly assessment and school culture data which will also be cataloged for review. They will disaggregate unit and quarterly assessment data by student demographics including grade level, teacher, gender, and free and reduced lunch status to determine trends in mastery including which standards need to be retaught. Students will receive modified whole group, small group, and individual instruction based on this data analysis.

Although parents and guardians will have continuous access to their students' grades on the designated learning management system, progress reports will be sent home every 2 weeks to provide parents and guardians with another avenue for review. The progress reports will be distributed during Advisory during individual meetings with Advisors. The Advisor will maintain a Google Sheet logging their conversations with each learner and recording notes of their concerns regarding learner progress. These logs and notes will be reviewed along with grades at PLCs. This process will be repeated during the distribution of report cards at the beginning of the second semester. Along with grades, report cards will include proficiency toward mastery of the term-determined standards, attendance records, and details regarding student behavior.

School administrators will engage in weekly data meetings, tracking trends in instructional mastery and school culture. The data surveyed will inform campus-wide instructional and cultural decisions, determining the actionable steps needed to drive learning forward.

E. Special Student Populations – English Language Learners

SME will provide support for all special student populations and ELLs. Upon enrollment, ELL students will be given a Language Survey as a way to identify their english proficiency. Returning ELL students and transfer ELL students will be assessed using the previous year's WIDA to identify their proficiency level of the English language.

Students new to Indiana will be screened to determine their proficiency level of English. Once a level is determined, instructional coaches and teachers will be responsible for developing and executing appropriate Individualized Learning Plans (ILPs) to meet the specific language needs of each respective student. The SME senior leadership team will partner with staff and potential community partners to communicate information to families in their native language. ILPs will be shared with general education teachers and each student's family. These plans will embed explicit support and scaffolds to assist each student as they acquire proficient ELL skills. The instructional coach will provide the additional support needed to mainstream instruction.

The main areas of instruction will be aligned to the Indiana Standards for ELA and will focus on reading, writing, comprehension, listening, and speaking. In addition, students may participate in pull-out and small group settings to scaffold for newcomers' beginning levels of English proficiency. Classroom teachers will collaborate with the instructional coach to provide necessary testing accommodations such as read aloud, extended time, etc. when applicable. The instructional coach will also be responsible for giving the annual WIDA assessment. In the event that Title III funding is awarded, it will be utilized for the sole benefit of language instruction for Limited English Proficient and immigrant students. In order to ensure our staff is prepared to deliver quality instruction to all students, we will deploy and train staff on the Sheltered Instruction Observation Protocol Model. This training and support will include lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, review, and assessment.

F. Special Student Populations – Special Education

SME will recognize Special Education (SPED) students as important members of our school community. The school administration team and SPED teacher will ensure that the school is in compliance with the Individuals with Disabilities Education Act and all SPED rules included in Article 7. SME will provide state and federally mandated programs for identified students with disabilities. SME will ensure that additional and internal professional development will be focused on making sure that topics related to exceptional learners is above par. SME will seek to identify at the time of enrollment students who are suspected of having, or known to have, a disability or special need that may interfere with their free and appropriate public education. To ensure compliance with the Child Find provisions of IDEA, parents will sign release forms to allow SME to request all students' records and the Individualized Education Plan (IEP) from the sending school district. Students with disabilities will be provided with all services outlined in students' IEP. The teacher of record will work with the general education classroom teachers to help implement modifications and accommodations in the least restrictive environment. Parents of all newly enrolled special needs students will be asked to meet with classroom teachers at the beginning of the school year to discuss student needs, modifications, and accommodations. Teachers will meet quarterly to provide updates on the educational goals of special needs students. The general education teacher and teacher of record will participate in all case conferences and other conferences scheduled to support special need students. The Special Education Lead will work with special education teachers to maintain compliance through accurate and timely state reporting and services. Special education and general education teachers will collaborate in weekly grade level team meetings to identify appropriate instruction to enhance the academic success of special needs students. Students that are not formally identified as having special needs or disabilities, but demonstrate a need for additional academic or behavioral support will be referred to the RTI team to receive additional Tier II/III supports and assessments. If in the event the Tier II/III supports are not sufficient to meet the needs of a student, the student will be referred for evaluation. The RTI team will consist of a grade level teacher, SPED teacher, and the dean of culture.

The administration and SPED teacher will ensure that all move-in and case conference reviews are held in accordance with the Article 7 timeline. Section 504 Plans and IEPs of all new students will be analyzed to determine which services students must receive and to draft an action plan to satisfy those requirements. As needed, we will partner with outside agencies to ensure that SME can provide the full range of instructional supports that students need. In turn, we will contract supplemental supports for Speech, Language, and Occupational Therapy for students whose IEPs require such services. The administration and SPED teacher will work together with providers to coordinate service implementation and the SPED teacher will monitor and ensure compliance with all related IEP mandates and communicate weekly with the administrative team regarding progress toward individual educational goals.

SME will designate classroom and office space to facilitate the privacy and the spatial adaptations needed for auxiliary service delivery. While our instructional goal will be that students receive instruction in the least restrictive

environment for the maximum time outlined in their IEPs, students will receive instruction through inclusion and resource structures as determined by their IEPs as well. The SPED Teacher will be available to support general education teachers in lesson planning, data analysis, and providing the accommodations and modifications detailed in each students' IEPs. In addition to this continuous interaction with general education teachers, the teacher of record will provide progress monitoring data to accompany quarterly progress reports and report cards so that parents and guardians receive detailed reports on their child's progress.

SME will foster an inclusive learning environment by promoting the inclusion of students with disabilities in the general education classroom, and, when necessary, in-class and out-of-class supplemental support. To maximize this range of curricular supports the SPED teacher and general education teachers will work together to ensure the implementation of each student's IEP requirements with fidelity. This will include working together to ensure that supplemental materials, time extensions, and deadlines are provided and met in accordance with IEPs and state and federal mandates. General education teachers will be expected to research and implement best practices that serve students with disabilities and seek support from the SPED teacher when necessary. The SPED teacher will leverage best practices to establish professional development and building-wide guidelines for SPED instruction.

Along with all other students, SPED students will be provided with the most rigorous, high-quality instruction possible. At SME we believe that ALL students deserve a high quality education. We are passionate in our approach towards making sure that every child is in a safe, rigorous, and caring environment that fosters support for diverse learners. Whether in general education classrooms, pull-out rooms, or in separate classrooms, these settings will function to supplement the high-quality and inclusive instruction that SPED students need. We anticipate the use of partial inclusion and full inclusion models to ensure that our SPED students are able to access the range of support and targeted instruction necessary for their success.

SME scholars that have IEPs, limited proficiency in English, or are above/below grade level will receive special support. Additionally, we believe that support for all scholars starts with amazing grade level classroom instruction. All SME teachers and staff members will work toward supporting all scholars. At SME our foundational instructional practices will be intentionally selected to ensure students are being provided with multiple access points and active engagement. This process will include, but is not limited to, the following:

- Framing and hooks for lessons to connect content to scholars' life experiences.
- Differentiated materials based on scholars' individualized needs.
- Seating Charts that promote and support challenged scholars by placing them next to scholars who lead.
- Strategies to increase scholar voice and engagement including Write it Down and Share and Talk.
- Scaffolded lessons that promote the use of logic to skillfully guide scholars toward solving problems and answering questions.
- Differentiated lessons that reach all learners—I Do/You Do/We Do, Socratic Seminars/Class Discussion Groups Integration, etc.

G. Special Student Population – Students Above and Below Grade Level

Students Below Grade Level

The SME classroom environments will be completely responsive to the educational needs of each and every child and we will make the necessary accommodations for their needs to the appropriate extent. Our school will offer a continuum of services to support students' full participation in our educational goals and mission. We thoroughly believe that a school must have extensive resources in place to support struggling students long before they show signs of falling behind. SME will use the RTI framework to provide comprehensive support to all students. RTI is a prevention-oriented approach, linking assessment and instruction. We believe that rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities that may not be as obvious.

We acknowledge that many of our students may have learning gaps in foundational proficiency of ELA, math, and socio-emotional skills that have been known to hinder students' ability to reach their potential. Our RTI framework will consist of a multi-level system to respond to students' academic and/or behavioral needs. Our strategy is to use

academic and behavioral data to identify at-risk students, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

During early dismal days which will occur weekly, we will have staff meetings. During these meetings we will build in weekly 60 minute sessions. The sessions will be made up of grade level teams in which teachers will meet to identify students who may require additional academic or other support and create action plans to ensure students receive these supports. There will be a specific process used during these meetings to help teachers identify students who require additional support, including academic, social, emotional, or physical. Teacher teams will be required to submit associated action plans to administrators for the identified students, which may include referrals to one of the school's academic support programs or a targeted phone call from a student's advisor to a family member. In cases where teachers detect a social, emotional, physical, or home-life challenge, the teacher cohort may decide to refer the student's case to the school's Student Support Team. Below is a snapshot of what this process would entail.

- Create a Student Response Team (SRT) charged with identifying students who are struggling with non-academic challenges, including child welfare needs, and getting such students the appropriate support. The purpose of SRT is to manage and filter the referrals to internal or external services related to home life or physical and mental health. SRT will consist of the SPED teacher, the Principal and Deans of Students. SRT team will meet weekly.
- Students are discussed in the SRT meeting to determine next steps by seeing if (1) they have been referred by a teacher within the last week; (2) one of the members of the SRT has had an interaction with a student that warrants follow-up action; or (3) a student had an emergency situation within the last week. Actions taken by the SRT will include:
 - Referral to in-house counseling (short-term and long-term).
 - Referral to outside counseling or a Department of Children and Families Report.
 - Child Requiring Assistance filing; an emergency medical referral; an in-house medical intervention, monitoring, or follow-up; or a connection to other outside resources or community organizations.

SME's strategy will be to urgently address academic challenges to ensure our scholars have full access to all their future endeavors. Without using strategies that promote drill, skill, and kill, we will make sure the love for learning is prioritized. We will provide curricular and instructional choices on the front end to ensure our scholars below grade level can academically integrate into the school community seamlessly while being supported. Additionally, we acknowledge the need for planning to address any academic deficits. This will plan include the following supports:

Wit & Wisdom includes multiple supports for scholars below grade level to access rigorous texts including:

- Clear progression of five content stages that lead to the Content Framing question: Wonder, Organize, Reveal, Distill, and Know. This consistency provides a schema for scholars to interact with complex texts.
- Strategic and supportive group work during the Notice/Wonder portion of the lesson allows for greater collaboration and individualized support from the teacher.
- Partner discussion activities draw from previous concepts and personal experience, resulting in multiple exposures to words and concepts in different contexts.

After-school tutoring will be available to support scholars below grade level, staffed by local college volunteers as well as current staff members.

Intentional monitoring will be provided by teachers during independent work. Independent work is a crucial time for teachers to gather data on mastery, provide individualized feedback to scholars, and develop personalized remediation interventions.

Strategic grouping for peer-to-peer learning will be implemented. Teachers must utilize peer-to-peer learning during small group and full group instruction time to ensure that scholars below grade level can benefit from the collaborative expertise of their peers.

Strategic grouping for remediation and scaffolded support will be implemented by teachers. Teachers will make clear plans for pulling small groups at points throughout the day to provide individualized support. These groups will be determined by level of standards mastery, not overall academic performance to ensure this support is targeted.

The use of multiple learning modalities during direct instruction will be prioritized by teachers. Direct instruction means that teachers are utilizing effective engagement strategies that make the learning stick: Frame the Day, Do Now, and Habits of Discussion are three examples. In addition, teachers should utilize multiple modalities when presenting content including technology, visuals, sound, kinesthetics, interactives, diagrams, and debatable questions.

Family and scholar-facing academic goal setting for scholars below grade level. In order to achieve, these students must have clear academic goals and be invested in achieving those goals. They are also more likely to achieve these goals if families are well-versed in them and can support them at home. Therefore, all academic remediation plans must be scholar and family-facing with clear, rigorous, and measurable goals.

Teachers will be held accountable for implementing robust remediation plans as action steps from weekly data meetings and interim assessment analysis meetings, specifically targeted at supporting scholars below grade level.

Students Above Grade Level

At SME we believe the best way to provide support for above grade level scholars is by using consistent, rigorous curricula designed to serve each scholars' needs. To intentionally support above grade level students in math, SME will purchase additional curricular resources used by gifted and talented programs that enrich and extend scholar learning. For math, one such strong resource is rooted in "Practice Competitions for MathCounts" by Josh Frost. To support students above grade level in ELA, SME will keep a variety of higher-level texts in classroom libraries so scholars above grade level can continue to grow their reading comprehension during independent reading. SME staff will be utilized strategically to address the learning needs of scholars below and above grade level throughout the week. This will include and will not be limited to strategic groupings during class to ensure lessons are scaffolded up and extension activities and opportunities are provided, depending on the group of scholars. Further, we believe the greatest level of support will occur on our weekly early dismissal day, on which:

- Scholars below grade level will receive Tier II curricular instruction in their target growth area (ELA or math).
- Scholars above grade level will receive differentiated and accelerated materials to support their continued growth.
- Staffing responsibilities for these groups will be divided amongst general education teachers, special education teachers, ELL teachers, special area teachers, and any potential residents/teaching assistants.
- Scholars' needs will be assessed based on diagnostics at the beginning of the year.
- Every quarter, scholars' learning plans will change for their early dismissal schedule to ensure their individual needs are being met. Data for shifts will primarily occur based on interim assessment data and mastery of standards. Specific staffing will be allocated based on the needs of the new schedule.

Gifted and Talented Students

The faculty and staff at SME anticipate the enrollment of students who will require highly accelerated opportunities to maximize their learning. SME will offer accelerated programming opportunities for students identified as Gifted and Talented. We will employ a portfolio-based method of identification of these students in order to provide the most equitable opportunities possible for students to demonstrate their accelerated abilities and qualify for accelerated instruction through our Gifted and Talented program.

H. Goals

SME will adhere to the performance targets outlined by the Office of Education Innovation Performance Framework. The following academic and operational goals are identified to ensure student and staff success and a thriving and sustainable STEM model that can be replicated in the future. SME has selected the following goals that

will help the organization achieve its mission. Additionally, SME will track student outcomes on Academic and Non-Academic goals.

Academic Performance Goal #1

Mission: Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their origin story.

Goal: SME students will achieve mastery in **math** by the end of each school year.

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2022-23	56% and above of students meet proficiency on ClearSight assessments	55-45% of students meet proficiency on ClearSight assessments	44%-35% of students meet proficiency on ClearSight assessments	34% of students meet proficiency on ClearSight assessments
2	2023-24	56% and above of students meet proficiency on ClearSight assessments	55-45% of students meet proficiency on ClearSight assessments	44%-35% of students meet proficiency on ClearSight assessments	34% of students meet proficiency on ClearSight assessments
3	2024-25	56% and above of students meet proficiency on ClearSight assessments	55-45% of students meet proficiency on ClearSight assessments	44%-35% of students meet proficiency on ClearSight assessments	34% of students meet proficiency on ClearSight assessments
4	2025-26	61% and above of students meet proficiency on ClearSight assessments	60-50% of students meet proficiency on ClearSight assessments	49%-40% of students meet proficiency on ClearSight assessments	39% of students meet proficiency on ClearSight assessments
5	2026-27	66% and above of students meet proficiency on ClearSight assessments	65-55% of students meet proficiency on ClearSight assessments	54%-45% of students meet proficiency on ClearSight assessments	44% of students meet proficiency on ClearSight assessments
6	2027-28	71% and above of students meet proficiency on ClearSight assessments	70-60% of students meet proficiency on ClearSight assessments	59%-50% of students meet proficiency on ClearSight assessments	49% of students meet proficiency on ClearSight assessments

7	2028-29	76% and above of students meet proficiency on ClearSight assessments	75%-65% of students meet proficiency on ClearSight assessments	64%-55% of students meet proficiency on ClearSight assessments	54% of students meet proficiency on ClearSight assessments
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Performance Indicator: All students will demonstrate annual measurable growth in mathematics as determined by the ClearSight Growth Assessment. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students. All students will have a deep understanding of mathematical concepts before entering high school. Each student will have an Academic, Behavior, and Career Pathways (ABC) Plan which will be developed by the teacher, parent, and student when enrolled and updated at the beginning of every school year. **Attachment L** contains the Academic Performance Goals 1 and 2 and Non-Academic Performance Goals 1 and 2.

Assessment Tools and Measures: The ClearSight K-8 is a web-based, computerized adaptive, universal screening test that measures academic progress over time based on skills that are aligned with the Indiana Academic Standards. This assessment is a great predictor of student performance on other standardized assessments.

Rationale for Goal and Measures: The goal of measuring individual student growth in math will help ensure that all students are making progress toward the mastery of standards. The Indiana accountability system requires students to demonstrate mastery from one grade level to the next. This metric is calculated in the School Report Card rating. SME students will demonstrate a deeper understanding of math concepts to take advanced math courses in high school and that lead to an SME diploma and STEM Honors courses.

Assessment Reliability and Scoring Consistency: Reliability is essentially an index, or more precisely, a set of indices of the test's consistency. This consistency typically refers to the performance of the test across time, across forms, or across its items or parts. Reliability across time is often referred to as test-retest reliability or temporal stability. The question being answered with this type of reliability is, "To what extent does the test administered to the same students twice yield the same results from one administration to the next?" ClearSight has been administered more than 4 million times in the past twelve years. The assessment has a reliability coefficient of .80 to .90 for scoring consistency.

Baseline Data: Baseline data will be established with the implementation of the first assessment in August. During the year there will be two remaining assessments to monitor student progress. The spring assessment will complete the cycle for the year's assessment. Teachers will be able to determine the mastery level change of students from August to May. The levels of proficiency of students and the class will determine our baseline.

Academic Performance Goal #2

Mission: Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their origin story.

Goal: SME students will achieve growth in **STEM** by the end of each school year.

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
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1	2022-23	80% and above of students met STEM growth goals	70-79% of students met their STEM Assessment growth goals	60-69% of students met their STEM Assessment growth goals	59% of students met their STEM Assessment growth goals
2	2023-24	80% and above of students met STEM growth goals	70-79% of students met their STEM Assessment growth goals	60-69% of students met their STEM Assessment growth goals	59% of students met their STEM Assessment growth goals
3	2024-25	85% and above of students met STEM growth goals	75-84 % of students met their STEM Assessment growth goals	65-74% of students met their STEM Assessment growth goals	64% of students met their STEM Assessment growth goals
4	2025-26	85% and above of students met STEM growth goals	75-84% of students met their STEM Assessment growth goals	65-74% of students met their STEM Assessment growth goals	64% of students met their STEM Assessment growth goals
5	2026-27	90% and above of students met STEM growth goals	80-89% of students met their STEM Assessment growth goals	70-79% of students met their STEM Assessment growth goals	69% of students met their STEM Assessment growth goals
6	2027-28	90% and above of students met STEM growth goals	80-89% of students met their STEM Assessment growth goals	70-79% of students met their STEM Assessment growth goals	74% of students met their STEM Assessment growth goals
7	2028-29	95% and above of students met STEM growth goals	85-94% of students met their STEM Assessment growth goals	75-84% of students met their STEM Assessment growth goals	74% of students met their STEM Assessment growth goals

Performance Indicator: All students will demonstrate annual measurable growth in technology and engineering as determined by the STEM Assessment created by SME. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students. All students will have a deep understanding of science concepts before entering high school. Each student will have an ABC Plan which will be developed and updated at the beginning of each school year.

Assessment Tools and Measures: The STEM Assessment is a web-based, universal screening test that measures technology and engineering academic growth to mastery over time based on skills that are aligned with the ISTE and NextGen Standards. This assessment is a great predictor of student performance on other standardized assessments.

Rationale for Goal and Measures: The goal of measuring individual student growth in STEM will help to ensure that all students are making progress toward the mastery of standards. The Indiana accountability system requires students to demonstrate growth from one grade level to the next. This growth factor is calculated in the School

Report Card rating. STEM students will demonstrate a deeper understanding of STEM concepts to take advanced Science and Engineering courses in high school that lead to the STEM diploma and STEM Honors diploma. Students will be better prepared for college and the STEM workforce.

Assessment Reliability and Scoring Consistency: This data is not available for this test as of yet and we begin collecting data as students take the test at SME.

Baseline Data: Baseline data will be established with the implementation of the first assessment in August. During the year there will be two remaining assessments to monitor student progress. The spring assessment will complete the cycle for the year's assessment. Teachers will be able to determine how much students have grown from August to May. The levels of proficiency of students and the class will determine our baseline.

Organizational Non-Academic Performance Goal #1

Mission: Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their origin story.

Goal: SME will recruit, retain, and support highly qualified teachers who will become STEAM/STEM certified to accomplish the mission of SME.

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2022-23	85% of teachers that been invited back will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	75% of teachers will return the following school year and will be STEM certified	50% of teachers will return the following school year and will be STEM certified
2	2023-24	85% of teachers that been invited back will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	75% of teachers will return the following school year and will be STEM certified	50% of teachers will return the following school year and will be STEM certified
3	2024-25	90% of teachers that been invited back will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	50% of teachers will return the following school year and will be STEM certified
4	2025-26	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	55% of teachers will return the following school year and will be STEM certified

5	2026-27	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	60% of teachers will return the following school year and will be STEM certified
6	2027-28	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	70% of teachers will return the following school year and will be STEM certified
7	2028-29	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	70% of teachers will return the following school year and will be STEM certified

Assessment Tools and Measures: Teachers will complete a teacher survey each year which gauges their perceptions about the school climate and culture. Teachers will participate in professional development provided by the school, curriculum vendors, community partnerships, and the Indiana Department of Education (IDOE) STEM Department. Professional development sign-in sheets and learning logs will be maintained as evidence of participation.

Rationale for Goal and Measures: According to the Harvard Education Press, half of the nation's teachers are expected to retire by the end of the decade. There is a high turnover rate among new teachers where 30% leave their jobs within the first three years and 50% leave their jobs within five years of teaching. SME plays a critical role in ensuring that the academy recruits, retains, and supports highly qualified and highly effective teachers.

Assessment Reliability and Scoring Consistency: New and beginning teachers with 0-5 years of experience will be assigned a mentor who is an experienced, highly effective teacher. All teachers will have one hour each day for grade level team planning and collaboration. All teachers will participate in 20 days of professional development, including 5 days before and after the school year and 10 days during the school year.

Baseline Data: The first year will serve as the baseline, since all teachers will be new to the school. The school will complete the IDOE STEM self-evaluation, which will be used as a baseline for preparedness to implement the STEM model. Responses from the Climate and Culture Teacher Survey will be analyzed. The IDOE STEM department will engage the staff in the initial phase of the application process to become a STEM/STEAM certified school. Professional development logs and the number of hours of participation in professional development will serve as a baseline.

Non-Academic Goal #2 Establish additional community partnerships

Mission: Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their origin story.

Goal: Establish additional community partnerships annually to support the implementation of the STEM Model.

Charter Year	Calendar Year	Exceeds Standards	Meets Standard	Approaching Standards	Does Not Meet Standard
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1	2022-23	Four community partners work with students and staff	Three community partners work with students and staff	Two community partners work with students and staff	One community partners work with students and staff
2	2023-24	Five community partners work with students and staff	Four community partners work with students and staff	Three community partners work with students and staff	Two community partners work with students and staff
3	2024-25	Six community partners work with students and staff	Five community partners work with students and staff	Four community partners work with students and staff	Three community partners work with students and staff
4	2025-26	Seven community partners work with students and staff	Six community partners work with students and staff	Five community partners work with students and staff	Four community partners work with students and staff
5	2026-27	Eight community partners work with students and staff	Seven community partners work with students and staff	Six community partners work with students and staff	Five community partners work with students and staff
6	2027-28	Nine community partners work with students and staff	Eight community partners work with students and staff	Seven community partners work with students and staff	Six community partners work with students and staff
7	2028-29	Ten community partners work with students and staff	Nine community partners work with students and staff	Eight community partners work with students and staff	Seven community partners work with students and staff

Assessment Tools and Measures:

SME will use a selected Community Partnership Agreement form to determine the level of support. SME will identify gaps in community support to determine the types of resources needed to effectively implement the STEM model with students and staff.

Attachments: None

Rationale for Goal and Measures:

SME will increase the number of partnerships each year as the enrollment increases and grade levels expand to ensure high student engagement in STEM extra-curricular, intervention, and enrichment programs and support for the implementation of curriculum, and professional development opportunities for staff.

Assessment Reliability and Scoring Consistency

The same partnership agreement form will be used each year and updated as needed to document the number of partnerships and the services provided to prevent service gaps.

Baseline Data:

The first year of partnerships will serve as a baseline.

III. Organizational Viability and Effectiveness

A. Governance Plan - Board Of Directors

General Overview

SME is an Indiana nonprofit corporation that has applied for federal tax-exempt status pursuant to section 501(c)(3) of the Internal Revenue Code. The founding Board of Directors of SME represent broad areas of expertise, including finance, organizational management, law, accounting/auditing, fundraising, philanthropy, community leadership, educational leadership, and business. The founding board will recruit and select additional members in accordance with the Bylaws.

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of SME. The Board will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the CEO. The board shall be responsible for governance, policymaking, and overseeing implementation of the school's mission and vision. The board will operate in accordance with the Articles and Bylaws of SME. The board will meet monthly, with the Chair presiding over meetings. All policies and decisions will be made in compliance with Open Door Law.

The Board also is responsible for:

- Determining and refining the school's mission and purpose.
- Ensuring effective organizational planning, including the overseeing of the authoring of a strategic plan (managed by the school's leadership team) on a thoughtful, regular basis.
- Ensuring adequate resources meet the organization's mission and that those resources are managed effectively.
 - Approving the organization's annual budget.
 - Monitoring budget implementation through periodic financial reports.
 - Approving accounting and personnel policies.
 - Providing for an independent annual audit by a qualified CPA.
 - Ensuring good organizational functioning by understanding and observing the respective roles and responsibilities of the Board and the staff, fostering teamwork and conflict resolution within the Board, encouraging the same among the staff, and fostering open and timely communication.
- Determining, monitoring, and strengthening the school's programs and services.
- Monitoring and ensuring compliance with State and Federal regulatory statutes.
- Ensuring legal and ethical integrity and maintaining accountability.
- Recruiting and orienting new Board members and assessing Board performance.

SME will be governed by a Board of Directors who is responsible for ensuring the school is an academic success, a viable organization, and faithful to the terms of its charter. In some instances, the Board itself is responsible for executing initiatives; in others, the Board hires and manages the school CEO to execute initiatives. **Attachment M** shows a delineation of roles and responsibilities.

Throughout the year, Board members will be regularly invited to school functions (What it Takes STEM workshops, Drone Day, STEM Carnival) and will be required to spend at least one day per school year observing in classrooms and engaging with faculty and staff.

Board Recruitment & Selection

Our goal is to have a full, seven member board that is representative of the students and families that we serve. The selection of founding Board members is still in progress; however, we have selected four members which consists of two Black males and two Black females. We will continue to aggressively recruit three additional board members who have diverse perspectives, backgrounds, experiences, and expertise. We are specifically working to recruit board members who live and/or work in the Arlington Woods community. In the meantime, we are planning an annual board retreat. The first Board retreat will engage members in a thorough deep dive into the school's instructional and operational models, the school's approach to building school culture and community, the engagement of our community's families and institutions, and the strategy for attracting and retaining top teaching talent to the school. The board will also engage regularly with a training partner, e.g. Education Board Partners, to ensure the board's policies and procedures are maximally effective.

Policy Development & Decision Making

The BOD has sole responsibility for setting policy for SME. Therefore, the BOD shall establish a careful process to develop clear, lawful policies where needed. The board will set policy by considering external factors such as legal requirements, including those stipulated by the charter contract and state law, as well as internal factors such as the organization's vision, mission, and current strategic plan. The BOD will ensure that all policies are aligned to the organization's Articles of Incorporation and Bylaws and that all stakeholders are able to inform the impact of proposed policies. The BOD will operate by Robert's Rules of Order to ensure streamlined, informed decision-making.

Board Training & Development

High-performing boards in our experience are more than just talented people who serve. High-quality boards are built upon consistent, thorough board development strategies. We employ two such strategies:

- 1) SME will work in partnership with an expert consultant, Education Board Partners, to provide initial training to the board. This training provides the groundwork on how to run a public meeting, Indiana State requirements, the role of board members, and charter school finance. SME believes it is best to outsource this initial training before formal board meetings commence. By leveraging a third party, it provides a necessary level of separation between management and the BOD to ensure their roles are adequately defined and segregated.
- 2) Continuous BOD training will happen both formally and informally. Formally, each year at a BOD retreat, Education Board Partners will be re-engaged to provide a refresher course as well as advanced courses and training as the BOD evolves through the various stages of planning, launch, startup, iterate, sustain, and scale. Informally, SME's CEO will meet individually with each board member between board meetings so that every board member is met 1:1 at least quarterly. In addition to relationship building, this is an opportunity for the board member to dig deeper into a particular area of interest.

Summary of Roles and Responsibilities

Below are the roles and responsibilities for specific members of the SME board.

Board Chair

The chair is the senior volunteer of the organization who presides at all meetings of the BOD and other meetings as required. The chair is an ex officio member of all committees and task-forces of the BOD and oversees its implementation in addition to ensuring appropriate administrative practices are established and maintained. The responsibilities of the Board Chair are outlined below.

- Works with the CEO, other board officers, and committee chairs to develop the agendas for board meetings and presides at these meetings.
- In consultation with other board officers, appoints volunteers to key leadership positions, including positions as chair of board committees and task forces, and cultivates leadership succession.
- Recognizes his or her responsibility to set the example for board members by contributing financially at a meaningful level and by playing a major role in fundraising activities.
- Works with the BOD and paid and volunteer leadership, in accordance with the organization's bylaws and mission, to establish and maintain systems for:
 - Planning the organization's human and financial resources and setting priorities for future development.
 - Reviewing operational effectiveness and setting priorities for future development.
 - Ensuring the legal and ethical standard.
 - Hiring and evaluating the CEO.
 - Developing and maintaining an effective board culture.
 - Developing an effective pipeline of future leaders of the board.
- In conjunction with the governance committee, manages the development of the board in order to help it work more effectively and efficiently.
- Communicates effectively and supports the CEO in their job as manager of the organization such that the BOD governs rather than manages.
- Creates a safe environment for decision-making by inviting participation, encouraging varying points of view, and stimulating a candid exchange of ideas to ensure shared decision making.

- Links with major stakeholders when it is agreed that the chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper, or thank a major donor.

Vice Chair

The vice chair is the secondary volunteer leader of the school and discharges the duties of the chair as required in the chair's absence. The vice chair supports the activities of the chair including sharing responsibilities as appropriate. Responsibilities of the vice chair, specifically in the absence of the chair, are outlined below.

- Presides at meetings of the BOD. Serves as ex officio member of standing committees. Recognizes a responsibility to set the example for other board members by contributing financially at a meaningful level and by playing a major role in fundraising activities.
- Works with the chair to assist in developing the agendas for board meetings.
- Advises the chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
- Assists the chair by taking on responsibility as necessary for communication with committee chairs.
- Supports and challenges the chair in all their responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
- Represents the board in the community, especially at events at which the chair cannot attend.
- Other duties as delegated by the chair.

Secretary

- The secretary provides direction for the keeping of legal documents, including minutes of all board meetings. Responsibilities of the board secretary are outlined below.
- Certifies and keeps a copy of the bylaws as amended or otherwise altered to date.
- Is responsible for keeping the minutes of all meetings of the Board and meetings of committees; all minutes will record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
- Ensures that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
- Serves as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.

Treasurer

The treasurer provides direction for the financial management of the organization and helps the board to meet its financial oversight responsibilities. Responsibilities of the board treasurer are outlined below.

- Chair of the finance committee.
- Provides direction for oversight of the organization's bookkeeping and accounting policies.
- Ensures the presentation of timely and meaningful financial support to the BOD.
- Ensures the development of an annual budget and its submission to the board for its approval. Leads the monitoring of budget implementation.
- Oversees development and board review of financial policies and procedures. The finance committee monitors the adherence to financial policies and procedures adopted by the board.
- Develops and monitors any investment policies adopted by the board.
- Ensures that assets are protected and invested according to board policy.
- Leads the BOD in assuring compliance with federal, state, and other financial reporting requirements.
- Presents the recommendations of the auditor to the board for their approval. The finance committee, reviews the results of the audit including the management letter, develops a plan for remediation (if necessary), and presents the results to the board.
- Recognizes their responsibility to set the example for other board members by contributing financially at a meaningful level and by playing a major role in fundraising activities.
- Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

Led by the chair and the secretary, the BOD will develop policies and make decisions based on student academic data and organizational health data (generated by a variety of measures, including school enrollment, attendance, staff survey results, family survey results, and student attrition tracking). The BOD will be provided with a State of

the School Dashboard at each of its meetings, and all policies and decisions will be made with all that data at the forefront of the conversations. All board meetings will focus on three primary areas of school health: Instructional, Operational, and Strategic Planning. As such, meetings will be organized along those three primary areas.

The BOD will be regularly provided with: (1) status updates on the leaders' respective responsibilities; (2) updates regarding progress toward the goals set forth in the charter and in any forthcoming accountability plans; and (3) information regarding any issues or concerns on a timely basis.

The BOD will organize into subcommittees when and where needed, notably when: (1) annually evaluating the performance of the Principal; (2) annually evaluating any major organizational relationships, including any with a potential school management organization; and (3) the acceptance of the school's annual audit.

Current Board Members

The SME BOD currently has four members; an additional three members will be selected over the coming months. Two seats will be reserved for community members with direct ties to the school community. As such, these members may not be selected until early 2022.

Current Board Members and Leadership			
Name	Title of Organization	Area of Expertise	Current/Intended Role
Jasmine Burditt	Rise Indy	Government / Education	Board Chair
Robert Logan	Mobil Trackr	Education	Vice Chair
Angela Michael	Vice President JP Morgan	Business and Finance	Treasurer
Dean Harris	SAS Front Porch Video	Engineering	Secretary

School Leadership

Chief Executive Officer

The CEO, in partnership with the BOD, is responsible for the success of SME. Together, the BOD and CEO assure SME's faithfulness to its charter, relevance to the community, the accomplishment of SME's mission and vision, and the accountability of SME to its diverse constituents. The BOD delegates responsibility for the management and day-to-day operations to the CEO and he or she has the authority to carry out these responsibilities, in accordance with the direction and policies established by the BOD. The CEO provides direction and support to the BOD as it carries out its governance functions. The responsibilities of the CEO and board are outlined in chart below.

Tariq Al-Nasir will serve as the CEO of SME. Mr. Al-Nasir will also serve as the Dean of Culture for the first two years of school operation. The BOD and CEO will hire a Principal that will serve as the academic officer.

Initiative	Board's Role	CEO's Role
Mission and Vision	Primarily responsible for ensuring adherence through Board leadership and management of school Principal	Primarily responsible for day-to-day decision-making across a variety of issues to ensure adherence

Curriculum	Basic understanding of curricular choices; regular review of data from curricular assessments	Responsible for selection of all curricula and assessments; responsible for training teachers and staff on the curricula; responsible for the faithful adherence to the curricula; responsible for regularly reporting out student progress on curricula to families and others; responsible for alignment of curricula to Indiana state standards
Personnel Decisions	Annual approval of staff handbook; regular review of staff satisfaction; review of any personnel complaints that rise to the Board level; annually evaluates and hires the school Principal	Responsible for all hiring and, if necessary, firing; responsible for all annual evaluation of teachers, based on daily/weekly observations of each staff member; responsible for adherence to the staff handbook and policies
Budget and Finances	Responsible for annual audit; responsible for regular review of budget reports, including monthly P&L statements and cash flow; responsible for any fundraising efforts that might be necessary	Responsible, with the school Leadership Team, for making all decisions based on school's budget; responsible for being a good steward of limited financial resources; sets a culture of good stewardship across the school
Vendor selection	Regular evaluation of financial decisions as per school policies	Responsible for following proper financial protocols in selection of significant vendors

Board Members Resumes can be found in **Attachment M**. Board Members Letters and memos can be found in **Attachment O**. School Leader Resume and Memo **Attachment Q**.

B. Governance Plan – Governance Compliance

Please see the following attachments for the required organizational documents:

- Organizational chart (**Attachment S**);
- Articles of incorporation, including board by-laws (**Attachment T**);
- Evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for said status (**Attachment T**);
- Background check policy (**Attachment T**)

C. Governance Plan – School Leadership

SME is an Indiana nonprofit corporation that has applied for federal tax-exempt status pursuant to section 501(c)(3) of the Internal Revenue Code. SME is governed by a Board of Directors, which functions in full accordance with the Articles of Incorporation, Bylaws, and Indiana state law. The Board will consist of at least five members, with the goal of seven members. The board is responsible for ensuring that the academic program of the school is successful, that the school programs and operations are faithful to the terms of its charter, and that its school is and remains a viable organization.

Chief Executive Officer

Tariq Al-Nasir will serve as the CEO of SME and oversee the instructional leadership, program development, and operations and fiscal management of the school. Al-Nasir has been a leader and innovator in STEM education for more than 2 decades, achieving advanced degrees in computer science, mechanical engineering, artificial intelligence, machine learning, and micro and nanotech. He has received several awards and recognition including winning The Mind Trust's 2016 School Design Competition. As CEO of SME, Al-Nasir will manage the senior

leadership team that consists of the the Principal, Dean of Students, and Director of Operations, acting not only as a supervisor but also as a coach and consensus builder, remaining deeply committed to the values of developing and bringing out the strengths of all of SME's staff while also holding them accountable for their goals and desired outcomes. The CEO also oversees school-level operations, technology, reporting and compliance, data and analytics, and family and community engagement. The CEO works in concert with consultants and staff to ensure the smooth functioning of Finance, HR, and Talent.

School Principal

We are actively recruiting a school principal with help from a national resource Edgility. Our goal is to hire a school principal no later than spring 2021. The school principal (SP) will be part of the senior leadership team of the school and will work to drive instruction and foster academic outcomes for teachers and other senior leadership to ensure that SME's academic programs are implemented with fidelity. Additionally, the SP is tasked with directly coaching and supporting teachers and junior leaders in their daily lessons and serving as the administrator tasked with overseeing the execution of daily academic systems in coordination with the school leadership team.

Director of Operations

SME plans to partner with the current school leaders at Rooted School Indianapolis and Sankofa School of Success on Director of Operations services, as all three schools will be located in the Arlington Woods neighborhood and serve as a K-12 continuum of schools for the area.

Recruiting and retaining high-quality staff will be critical to the success of the academy. Several measures will be taken to ensure that the best and most qualified teachers are selected to educate students enrolled in the academy. The quality of teachers is the strongest predictor of student achievement. Students who are from high need areas, disadvantaged, have limited English proficiency, or special needs require the best and most qualified teachers to ensure their academic success. The demographics of surrounding schools of this academy indicate a significant percentage of minority students and students in poverty. There is a higher percentage of limited English proficient and students with special needs in the surrounding school districts compared to the state. The performance data of surrounding schools indicate that an academic achievement gap persists between minority students, students in poverty, limited English proficient, and special needs students and their peers. Minority and low-income students still lag behind in state and national tests. Nationally, low-income, minority, and special education students, as well as students who are non-native English speakers, tend to achieve at lower levels than students overall (Oregon, 2012). SME recognizes that the majority of students who will likely enroll in the academy will be minority and students in poverty. SME acknowledges how crucial the selection and recruitment process will be to the academic success of all students. SME is committed to ensuring that highly qualified and highly effective teachers are placed and retained in every classroom.

D. Community Partnerships

Developing strong community partnerships are critical to helping SME achieve its mission. SME is in the initial stages of reaching out to community organizations, businesses, colleges, and universities to establish viable partnerships. Prior community exposure and research in the STEM field was helpful with identifying organizations that will support such as curriculum and academic focus, mentoring, before and after school care, summer programs, field trips, study skills, tutoring, college and career awareness, resources, materials, and staff professional development. Strong community partnerships will assist in providing full-service support for students and their families. Conversations and meetings with identified organizations and requests to establish partnerships including letters of supports are in progress. The receptivity of community organizations in recent conversations to support the unique STEM focus is encouraging, and partnerships will be solidified upon approval of the proposed charter. The list of organizations with which SME is seeking to partner and the nature of these partnerships are provided in the below table. **Attachment Q** contains community partnerships chart Community Partnerships Letters of Support can be found in **Attachment N**.

E. Budget and Financial Matters

SME is working with the Center for Innovative Education Solutions to help develop our working budget, long term financial planning, and to provide financial oversight of SME accounting and state reporting. Please see **Attachment R** for our initial budget plan, including all budget assumptions.

Budget Contingency Plan

If SME does not meet projected enrollment numbers, we will eliminate one or more the following staffing positions: special education teacher, wellness teacher, or media arts teacher. As per section 3.7 of the Charter School Contract, SME agrees to establish an escrow account of no less than \$30,000 to pay for legal, wind down of operations, and audit expenses that would be associated with a dissolution should it occur. SME will provide for the full amount in its first-year budget. The CEO will continuously work with the BOD to monitor the lean budget of the school to ensure none of the expenses exceed the school's ability to operate a viable option with a positive cash flow. When possible and as needed, SME will partner with current school continuum partners (Rooted School Indianapolis and Sankofa School of Success) to partner on common services. Although we will not rely on fundraising and philanthropic efforts, we will actively work with the aforementioned school continuum network partners to pursue grants and other philanthropic opportunities. SME will also work regularly with the board to manage efforts and to make sure all pursued efforts are aligned to school governance policies.

Enrollment Rationale

SME seeks to maintain moderately small class sizes in order to promote equitable learning and authentic communities. Our rationale for enrollment is based on the number of children that currently live within a 0.1 to 2.5 mile radius of where we project the school will be located on the Eastside, Arlington Woods neighborhood. There are currently about 3,599 children between the ages of 0-9 and 4,054 children between the ages of 10-19 that account for enrollment at data. Our enrollment strategy does take into account the number of students that may not enroll in our school, which we estimate at 2,049 for ages 0-9 and 2,207 students for ages 10-19. Our strategy is to continue to work with community organizations and parent groups to promote SME and the importance of a STEM education, and how enrolling into a school like SME can lead to higher paying careers, college readiness, and more.

Budget Shortfall Plan

The CEO of SME has been a successful business entrepreneur for more than two decades and realizes the necessity of a budget shortfall plan, as even the best laid plans can fall through. In the event that we run into a budget shortfall, we will begin to look at what services are essential and then create a plan to manage those services without jeopardizing the integrity or quality of the program. The non-essential services would also be measured and thus we would create an exit strategy and onboarding solutions to manage the changes that would affect student engagement and parent and community participation.

COVID-19 Contingency Plan

There is so much to learn from COVID-19 and we are still discovering the long-term effects on our education system. SME has successfully orchestrated 7 online virtual learning series using a variety of full 1:1 technology solutions such as done a pilot, app development, chemistry, science, and digital media arts. As such there would not be huge costs associated with our program transitioning to all virtual as needed.

Plan to Monitor Finances, Third Party Vendors, Contracts

At SME, we believe in sound financial decisions and practices for any school and certainly for ours. We acknowledge this task can become overwhelming and can spiral out of control if left unchecked. To that point, we will use a dashboard to monitor and track finances while working with a consulting accounting/bookkeeping firm. For years 1 to 2 this task will be managed by the CEO in collaboration with the accounting/bookkeeping firm and the BOD finance chairperson.

F. Facility

SME has partnered with Eastern Star Church and the school plans to locate on the campus of Eastern Star Church, on the Eastside of Arlington Woods. SME will work together with Eastern Star Church to ensure the facility meets the needs of the SME school model and is in compliance for students with physical disabilities.

G. Transportation

SME is dedicated to ensuring that our school is accessible to students who wish to attend, particularly those in the Arlington Woods neighborhood. We anticipate that the majority of our students may live within a 1.5 mile radius, with many families within walking distance of the school. We are currently exploring a partnership with Rooted

School Indianapolis to share transportation costs and services to ensure our school is accessible to the students in our community. Additionally, we are exploring alternative ways to support transportation such as IndyGo bus passes.

H. Human Capital – Staff Recruitment

Good teachers who have the overall confidence and training are better equipped to embolden students and therefore drive them towards achieving excellence. With those thoughts in mind, our goal is to provide our staff and board members with continuous professional academic excellence, school culture and building and community awareness.

Professional Development

- Teachers

Our plan for professional development is to provide 20 professional development days for teachers that include one week before the start of the school year and one week at the end of the school year for program model implementation and STEM school certification and STEM program training. The remaining 7 professional development days will be provided during the school year during our early dismal days. Professional Develop will address topics such as student culture, instruction, curriculum, data practice, and also STEM instruction. **Attachment T** shows our professional development calendar and series.

- Teacher Evaluations

We believe that effective teachers have high expectations for all students and they help students learn. We also believe in strong accountability and evaluation metrics that can be used to sure up teachers so they can continue to create transformative learning experiences. Effective teachers also contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, ontime promotion to the next grade level, on time graduation, self-efficacy and cooperative behavior. **Attachment T**, underscores our continuation plan for evaluations. We will use the RISE³⁵ version 3.0 tool from IDOE to evaluate teachers.

- Board

The goal of the founding Board of Directors is to be fully engaged with further planning of SME once the charter is approved. Some of the Board members have previous experience serving on a Board, but will strive to develop their understanding of school governance and STEM focus and will continue to evolve through formal training and board development. The Board will seek to bring greater diversity and community support and representation. The Board will actively engage other individuals who may be interested in joining the Board of Directors. Specifically, the Board intends to grow to include at least one parent, in the hopes of ensuring that the perspective of parents and students will be represented at each board meeting. The Board will strive to maintain between 5 (minimum) to 7 (maximum) members so that decision-making and support are consistent and well-thought-out. The Board will engage with a company or association that has successful experience with charter school board development and governance and the strategic planning process to provide professional development for the Board of Directors.

Staff Recruitment

SME recognizes that the majority of students who will likely enroll will be minority and students in poverty based upon the demographics of the neighborhood where SME aims to locate. The selection and recruitment process of teachers will be crucial to the academic success of all students. SME is committed to ensuring that highly qualified and highly effective teachers are placed and retained in every classroom.

SME will create an internal process to ensure we hire the right people. This process will include four essential steps, as shown in the chart below.

³⁵ <https://www.doe.in.gov/sites/default/files/evaluations/rise-handbook-30.pdf>

Recruitment Step	Action
Recruit	Post vacancy announcements Recruit through job fairs University and College placement banks, and staffing or community referrals
Screen	Review Resume and telephone screening Teacher Assessment Profile, Background check
Interview	Initial interview with panel, final interview panel, Final reference checks
Select	Board approval of candidates Candidates participate in new hire orientation and new teacher mentoring

Teacher Compensation and Benefits

SME intends to offer a comprehensive compensation package based on the going rate for teachers in the current market. SME will offer a full health benefits package for all full-time regular employees. This package may include in-network and out-of-network medical coverage. The SME Employee will be required to participate in premium contributions and other costs including but not limited to deductibles and copayments. The level of health care coverage will vary depending upon the level of coverage selected by the employee (e.g., individual, individual plus spouse, family, etc.). The SME Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a payroll guidelines. Contingent on the rules of the health care provider requirements or waiting periods, medical insurance coverage for ALL full-time regular employees will begin on the first day of the next month following the date of hire. Any employee who decides not to accept the medical insurance benefits offered by SME is required to submit a written request to the health plan administrator. Additionally, they will be asked to provide proof of alternate insurance.

SME will offer a comprehensive dental and vision insurance plan to eligible employees.

SME may offer a comprehensive life insurance benefits plan to All eligible employees in an amount and of a type determined in accordance with all State and/or national laws and mandates. It is contemplated that employees may elect coverage under such a plan for coverage from a minimum of \$50,000 up to one year's base salary (up to a maximum of \$100,000.00).

In accordance with applicable laws, SME will maintain workers' compensation insurance on behalf of its employees.

SME will provide a short-term disability benefits package to all eligible employees in accordance with applicable State laws and national mandates. SME's short-term disability benefits package is intended to be used as insurance that allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace, as well as in the event of pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms in accordance with plan procedures. The employee also is responsible for filing any other necessary forms, applications, or other information as required by the plan administrator.

SME will offer a 403(b) plan for which SME will contribute to the unemployment compensation program administered by Indiana. All eligible employees have an opportunity to participate in the 403(b) plan at SME upon completion of the introductory period. The 403(b) plan offers a tax efficient way to save for retirement.

Teacher Selection

SME will work with local and national agencies to post job openings. Once a candidate has applied to the position, they will be invited to fill out an interview questionnaire. The purpose of the interview questionnaire is to gauge and understand how candidates respond to questions about self-reflection and student discipline and conflict. Regardless of how the candidate responds to the questionnaire, once they complete it they will be given an opportunity to interview over the phone or via video conference. Prior to the interview, each candidate will be provided with

prompts for which they must prepare responses, either written or video. After the phone or video interview, final candidates will be invited to a final interview after which they can receive an offer letter.

Teacher Retention

SME will support teachers every moment of every day in an effort to drive student achievement. Our goal is to attract and retain the best teacher talent available. Our plan is to develop a myriad of ways to achieve this goal, including five practices currently being implemented by high-performing schools such as The Harker School.³⁶ First, we will structure time for professional development and provide professional development before, during, and after the school year. Second, we will provide abundant and on-going feedback to teachers. Teachers will receive regular feedback based on informal observations by the school leaders and other teachers and bi-annual formal observations for evaluation purposes. Third, we will work in groups throughout the year to identify, codify, and disseminate teaching and curriculum best practices occurring in our school to all teachers. Fourth, we will supply teachers with tools to enhance preparation, presentation, and organization, including personal laptops, easy access to copying and printing, AV equipment, and working and meeting space. Finally, we will create planned activities for our staff to show their own ebullience—staff dinners, family outings, and planned bonding activities throughout the year.

Staffing Model

Pre-Opening - 20221

In our Pre-Opening Year we will staff for 2 positions, A CEO and School Principal. Both of these positions will work for SME and will leverage the workload necessary to sustain a year 1 pre-opening.

Year 1 - 2022

For Year 1 we will staff for 12 people as follows:

Position	Number of Teachers
CEO	1
Principal	1
Office Manager	1
Math Teacher	2
ELL Teacher	2
SPED Teacher	1
Wellness (Physical Education)	1
Media Arts	1
STEM	2

³⁶ <https://www.harker.org/middle-school>

Attachment A - General demographics for the Eastside of Indianapolis

General Demographics	Data	Rank	Trend
Population	38,274	1	↑↓
Median Age	29	94	↑
People of Color	75%	12	↑
Median Household Income	35,104 Black – \$30,104 Hispanic – \$16,861	71	↓
Economy and Jobs			
Jobs	11, 594	11	↓
Unemployment Rate	14%	85	↓
Post-High School Degree	23%	72	↑
Education			
Quality Schools (Accountability)	12%	72	↓
High School Graduation Rate	38%	41	↓
Equity and Empowerment			
Poverty Rate	29%	76	↑

Attachment C - Sample Daily School Schedule

Sample SME 7-8 Daily Schedule				
	Class 701	Class 702	Class 801	Class 802
7:45 - 8:00	Staff Arrival	Staff Arrival	Staff Arrival	Staff Arrival
7:50 - 7:55				
7:55 - 8:00				
8:00 - 8:05	Advisory / Breakfast (Groups)	Advisory / Breakfast (Groups)	Advisory / Breakfast (Groups)	Advisory / Breakfast (Groups)
8:05 - 8:10				
8:10 - 8:15				
8:15 - 8:20				
8:20 - 8:25				
8:25 - 8:30				
8:30 - 8:35	Period 1: Close Reading / Writing	Period 1: Core Math	Period 1: Close Reading / Writing	Period 1: Core Math
8:35 - 8:40				
8:40 - 8:45				
8:45 - 8:50				
8:50 - 8:55				
8:55 - 9:00				
9:00 - 9:05				
9:05 - 9:10	Transition	Transition	Transition	Transition
9:10 - 9:15				
9:15 - 9:20				
9:20 - 9:25				
9:25 - 9:30				
9:30 - 9:35				
9:35 - 9:40		Period 2: Literature		Period 2: STEM Block *2 teachers
9:40 - 9:45				
9:45 - 9:50				
9:50 - 9:55				
9:55 - 10:00				
10:00 - 10:05				

10:05 - 10:10	Transition	Transition	Transition	Transition
10:10 - 10:15	Period 3: Social Studies	Period 3: Science Block	Period 3: Social Studies	Period 3: Science Block
10:15 - 10:20				
10:20 - 10:25				
10:25 - 10:30				
10:30 - 10:35				
10:35 - 10:40				
10:40 - 10:45				
10:45 - 10:50				
10:50 - 10:55				
10:55 - 11:00	Snack & Movement Break	Snack & Movement Break	Snack & Movement Break	Snack & Movement Break
11:00 - 11:05				
11:05 - 11:10				
11:10 - 11:15	Period 4: Core Math	Period 4: Close Reading / Writing	Period 4: Core Math	Period 4: Close Reading / Writing
11:15 - 11:20				
11:20 - 11:25				
11:25 - 11:30				
11:30 - 11:35				
11:35 - 11:40				
11:40 - 11:45				
11:45 - 11:50				
11:50 - 11:55				
11:55 - 12:00	Transition	Transition	Transition	Transition
12:00 - 12:05	Period 5: STEM Block *2 teachers	Period 5: Literature	Period 5: STEM Block *2 teachers	Period 5: Literature
12:05 - 12:10				
12:10 - 12:15				
12:15 - 12:20				
12:20 - 12:25				
12:25 - 12:30				
12:30 - 12:35				
12:35 - 12:40				

12:40 - 12:45				
12:45 - 12:50	Transition	Transition	Transition	Transition
12:50 - 12:55	Lunch & Movement	Lunch & Movement	Lunch & Movement	Lunch & Movement
12:55 - 1:00				
1:00 - 1:05				
1:05 - 1:10				
1:10 - 1:15				
1:15 - 1:20				
1:20 - 1:25				
1:25 - 1:30				
1:30 - 1:35	Transition	Transition	Transition	Transition
1:35 - 1:40	Period 6: Specials <i>*rotations: Art, Gym</i>	Period 6: Specials <i>*rotations: Art, Gym</i>	Period 6: Science Block	Period 6: Social Studies
1:40 - 1:45				
1:45 - 1:50				
1:50 - 1:55				
1:55 - 2:00				
2:00 - 2:05				
2:05 - 2:10				
2:10 - 2:15				
2:15 - 2:20				
2:20 - 2:25	Transition	Transition	Transition	Transition
2:25 - 2:30	Period 7: Science Block	Period 7: Social Studies	Period 7: Specials <i>*rotations: Art, Gym</i>	Period 7: Specials <i>*rotations: Art, Gym</i>
2:30 - 2:35				
2:35 - 2:40				
2:40 - 2:45				
2:45 - 2:50				
2:50 - 2:55				
2:55 - 3:00				
3:00 - 3:05				
3:05 - 3:10				
3:10 - 3:15	Transition	Transition	Transition	Transition

3:15 - 3:20	Period 8: Intervention & Enrichment <i>*Clubs or small group intervention for students</i>	Period 8: Intervention & Enrichment <i>*Clubs or small group intervention for students</i>	Period 8: Intervention & Enrichment <i>*Clubs or small group intervention for students</i>	Period 8: Intervention & Enrichment <i>*Clubs or small group intervention for students</i>
3:20 - 3:25				
3:25 - 3:30				
3:30 - 3:35				
3:35 - 3:40				
3:40 - 3:45				
3:45 - 3:50	Dismissal / Transition to After- School Clubs	Dismissal / Transition to After- School Clubs	Dismissal / Transition to After- School Clubs	Dismissal / Transition to After- School Clubs
3:50 - 3:55				
3:55 - 4:00				

Attachment L: Academic Performance Goals and Non-Academic Performance Goals

Annual Targets: Academic Performance Goal #1

Mission: Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their origin story.

Goal: SME students will achieve mastery in math by the end of each school year.

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2022-23	56% and above of students meet proficiency on ClearSight assessments	55-45% of students meet proficiency on ClearSight assessments	44%-35% of students meet proficiency on ClearSight assessments	34% of students meet proficiency on ClearSight assessments
2	2023-24	56% and above of students meet proficiency on ClearSight assessments	55-45% of students meet proficiency on ClearSight assessments	44%-35% of students meet proficiency on ClearSight assessments	34% of students meet proficiency on ClearSight assessments
3	2024-25	56% and above of students meet proficiency on ClearSight assessments	55-45% of students meet proficiency on ClearSight assessments	44%-35% of students meet proficiency on ClearSight assessments	34% of students meet proficiency on ClearSight assessments
4	2025-26	61% and above of students meet proficiency on ClearSight assessments	60-50% of of students meet proficiency on ClearSight assessments	49%-40% of students meet proficiency on ClearSight assessments	39% of students meet proficiency on ClearSight assessments
5	2026-27	66% and above of students meet proficiency on ClearSight assessments	65-55% of students meet proficiency on ClearSight assessments	54%-45% of students meet proficiency on ClearSight assessments	44% of students meet proficiency on ClearSight assessments
6	2027-28	71% and above of students meet proficiency on ClearSight assessments	70-60% of students meet proficiency on ClearSight assessments	59%-50% of students meet proficiency on ClearSight assessments	49% of students meet proficiency on ClearSight assessments
7	2028-29	76% and above of students meet proficiency on ClearSight assessments	75%-65% of students meet proficiency on ClearSight assessments	64%-55% of students meet proficiency on ClearSight assessments	54% of students meet proficiency on ClearSight assessments

Performance Indicator: All students will demonstrate annual measurable growth in mathematics as determined by the ClearSight Growth Assessment. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students. All students will have a deep understanding of mathematical concepts before entering high school. Each student will have an Academic, Behavior, and Career Pathways (ABC) Plan which will be developed by the teacher, parent, and student when enrolled and updated at the beginning of every school year. **Attachment L** contains the Academic Performance Goals 1 and 2 and Non-Academic Performance Goals 1 and 2.

Assessment Tools and Measures: The ClearSight K-8 is a web-based, computerized adaptive, universal screening test that measures academic progress over time based on skills that are aligned with the Indiana Academic Standards. This assessment is a great predictor of student performance on other standardized assessments.

Rationale for Goal and Measures: The goal of measuring individual student growth in math will help ensure that all students are making progress toward the mastery of standards. The Indiana accountability system requires students to demonstrate mastery from one grade level to the next. This metric is calculated in the School Report Card rating. SME students will demonstrate a deeper understanding of math concepts to take advanced math courses in high school and that lead to an SME diploma and STEM Honors courses.

Assessment Reliability and Scoring Consistency: Reliability is essentially an index, or more precisely, a set of indices of the test's consistency. This consistency typically refers to the performance of the test across time, across forms, or across its items or parts. Reliability across time is often referred to as test-retest reliability or temporal stability. The question being answered with this type of reliability is, "To what extent does the test administered to the same students twice yield the same results from one administration to the next?" ClearSight has been administered more than 4 million times in the past twelve years. The assessment has a reliability coefficient of .80 to .90 for scoring consistency.

Baseline Data: Baseline data will be established with the implementation of the first assessment in August. During the year there will be two remaining assessments to monitor student progress. The spring assessment will complete the cycle for the year's assessment. Teachers will be able to determine the mastery level change of students from August to May. The levels of proficiency of students and the class will determine our baseline.

Annual Targets: Academic Performance Goal #2

Mission: Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their origin story.

Goal: SME students will achieve growth in STEM by the end of each school year.

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2022-23	80% and above of students met STEM growth goals	70-79% of students met their STEM Assessment growth goals	60-69% of students met their STEM Assessment growth goals	59% of students met their STEM Assessment growth goals
2	2023-24	80% and above of students met STEM growth goals	70-79% of students met their STEM Assessment growth goals	60-69% of students met their STEM Assessment growth goals	59% of students met their STEM Assessment growth goals
3	2024-25	85% and above of students met STEM growth goals	75-84 % of students met their STEM Assessment growth goals	65-74% of students met their STEM Assessment growth goals	64% of students met their STEM Assessment growth goals
4	2025-26	85% and above of students met STEM growth goals	75-84% of students met their STEM Assessment growth goals	65-74% of students met their STEM Assessment growth goals	64% of students met their STEM Assessment growth goals
5	2026-27	90% and above of students met STEM growth goals	80-89% of students met their STEM Assessment growth goals	70-79% of students met their STEM Assessment growth goals	69% of students met their STEM Assessment growth goals
6	2027-28	90% and above of students met STEM growth goals	80-89% of students met their STEM Assessment growth goals	70-79% of students met their STEM Assessment growth goals	74% of students met their STEM Assessment growth goals
7	2028-29	95% and above of students met STEM growth goals	85-94% of students met their STEM Assessment growth goals	75-84% of students met their STEM Assessment growth goals	74% of students met their STEM Assessment growth goals

Performance Indicator: All students will demonstrate annual measurable growth in technology and engineering as determined by the STEM Assessment created by SME. Teachers will analyze assessment results throughout the year to differentiate instruction and monitor the progress of students. All students will have a deep understanding of

science concepts before entering high school. Each student will have an ABC Plan which will be developed and updated at the beginning of each school year.

Assessment Tools and Measures: The STEM Assessment is a web-based, universal screening test that measures technology and engineering academic growth to mastery over time based on skills that are aligned with the ISTE and NextGen Standards. This assessment is a great predictor of student performance on other standardized assessments.

Rationale for Goal and Measures: The goal of measuring individual student growth in STEM will help to ensure that all students are making progress toward the mastery of standards. The Indiana accountability system requires students to demonstrate growth from one grade level to the next. This growth factor is calculated in the School Report Card rating. STEM students will demonstrate a deeper understanding of STEM concepts to take advanced Science and Engineering courses in high school that lead to the STEM diploma and STEM Honors diploma. Students will be better prepared for college and the STEM workforce.

Assessment Reliability and Scoring Consistency: This data is not available for this test as of yet and we begin collecting data as students take the test at SME.

Baseline Data: Baseline data will be established with the implementation of the first assessment in August. During the year there will be two remaining assessments to monitor student progress. The spring assessment will complete the cycle for the year's assessment. Teachers will be able to determine how much students have grown from August to May. The levels of proficiency of students and the class will determine our baseline.

Annual Targets: Non-Academic Performance Goal #1

Mission: Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their origin story.

Goal: SME will recruit, retain, and support highly qualified teachers who will become STEAM/STEM certified to accomplish the mission of SME.

Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2022-23	85% of teachers that been invited back will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	75% of teachers will return the following school year and will be STEM certified	50% of teachers will return the following school year and will be STEM certified
2	2023-24	85% of teachers that been invited back will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	75% of teachers will return the following school year and will be STEM certified	50% of teachers will return the following school year and will be STEM certified
3	2024-25	90% of teachers that been invited back will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	50% of teachers will return the following school year and will be STEM certified
4	2025-26	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	80% of teachers will return the following school year and will be STEM certified	55% of teachers will return the following school year and will be STEM certified
5	2026-27	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	60% of teachers will return the following school year and will be STEM certified
6	2027-28	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	70% of teachers will return the following school year and will be STEM certified
7	2028-29	95% of teachers will return the following school year and will be STEM certified	90% of teachers will return the following school year and will be STEM certified	85% of teachers will return the following school year and will be STEM certified	70% of students met their Clearsight growth goals

Assessment Tools and Measures: Teachers will complete a teacher survey each year which gauges their perceptions about the school climate and culture. Teachers will participate in professional development provided by

the school, curriculum vendors, community partnerships, and the Indiana Department of Education (IDOE) STEM Department. Professional development sign-in sheets and learning logs will be maintained as evidence of participation.

Rationale for Goal and Measures: According to the Harvard Education Press, half of the nation's teachers are expected to retire by the end of the decade. There is a high turnover rate among new teachers where 30% leave their jobs within the first three years and 50% leave their jobs within five years of teaching. SME plays a critical role in ensuring that the academy recruits, retains, and supports highly qualified and highly effective teachers.

Assessment Reliability and Scoring Consistency: New and beginning teachers with 0-5 years of experience will be assigned a mentor who is an experienced, highly effective teacher. All teachers will have one hour each day for grade level team planning and collaboration. All teachers will participate in 20 days of professional development, including 5 days before and after the school year and 10 days during the school year.

Baseline Data: The first year will serve as the baseline, since all teachers will be new to the school. The school will complete the IDOE STEM self-evaluation, which will be used as a baseline for preparedness to implement the STEM model. Responses from the Climate and Culture Teacher Survey will be analyzed. The IDOE STEM department will engage the staff in the initial phase of the application process to become a STEM/STEAM certified school. Professional development logs and the number of hours of participation in professional development will serve as a baseline.

Attachment D - School Discipline Plan

STEMNASIUM SCIENCE MATH ENGINEERING Middle School (SME) Discipline Plan

Discipline may include anyone, a combination, and/or all of the following depending on the circumstances, and at the school administration's sole discretion.

- Verbal and/or written warning to the student
- Loss of privileges or removal from extra-curricular activities
- Parent/guardian notification
- A written commitment by the student to improve his/her behavior and/or performance and/or to take certain affirmative actions to improve
- A meeting with the Dean of Students, School Director or designee
- Academic Consequences
- Suspension
- Expulsion
- Denial of Re-admission
- Other forms of discipline, including restorative practices, that the school may determine appropriate

Suspension and Expulsion as Disciplinary Actions

Criteria for suspension and expulsion of students will be consistent with all applicable federal and state statutes and constitutional provisions. Students will be afforded due process, including a hearing and right of appeal, as described below. A student identified as an individual with disabilities or for whom there is a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal law or special education local plan area ("SELPA") policies require additional or different procedures.

The grounds for mandatory and discretionary suspension and expulsion are as follows:

1. **Mandatory Suspension and Mandatory Recommendation of Expulsion.** The following offenses represent grounds for mandatory suspension and mandatory recommendation for expulsion:
 - a. Possession, use, sale, or otherwise furnishing any firearm, explosive, or other dangerous objects.
2. **Discretionary Suspension and Discretionary Recommendation of Expulsion.** The following offenses represent grounds that may result in suspension and/or suspension with a recommendation for expulsion:
 - a. Possession of, use of, offering, arranging, and/or negotiating to sell or provide a knife, imitation firearm, other weapons, or item that could be construed and/or used as a weapon.
 - b. Possession of, use of, being under the influence of, offering, arranging and/or negotiating to sell and/or distribute tobacco, alcohol, drugs, other controlled substances, and/or intoxicants of any kind, including, but not limited to over-the-counter medication and/or prescription drugs.

- c. Possession or offering, or arranging, or negotiating to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- d. The causation or attempted causation of physical injury to another person (s), or self, including physical assault, sexual assault, other forms of assault, and including, but not limited to aiding or abetting in the same.
- e. The threat of physical injury to self, other individuals (s), and/or the school community, including, but not limited to, threats of sexual assault, or school-wide violence.
- f. Disruption and/or defiance, including, but not limited to, disruption of school activities and/or willful defiance¹ of the authority of school personnel.
- g. Theft, robbery, attempted theft, and/or attempted robbery of school or private property, including, but not limited to attempting to steal and/or receive stolen property, aiding or abetting in the same, and/or knowingly receiving stolen property.
- h. Destruction of, attempted destruction of, damage to, and/or attempted damage to school or private property.
- i. Extortion.
- j. Sexual harassment.
- k. threatening, harassing, bullying, intimidating, and/or attempting to intimidate other members of the community including, but not limited to acts of “cyber-bullying.”
- l. Obscenity/Profanity/Vulgarity, including the commission of an obscene act and/or engagement in habitual profanity/vulgarity, or sharing obscene videos or pictures.
- m. Violations of SME’s academic policies, including, but not limited to plagiarism and/or cheating.
- n. Violations of SME’s Information Technology policies, including, but not limited to transmitting computer viruses, using or attempting to use other’s accounts, trespassing in another’s portfolio, folders, or files, concealing or misrepresenting one’s identity while using the IT system.
- o. Violations of SME’s community standards and conduct policies as articulated throughout this Handbook

A student may receive consequences for those acts listed above as committed at any time, including, but not limited to, (a) while on school grounds; (b) while going to or from school; (c) during lunch period, on or off-campus; (d) during, or while going to or from, a school-sponsored activity; and, (e) during the non-school time and while off-campus if the school determines that there is a nexus between the action taken and the school community sufficient to warrant action by the school. If a student is arrested off-campus, s/he may be suspended at that time or upon return to campus

Authority to Impose Discipline

The School Director, School Dean (or designee) may conduct an investigation of the facts and circumstances presented in case of a disciplinary offense or infraction. The investigation may include search(es), a review of the evidence, consulting the student and interviewing affected parties, and potential witnesses as well as the involvement authorities.

¹ SME’s practice and policy in relation to student discipline for willful defiance are limited as follows: SME will not suspend students on the basis of willful defiance, and SME will not expel students on the basis of willful defiance unless otherwise permitted pursuant to Education Code section 48900 et seq. as it may be amended.

The School Director, School Dean (or designee) may consider the various disciplinary options available in any given set of circumstances, including whether alternatives to suspension or expulsion may be appropriate.

The School Director, School Dean (or designee) has the authority to determine whether or not to impose a suspension under this policy. Suspensions may be imposed: (1) Pending an investigation to determine whether further discipline, including the possibility of an expulsion hearing, is warranted; or, (2) Companion to setting an expulsion hearing. The School Director, School Dean (or designee) has the discretion to determine which form of suspension may be imposed.

If a student matter proceeds to an expulsion hearing, the School Director (or designee) shall have the authority to hear the matter and to determine whether or not to impose an expulsion. The decision of whether or not to expel a student remains at the sole discretion of the School Director (or his/her designee)

D. Suspensions

i. Suspensions Pending Investigation

The School Director, School Dean, (or designee) has the discretion to and may impose a suspension directly if s/he determines it is appropriate. If the School Director, School Dean (or designee) determines that a student is to be suspended, the School Director, School Dean (or designee) shall provide written notice to the student's parents and/or guardians of the suspension in writing, including reasons for the suspension and the time period for the suspension ("Suspension Notice"). Academic make-up work is required during the suspension. Return to school may be contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward and/or some other form of a restorative process as the school may determine in its sole discretion

ii. Suspension Pending Expulsion Hearing

If the School Director, School Dean (or designee) determines at the outset that an expulsion hearing is warranted, the School Director, School Dean (or designee) may impose a suspension pending an expulsion hearing. The School Director, School Dean (or designee) shall provide written notice to the student's parents/guardians of the suspension, the reasons for the suspension and the expulsion hearing, give notice of the expulsion hearing, and provide information regarding SME's expulsion procedures ("Suspension Pending Expulsion Hearing Notice").

iii. Discipline Review Meeting

If a student is placed on a suspension of any form, the school may call for a Discipline Review Meeting with the parents and/or guardians. During the course of the Discipline Review Meeting, the School Director, School Dean (or designee) will discuss with the parents/guardians the: (1) nature of the offense; (2) the information and evidence gathered to date; and, (3) next steps. Discipline Review Meetings also provide parents/guardians and students the opportunity to present their side of the story regarding the

disciplinary matter. If the School Director, School Dean (or designee) determines that the school will move forward to an expulsion hearing, and the school has not yet given formal notice of an expulsion hearing, the School Director, School Dean (or designee) will provide the parents/guardians with a Suspension Pending Expulsion Hearing Notice

E. Expulsions

i. Expulsion Hearings

If the School Director, School Dean (or designee) determines that consideration of expulsion is warranted, the School Director (or designee if the School Director, in his/her/their sole discretion determines that another neutral hearing officer should hear the matter) will hold an expulsion hearing where the School Director (or designee) shall serve as the hearing officer (“Hearing Officer”). The student shall have the right to representation and the right to present evidence at the expulsion hearing. The Hearing Officer shall consider the evidence and/or testimony as appropriate and shall render a decision that shall be in the best interests of the student and the SME school community. If the Hearing Officer determines that a student is to be expelled, the Hearing Officer shall inform the student’s parents/guardians of his/her determination in writing including the reasons for expulsion (“Expulsion Determination Letter”). The hearing officer’s written notification to the parents/guardians shall also include information about the appeal and due process rights in regard to the hearing officer’s determination.

ii. Right to Appeal Hearing Officer’s Determination

The parents/guardians (or, if at least 18 years of age, the student) shall have ten (10) days from the Hearing Officer’s Expulsion Determination Letter to submit a written request of appeal to the Chief Executive Officer (“CEO”) of STEMNASIUM Science Math Engineering Middle School (“Written Appeal Request”).

In response to the Written Appeal Request, the CEO of STEMNASIUM Science Math Engineering Middle School shall convene a committee, which may consist of one member of the STEMNASIUM Science Math Engineering Middle School Board of Directors, a school director or a school dean from another one of the SME’s schools or another administrator, and the CEO of SME’s or designee. The committee members appointed will be knowledgeable about SME’s bases for expulsion and the procedures regarding expulsion. The committee shall have the right to rescind or modify the expulsion.

The committee shall convene a hearing on the appeal within ten (10) school days of receipt of a timely written request for an appeal.

At the hearing on the appeal, the student shall have the right to representation and the right to present evidence. The committee will consider the evidence and/or testimony as appropriate and will render a written decision that shall be in the best interests of the student and SME. That decision shall be final.

Annual Targets Non-Academic Performance Goal #2

Mission: Our Mission is to increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway. We believe technology is connected to accessing the passport to the future. We want to open up the power of STEM for ALL students to discover their STEM superpowers so they can create their origin story.

Goal: Establish additional community partnerships annually to support the implementation of the STEM Model.

Charter Year	Calendar Year	Exceeds Standards	Meets Standard	Approaching Standards	Does Not Meet Standard
1	2022-23	Four community partners work with students and staff	Three community partners work with students and staff	Two community partners work with students and staff	One community partners work with students and staff
2	2023-24	Five community partners work with students and staff	Four community partners work with students and staff	Three community partners work with students and staff	Two community partners work with students and staff
3	2024-25	Six community partners work with students and staff	Five community partners work with students and staff	Four community partners work with students and staff	Three community partners work with students and staff
4	2025-26	Seven community partners work with students and staff	Six community partners work with students and staff	Five community partners work with students and staff	Four community partners work with students and staff
5	2026-27	Eight community partners work with students and staff	Seven community partners work with students and staff	Six community partners work with students and staff	Five community partners work with students and staff
6	2027-28	Nine community partners work with students and staff	Eight community partners work with students and staff	Seven community partners work with students and staff	Six community partners work with students and staff
7	2028-29	Ten community partners work with students and staff	Nine community partners work with students and staff	Eight community partners work with students and staff	Seven community partners work with students and staff

Attachment R - Community Partnerships

Name of Organization	Representative from Organization	Contact Information	Nature of the Partnership with the School	Is a letter of support included in the application?
Eastern Star Church	Nancy Rodgers	nrogers@easterstarchurch.org	Community Development/Outreach	Complete
The Mind Trust	Kristin Grimme	kgrimme@themindtrust.org	Innovation School Fellowship & Implementation Funding	Complete
Global Prep	Mariama Shaheed	mshaheed@globalprepindy.org	Community Partner	Complete
InnoPower	Emil Ekiyor	emil@innopowerindy.com	Community Partner	Complete
Sankofa School of Success	Tiheshia Henderson	thenderson@sankofaschool.org	Community Outreach	Complete
Parents United for Quality STEM Education	Denisha Cole	wordwise316@gmail.com	Community Outreach	Complete
Rooted School Indianapolis	Ma'at Lands	mlands@rootedschoolindy.org	Community Outreach	Pending
MIT School of Engineering	Anantha P. Chandrakasan	engineering.mit.edu	Enrichment, Program Development	Complete
Indiana Black Expo	Tanya McKenzie	tmckenzie@indianablackexpo.com	Community Partner	Complete
Arlington Woods Neighborhood Association	Darnae Scales	dscales@easterstarchurch.org	Community Partner	Complete
Rise Indy	Jasmine Shaheed-Young	jsyoung@riseindy.org	Community/Resource Partner	Complete
Kelli Marshall	Kelli Marshall	kmarshall@geoacademics.org	Community Partner	Complete



Mr. Patrick McAlister, Director
Office of Education Innovation, Office of the Mayor
City of Indianapolis
200 East Washington Street, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister:

I am pleased to write this letter in support of the STEMNASIUM Science Math Engineering Middle School (SME) application for a charter school in Indianapolis. As Executive Director and School Leader, and community member of the east side of Indianapolis, I am excited to be an early partner of SME. I am also excited about how STEMNASIUM plans to integrate STEM into core academics as a way of educating and developing children into STEM Innovators, owners and creators of STEM technology. The combination of these elements, as well as the way the school will prepare each child to pursue STEM as a career and/or college readiness pathway and beyond, is unique. STEMNASIUM is a great model for our city, particularly for under-served and low income children. I look forward to partnering with SME on the east side to continue to provide high quality education to our students in Indianapolis. I am excited to support this endeavor in whatever ways that I can.

Thank you,

Ma'at Lands

Ma'at Lands
Executive Director and School Leader

N - Community Letters for Support , Board Members Letters and Memos



Mr. Patrick McAlister
City of Indianapolis, Office of the Mayor
200 E Washington Street, Suite 2501
Indianapolis, IN 46202

1630 N. Meridian St., Suite 450 - Indianapolis, IN 46202
317 822 8102 **phone** - 317 822 8149 **fax**
info@themindtrust.org - themindtrust.org

Mr. McAlister,

I am pleased to support Dr. Tariq Al-Nasir's charter application for STEMNASIUM Science Math Engineering Middle School (SME). The Mind Trust currently supports Dr. Al-Nasir as part of the Charter School fellowship and we will continue to support him as he launches his school in the Fall of 2022. The addition of SME will complete the continuum of high-quality schools in the Arlington Woods neighborhood of Indianapolis, an area that has historically been underserved.

We first invested in Dr. Al-Nasir during the Charter School Design Challenge, and are excited to see his STEMNASIUM Labs program develop into an innovative and high performing middle school. Dr. Al-Nasir has been a leader and innovator in STEM education for more than two decades, achieving advanced degrees in computer science, mechanical engineering, artificial intelligence, machine learning, and micro and nanotech. The launch of SME will allow students to access innovative STEM experiences and increase the number of students from under-resourced communities that pursue STEM as a career or college readiness pathway.

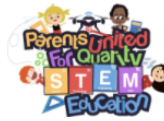
The Mind Trust fellowship provides fellows with up to two years' salary and benefits as they develop their school model. Fellows also receive significant support during their planning time, including individualized professional development and school design opportunities as well as opportunities to visit excellent schools. The Mind Trust has also committed a \$300,000 implementation award to support SME's startup expenses.

Dr. Al-Nasir began his fellowship in July 2020, and has been hard at work designing SME to We want to open up the power of STEM for all students. He will continue refining his school model and preparing to launch his school in the Fall of 2022.

The Mind Trust will continue to support Dr. Al-Nasir in any way we can. If we can offer additional insights or detail, please do not hesitate to contact us.

Sincerely,

Brandon Brown
CEO



125 West South Street
P.O Box 3022
Indianapolis, Indiana 46206
888-514-2484

January 11, 2021

Mr. Patrick McAlister Director,
Office of Education Innovation Office of the Mayor, City of Indianapolis
200 E. Washington St. Suite 2501
Indianapolis, IN 46204

Greetings Mr. McAlister,

My name is Denisha Cole and I serve as the Program Coordinator for Parents United For A Quality STEM Education. On behalf of the 20 parents whose names are listed below and with their full permission and support and without hesitation, we are pleased to support the launch of STEMNASIUM Science Math Engineering Middle School, or as we know it SME. Our children LOVE what Coach T and his staff have introduced them to. We LOVE and appreciate the opportunities that have sprung from and will continue to come from what STEMNASIUM offers not only to our children but ALL children who live in Indianapolis.

Mr. McAlister, you should that ALL 20 parents have actively participated in a STEMNASIUM focused program lead by Tariq Al-Nasir / Coach T either as a program at another school via a pilot program, summer program, school in-school program, community event, and most recently Free STEMNASIUM online Master Classes; where the students have learned to build robots, break and repair phones and even build simple and complex machines. Additionally, once the school has been granted permission to open 14 of the 20 parents are committed to enrolling their children into the school. I personally think that is AMAZING and I cannot wait until my 7-year-old daughter is old enough to attend.

Parents who support the launch of STEMNASIUM Science Math Engineering Middle School

- | | |
|-------------------------------|----------------------|
| 1. Larry Peterson | 11. Brittany Collins |
| 2. Charles Bush | 12. Tami Whitley |
| 3. James and Jameeka Robinson | 13. Geoff Fenelus |
| 4. Denisha Cole | 14. Asia Evans |
| 5. Maria Smith | 15. Chris Gassion |
| 6. Demeitia Vincent | 16. Roscoe Anderson |
| 7. Michelle Bailey | 17. Lauren Peterson |
| 8. Cherrie Cole | 18. Ben Diallo |
| 9. Catrina Fry | 19. Louis Evans |
| 10. Reggen Melson | 20. Sarah Peter |

Sincerely,
Denisha R. Cole
Program Coordinator
Parents United For A Quality STEM Education, Inc
888-514-2484



IMPROVING
SCHOOLS IS
IMPROVING
COMMUNITY

1100 W. 42nd St.
Suite 315
Indianapolis, IN 46208
rise@riseindy.org

www.riseindy.org

Mr. Patrick McAlister, Director
Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister,

I am pleased to write this letter on behalf of RISE INDY in support of the STEMNASIUM Science Math Engineering Middle school (SME) application for a charter school in Indianapolis. Having a quality middle school in the Arlington Woods area is a needed component. I believe in the mission and vision of STEMNASIUM and have seen firsthand the transformative work the founder and CEO Tariq AlNasir has been doing to change the narrative for children from under-resourced communities that pursue STEM as a career and/or college readiness pathway.

STEMNASIUM is an incredible model for our city, specifically for children who are underserved and low income. We believe it will have a sustainable positive impact on the Arlington Woods community.

Sincerely,

A handwritten signature in black ink, reading "Jasmin Shaheed-Young". The signature is fluid and cursive, with the first name "Jasmin" being the most prominent.

Jasmin Shaheed-Young
President & CEO
RISE INDY

**Massachusetts Institute of Technology
School of Engineering**

77 Massachusetts Ave
Cambridge, Massachusetts
02139-4307

Phone 617.253.4791
Fax 617.258.8304

January 21, 2021

Mr. Patrick McAlister Director,
Office of Education Innovation Office of the Mayor, City of Indianapolis
200 E. Washington St. Suite 2501
Indianapolis, IN 46204

Greetings Mr. McAlister,

Please accept this letter as an indication of my enthusiastic support for Tariq Al-Nasir / Coach T and STEMNASUM's pursuit to create a high-quality 7th/8th middle school option for the students of Indianapolis, Indiana. As you are aware, MIT has a long-established history for innovative ideas and collaborations that stimulate positive outcomes. Having had the opportunity to engage with Coach T on several platforms; including MIT App-inventor I have seen firsthand how his transformative teaching style has led to superior student outcomes. Coach T is a visionary leader and educator and I believe in the potential that STEMNASIUM can offer to students and families that live in under-resourced communities like Arlington Woods Eastside. To that point, I am even more excited to partner with STEMNASIUM and Coach T as a resource partner; while they continue to push the envelope for high quality and highly engaging STEM and Computer Science educational resources.

Thanks in advance for your consideration.

ANANTHA P. CHANDRAKASAN, Ph.D.

Dean, School of Engineering

Room 1-206
Massachusetts Institute of Technology

77 Massachusetts Avenue

Cambridge, MA 02139-4307

p 617.253.4791
engineering.mit.edu



JESUS EXALTED + WORD EXPLAINED
EASTERN STAR CHURCH

|
February 2, 2021

Mr. Patrick McAlister, Director
Office of Education Innovation
Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister,

The Eastern Star Church ROCK Initiative has four important platforms for the Arlington Woods area: neighborhood stability, financial literacy, housing and education. Quality education is the key that opens the door to better opportunities and helps build strong and stable communities.

I am pleased to write this letter on behalf of Eastern Star Church (ESC) in support of the STEMNASIUM Science Math Engineering Middle school (SME) application for a charter school in Indianapolis. Having a quality middle school in the Arlington Woods area is a needed and natural component of an emerging education continuum that already includes an established day care provider, Day Early Learning; an elementary school, Sankofa School of Success; and the Rooted School High School. The addition of a middle school provides this community with the right partners dedicated to educating and touching the lives of children and youth.

We look forward to the stimulating and rigorous STEM program which will prepare each child for college and beyond. STEMNASIUM is an incredible model for our city, specifically for children who are underserved and low income.

ESC strongly supports STEMNASIUM and awaits the day they will join the ROCK education continuum in the Arlington Woods area helping to prepare students to realize their dreams and capabilities. We believe it will have a sustainable impact on the Arlington Woods community.

Sincerely,

Nancy Silvers Rogers



Mr. Patrick McAlister Director,
Office of Education Innovation Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister,

As a committed and active non-profit leader in the city of Indianapolis, I am pleased to write this letter in support of STEMNASIUM Science Math Engineering Middle School (SME) application for a charter school in Indianapolis. I believe in STEMNASIUM. I am excited to partner with them as they increase the quality of STEM education in our city. I believe in the vision and mission of STEMNASIUM, and I know that it will serve the community well.

I am excited about the plans for using rigorous STEM programming into core academics to educate and develop children. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. STEMNASIUM is an incredible model for our city, specifically for children who are underserved and low income. I firmly believe the families, community and neighborhood around the school will be greatly enhanced.

Sincerely,
Denisha Cole
Program Coordinator
Parents United for Quality STEM Education

125 West South Street #3022 Indianapolis, Indiana 46206



Sankofa School of Success
5801 E. 30th Street
Indianapolis, IN. 46218
317.226.4299
sankofaschool.org

Tiyesha Henderson
Founder & Head of School

Mr. Patrick McAlister Director,
Office of Education Innovation Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister,

As a committed and established educator and school leader in the city of Indianapolis, I am pleased to write this letter in support of STEMNASIUM Science Math Engineering Middle school (SME) application for a charter school in Indianapolis. I believe in STEMNASIUM. I am excited to partner with them as they increase the quality of education in our city. I believe in the vision and mission of STEMNASIUM, and I know that it will serve the Arlington Woods community well.

I am excited about the plans for using rigorous STEM programming into core academics to educate and develop children. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. STEMNASIUM is an incredible model for our city, specifically for children who are underserved and low income. I firmly believe the families, community and neighborhood around the school will be greatly enhanced. I am proud to stand beside this endeavor in support.

Sincerely,

A handwritten signature in blue ink that reads "Tiyesha Henderson". The signature is written in a cursive, flowing style.

Tiyesha Henderson
Sankofa School of Success, Inc. @ Arlington Woods 99
Executive Director



Mr. Patrick McAlister, Director
Office of Education Innovation, Office of the Mayor
City of Indianapolis
200 East Washington Street, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister:

As a committed and active school leader and educator in the city of Indianapolis, I am pleased to write this letter in support of STEMNASIUM Science Math Engineering Middle School (SME) application for a charter school in Indianapolis. I am excited about how STEMNASIUM plans to integrate STEM into core academics as a way of educating and developing children into STEM Innovators, owners and creators of STEM technology. The combination of these elements, as well as the way the school will prepare each child to pursue STEM as a career and/or college readiness pathway and beyond, is not only unique, but a much-needed approach for so many of the students that we all service. STEMNASIUM is a great model for our city, particularly for under-served and low-income children. I am excited to support this endeavor in whatever ways that I can.

Sincerely,

A handwritten signature in black ink that reads "Kelli B. Marshall". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Kelli B. Marshall
GEO Academies
Chief Academies Officer for IN



Global Preparatory Academy @ Riverside 44

Unlocking the world through language, experiential learning and love

January 18, 2021

Dear Patrick McAlister,

I am pleased to provide a letter of support for Tariq Al-Nasir the founder and CEO of STEMNASIUM Science Math Engineering Middle School (SME). Tariq comes to Indianapolis with a track record of success providing STEM Education and technology to students in urban communities from Philadelphia Pa to Indianapolis. His desire for excellence and his commitment to students is what draws those in leadership, community and fellowship towards him and are the reasons why I am proud to support him opening STEMNASIUM Science Math Engineering Middle School.

It is important to know that Tariq did not come to Indianapolis to simply open a school. He came to transform students' lives and develop deep roots in the community. Since moving to Indianapolis he has volunteered his time and expertise in various schools to learn with and from leaders doing the work that he will be doing at STEMNASIUM. Tariq has worked with our staff at Global Prep Academy at Riverside 44 providing STEM coaching support to teachers and leaders as well as STEM delivering professional development. The city of Indianapolis is fortunate to have Tariq Al-Nasir as the newest educational leader and champion to join the fight for transforming schools and communities who need him the most.

If I can provide any additional information of means of support for Tariq Al-Nasir and STEMNASIUM, please let me know.

Sincerely,

Mariama Shaheed

Mariama Shaheed
Founder and CEO
Global Preparatory Academy



January 22, 2020

Mr. Patrick McAlister, Director
Office of Education Innovation, Office of the Mayor
City of Indianapolis
200 East Washington Street, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister:

As a committed and active leader in the city of Indianapolis, I am pleased to write this letter in support of STEMNASIUM Science Math Engineering Middle School (SME) application for a charter school in Indianapolis. I am excited about STEMNASIUM plans for integrating STEM into core academics to educate and develop children into STEM Innovators, owners and creators of STEM technology. The combination of these elements, as well as the way the school will prepare each child to pursue STEM as career or college pathway and beyond, is unique. STEMNASIUM is a great model for our city, particularly for under-served and low income children. I am excited to support this endeavor in whatever ways that I can.

Sincerely,

A handwritten signature in cursive script that reads "Tanya McKinzie".

Tanya McKinzie
President & CEO
Indiana Black Expo, Inc.



January 18, 2021

Mr. Patrick McAlister Director,

Office of Education Innovation Office of the Mayor, City of Indianapolis

200 E Washington St, Suite 2501

Indianapolis, IN 46204

Dear Mr. McAlister,

As a committed and active community advocate, parent and business owner in the city of Indianapolis, I am pleased to write this letter in support of STEMNASIUM Science Math Engineering Middle School application for a charter school in Indianapolis. I believe in the work STEMNASIUM is doing and the impact the school will have on youth and families in Indianapolis. After spending some time with the founder and CEO Tariq Al-Nasir/Coach T, I am excited to partner/support Coach T and his team as they increase the quality of education in our city. I believe in the vision and mission of STEMNASIUM, and I know that the school and staff will serve the community well.

Coach T's plans for integrating STEM into core academics to educate and develop children into STEM thought leaders is much needed at our schools. The combination of these elements, as well as the way the school will prepare each child to pursue STEM as a career or college pathway, is unique. STEMNASIUM is an incredible model for our city, specifically for children who are under-served and low income. I am proud to stand beside this endeavor in support.

Sincerely,

Emil Ekiyor

Emil Ekiyor

InnoPower LLC



February 10, 2021

Mr. Patrick McAlister Director,
Office of Education Innovation Office of the Mayor, City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mr. McAlister,

On behalf of the Arlington Woods Neighborhood Association (AWNA), I am pleased to write this letter in support of STEMNASIUM Science Math Engineering Middle School (SME) application for a charter school in Indianapolis. We are excited to partner with this program as it increases the quality of education in our city. We believe in the vision and mission of STEMNASIUM, and know that it will serve the Arlington Woods community well.

Moreover, we're excited about the plans for using rigorous STEM programming in core academics to educate and develop children. The combination of these elements, as well as the way the school will prepare each child for college and beyond, is unique. STEMNASIUM is an incredible model for our city, specifically for children who are underserved and low income. I firmly believe the families, community, and neighborhood around the school will be greatly enhanced. AWNA is proud to stand with this endeavor and give our full support.

Sincerely,

Darnae' Scales

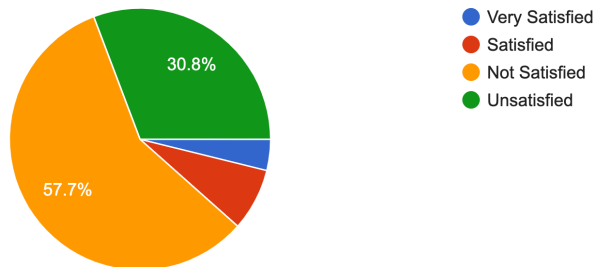
Darnae' Scales, LCSW, MSW (Neighbor)
Arlington Woods Neighborhood Association

Attachment B - STEMNASIUM Science Math Engineering Middle School (SME) Parent Survey

Parent Survey - 26 responses

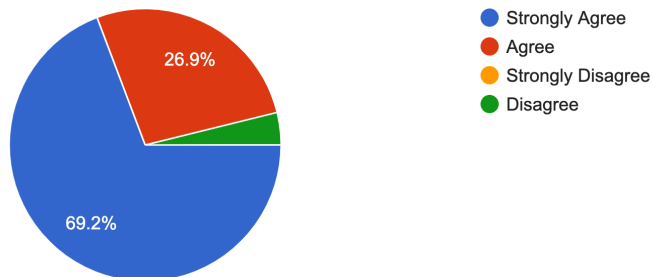
How satisfied are you with your school options for quality STEM education solutions?

26 responses



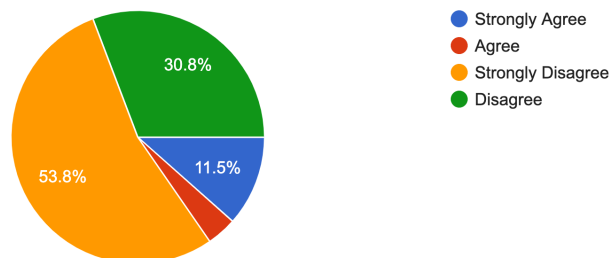
Do you believe that your neighborhood school should offer a quality STEM education option?

26 responses

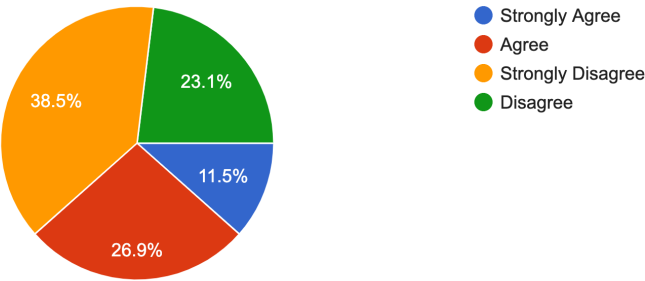


Do you believe that your neighborhood school is capable of preparing your child for a career or college pathway in STEM?

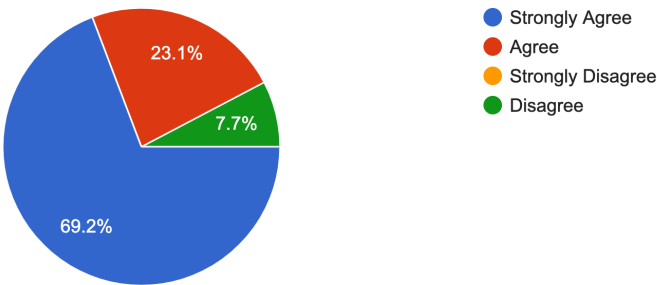
26 responses



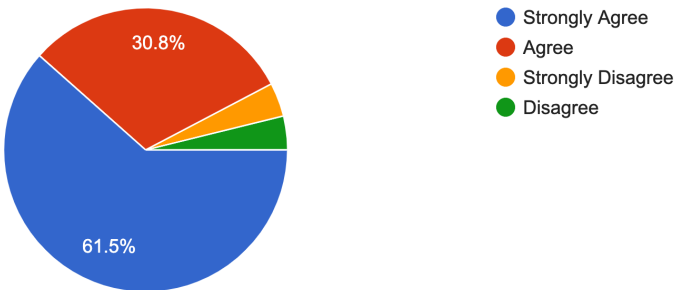
Do you believe your neighborhood school provides a safe and caring school environment?
26 responses



Do you believe that your neighborhood school should offer grade-level content at the highest levels?
26 responses

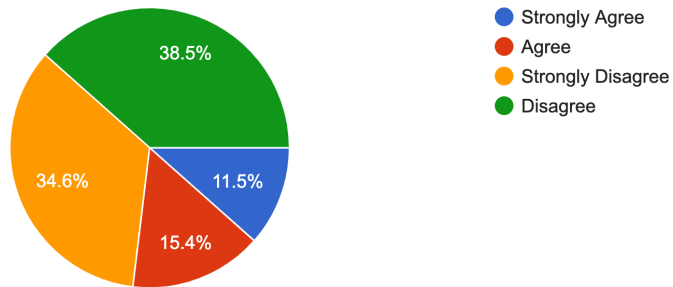


Do you believe your neighborhood school should engage parents, families, and community stakeholders in the school community?
26 responses



Do you believe your neighborhood school sees the full academic potential in your child?

26 responses



Do you believe your neighborhood school supports children with different learning styles and needs?

26 responses

