

Question A: Provide the Vision and Mission of the school. How have they been consistently implemented throughout all aspects of the school?

Response:

Imagine Master Academy's mission is to "Prepare students for a lifetime achievement and the global future by creating an innovative and academically excellent school." The vision is to love all. We have worked diligently to accomplish this by meeting the needs of all stakeholders through collaboration, innovation creation, and consistent modification to enhance outcomes. Imagine Master Academy has six foundational measures of excellence which are used to ensure that the overall mission and vision of the school is accomplished. The six measures are academic excellence, character development, economic sustainability, shared values (Integrity, Justice and Fun), new school development, and parent choice.

Question B: Provide the Goals for the school. What are the actions implemented to attain each of the goals?

Response:

The goals of the school are explicit and driven by passionate educators committed to serving a high-need population of children and their parents. These goals include but are not limited to:

1. Parent choice: Imagine Master Academy provides parents an option/choice for their children. We believe that, given a choice, parents will seek out the best school for their children. On a daily basis, they see the academic, character, behavioral, and social growth of their children. Thus, parents are the most reliable measure of accountability and quality. The single biggest difference between a government-operated public school and our public charter school is that parents choose whether or not to send their child to a charter school. Parents vote with their feet!
2. Academic Excellence: Imagine Master Academy provides an intensive, appropriate, and empowering education for all children. Imagine Master Academy is challenged with educating children that enter our school, on average, below grade level. We provide standards-based instruction that consistently monitors progress through formative and summative assessments. We also use several researched based assessments (ISTEP, NWEA, SAT10, DIBELS) to make data driven decisions regarding instruction and interventions.
3. Character Development: Imagine Master Academy is committed to the holistic development of every child. We do this by integrating character education throughout our instructional day. We also provide opportunities for character development through various sports teams, clubs, mentor groups, and community service projects. It is our mission to develop socially aware students who impact our community in a positive way.
4. Shared Values: Imagine Master Academy strongly believes in the philosophy of the shared values integrity, justice and fun.

Integrity means wholeness, or how things fit together. In the school setting, it means that we must balance the teaching and modeling of character development and academic achievement.

Integrity drives us to live the same values outside the school as we do inside. Of course, it also means living up to our commitments to students, parents, and the local community. Integrity requires freedom mixed with responsibility and accountability.

Justice means to each person what he or she deserves and to each person what is appropriate. Since each student, employee, parent, and organization with whom we interact is unique, each must receive special treatment. Justice does not mean sameness or equality, but that everyone is treated uniquely and appropriately. This value drives our approach to individualized education. There are no “standardized” students.

Imagine Schools strives to create the most fun and successful schools possible.

The fun value requires extraordinary decentralization of decision-making, which empowers teachers, staff, and students to create a joy-filled school. Imagine Schools believes that each person was born to use his mind, heart, and skills to take actions, make decisions, and be held responsible for the results. Creating an environment where all stakeholders participate in educational, economic, and administrative decisions and take responsibility for the results is key to having an effective and enjoyable school that strives to meet the needs of its unique community and student body.

Question 1: What levels of progress have the students made on required statewide assessments?

- **a. After completing the Data Charts, provide the following analysis of your student performance data.**
- ***What do these data tell you? Consider the following questions in your analysis.***
 - **i. What areas of weakness are indicated by these data? Does the state data, the achievement data and the individual student data align to support your conclusions?**
 - **ii. What areas of strength are apparent?**
 - **iii. What factors have contributed to these results, and how have these factors contributed to student performance results?**
 - **a. Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?**
 - **b. Have ALL students performance been analyzed, what progress monitoring tools do you have in place that provide this information?**

- c. Explain what research-based interventions you are using and why you chose them?
 - iv. What are your school's next steps?
 - v. How will you know if it is working?
- b. Provide meaningful comparisons to district-of-residence student performance over time. Where possible, present multi-year data for baseline purposes and use cohort data if available. Are you out-performing the non-charter schools?
- c. Describe and discuss the school's past and current Adequate Yearly Progress (AYP) status in the context of the No Child Left Behind (NCLB) standards.
 - i. Include the discussion of both primary and secondary indicators regarding AYP status.
- d. Describe and discuss the school's past and current PL221 category/Grade including the Growth Model information given by the Indiana Department of Education.
 - i. Show the history of your category placement since the opening of the school.
- e. Include the following statistics for alternative proficiency assessments to the extent applicable for your school.
 - the percent and number of students tested,
 - percent and number of eligible students who did not take the test,
 - percent and number of students who qualified as Pass+, Pass and Did Not Pass.
 - list the assessments and which grade levels were tested using each assessment.
 - (Present results by year and test subject for at least the last four years.)
- f. In the absence of expected achievement, what are the identified problem areas and what are the proposed changes in curriculum and/or instruction in order to address the issues.

Response:

When you analyze Graph 1 for Imagine Master Academy you see the steady growth in scores that occurred in the first three years. As the school organized and developed we quickly realized that academic gains for our students were trending in the right direction, but we needed to drive our data down farther if we are going to make dramatic growth. When you look at the first three years of data and drill down, the area of weakness that was exposed was in the Writing Process subtest areas, this area was low for the majority of our students and we realized that it needed to be addressed. In response to that weakness we began to focus on what and how we were teaching the writing process. As will be

explained later in this document we developed a well organized teaching and assessment process to help move our students to great competency in writing. The results of that work are shown in the dramatic growth in our overall ISTEP+ scores gains. Our Math data is very consistent with a slight drop in the fourth year data. When you look at our neighboring school districts that are shown in Graph 1 we grew students at a much faster rate in year 4 than they did, and we significantly closed the gap between the neighboring school districts that we receive our students from. When you compare our data to the neighboring schools that surround our school as shown in Graph 2, you will notice even more significant variations in student performance. At the time of writing this analysis we outperform all of the schools that surround us and are the only school with constant growth in our students.

When we analyze the data for our students and look at the data for the performance of our students that started their education with Imagine Master Academy you notice a very different trend. Graph 3 shows a comparison of students that started in Kindergarten with Imagine Master Academy vs. students that were new to us from the surrounding districts the difference is pronounce. For example the percentage of students passing both for our legacy students is 68.29% was as the students new to us passed both tests at a 42.86% far below the class average.

Our next steps are to continue to work on our process writing skills along with a heavy concentration on aligning our class work to state standards using the development of Marzano Scales. The full process is discussed in detail later in this document.

The AYP history of Imagine Master Academy is posted below, we have not made AYP yet but we have consistently gotten better. The primary indicators show that in the first two years English was our weaker area and that Math was strong meeting the standard or making safe harbor the 2008 and 2010 years. As noted above we concentrated on the writing process subtest of the ISTEP because we noted that it was a weak area, the results of that focus are shown in the 2011 AYP results, we made pass the standard or made safe harbor in all English subcategory except Special Education. We have made some significant changes in our Special Education Department in terms of personnel and structure. We believe that these adjustments will result in better performance for our Special needs students. It is noted that we did fall slightly in Math, but we feel with some focus back on using Saxon Math with more fidelity we will recover the Math Scores.

The secondary indicators have not been an issue as we have consistently had great attendance rates and high participation in all testing areas. The “did not make marks” in the 2010 year were because of a testing protocol mistake in our Special Education testing environment. We self reported the mistake and the tests were voided, thus our participation numbers went down and we did not make the measure. We have subsequently corrected the problem.

Our past and current PL 221 categories and grade are shown below. We have been on Academic Watch for the first two years that we were measured. We had a 1.7% improvement and a 64% performance in 2008, slipped to a .4% improvement with a 67%

performance in 2010 and then jumped to a 2.5% improvement with a 67% performance in 2011 which put us into Academic Progress and a C rating. Again this improvement is because of our intense focus on the writing process and assessment for the 2010 school year.

The Indiana Growth Model show that our students while still performing in the lower achievement half of the growth square we are on the line between the lower and high growth line in both English/Language Arts and Math. In English/Language Arts we have a pass percent of 68% and a growth percent of 48% in Math we have the same pass and growth percentages.

It is also important to note that in relationship to other Ball State University Charter school Imagine Master Academy performed very well. We have consistently moved up in the rankings with our charter school cohorts. Graph #4 shows our performance in comparison to the other schools. It should also be noted that we are the second largest charter school in the Ball State family.

*See assessment data attachments "Question 1"

To address deficiencies in both E/LA and Math, teachers and staff have worked collaboratively to implement the Marzano scales and assessment methodology into daily instruction and classroom practices. Academic scales have been generated focusing on the Indiana State and Common Core Standards that are to be addressed in grades kindergarten through eighth grade in all content areas. Students are assessed on their progress towards mastery in regards to their grade level scales/standards focus. The implementation of the Marzano technique of using consistent ongoing formative assessments and common grade level summative assessments to gauge student academic performance is a school-wide focus allowing us to determine our students' needs. Grade level teams determine how well the students are doing in relation to the academic standards that are being covered in each grade level. Giving students continual feedback in regards to how they are progressing towards mastering the outlined Indiana and Common Core Standards is also of the upmost priority school-wide. Students are also responsible for tracking their own learning gains and progress towards mastery in relation to the grade level academic goals on a quarterly basis. This ensures that students are fully aware of their current level of competency on the standards being addressed in all content areas.

Also, with the implementation of the Marzano methodology, there is now an emphasis on incorporating all of the research based-strategies outlined in the book Classroom Instruction that Works written by Robert Marzano, Debra Pickering, and Jane Pollock into our daily practice and lessons to foster increasing student achievement.

Question 2: Provide the instructional goals and methods for the school, which at a minimum; include teaching and classroom instruction methods that are used to provide students with the necessary knowledge, proficiency, and skills to reach the goals of the school.

- **a. Provide a description of the teaching and classroom instruction methods that have been used.**

- **i. Have they been successful? How do you know?**
- **b. Provide an instructional plan that includes the current curricula for each grade and year.**
- **c. If original instructional methods outlined in the original application have changed, provide a justification of this as well as to the efficacy of this modification.**
- **d. How are the educational needs of the special populations such as ELL and Special Education students met by the curriculum and instructional program of the charter school?**
- **e. Does the plan comply with all legal requirements?**

Response:

Indiana State Standards and Common Core Standards drive all instruction in every grade level.

INDIANA ACADEMIC STANDARDS ALIGNMENT: All curriculums, lesson plans, textbooks and assessments are aligned with meeting or exceeding all Indiana Academic Standards. Not only are the textbooks written and tied to Indiana Standards, but all lesson plans are written and structured around the Indiana Standards which can be seen in the lesson plan samples in Attachment Scope and Sequence Curricula Continuum Map K-8 Teachers and staff have been responsible for developing detailed 1-4 scales for mastery assessment of the Indiana State Standards and Common Core National Standards Implementation Schedule as seen in Attachment; as well as, assessments of the Indiana State Standards/Common Core National Standards.

All lesson plans are developed using the Understanding By Design Model, and are aligned by subject and grade to the Indiana Academic Standards/Common Core National Standards. The Understanding by Design model requires that all planning begins by establishing what outcome is desired. Lessons are then organized to include options to appropriately meet the needs of a class consisting of low, middle, high, or mixed ability. Understanding by Design also incorporates a continuum of assessment methods before, during and after the learning process in order to frequently and quickly ensure that students are achieving mastery of the content. When assessments indicate that the desired outcomes are not being met, Understanding by Design directs a re-evaluation and provides additional learning and teaching techniques that are research-based in approaching the learning needs. As lesson plans were created and units designed, the decision was made to include numerous examples of cross-curricular and integrated plans by embedding standards from Across the Curriculum. Integrated plans provide wonderful opportunities for experiential and real world applications of content. See attached documents for examples of lesson plans which include teaching technique options, as well as textbook excerpts that provide additional techniques as may be required to appropriately meet the needs of a mixed ability classroom. These are the same as the original document.

As shown in the examples, all lesson plans are embedded with critical thinking skills based on Bloom's Taxonomy. By including the levels of critical thinking, teachers will not only be able to readily adapt their delivery to meet the immediate proficiency needs, but will be able to spiral the learning process and challenge students to become proficient in using higher levels of thinking skills as they progress.

All lesson plans also include delivery and activity options based on Howard Gardner's Multiple Intelligences. By including options in the various learning styles, teachers will be empowered to first adapt their delivery to meet the immediate styles of the students, and then to provide a spiral of learning that will challenge students to further expand their ability to work comfortably using a variety of learning styles.

Assessments of the Indiana State Standards will be determined by a variety of ways including, but not limited to both Traditional and Authentic Assessment Protocols. Students are assessed according to grade level scales, program rubrics, observational data, running records, oral assessments. Assessments include the proximity testing built into the lesson plans and textbook resources, the ISTEP (one time per year), NWEA (three times per year, fall-winter-spring), Sat 10 Benchmark Testing, Stanford 10 (Fall and Spring), DIBELS (3 Benchmarks with Progress Monitoring).

In addition, a school-wide Focus Calendar was implemented this year to provide consistency across the grade levels in specific genres and subject matter.

Imagine Master Academy uses a variety of research based teaching methods to foster academic achievement for our students. Below you will find a breakdown of the teaching and classroom methods being implemented for each content area:

Mathematics: (60 minute uninterrupted math block for all grades)

Students are taught mathematics through the Saxon Math program. The Saxon Math program is a teaching method for incremental learning of mathematics. It involves teaching a new mathematical concept every day and constantly reviewing old concepts. The spiral approach that the Saxon math program takes helps students to thoroughly understand the mathematical concepts being covered throughout the year. Every day students work evenly between practicing the new material presented in the lesson and reviewing old material. Its primary strength is in a steady review of all previous material, which is especially important to students who struggle with retaining the math concepts they previously learned.

Reading: (90 minute uninterrupted reading block for all grades)

Students are taught through the SRA Reading Mastery Signature program exclusively in grades kindergarten through second. The Reading Mastery program uses strategy-based direct instruction lessons to help students learn to read at carefully paced incremental levels. The program addresses all five of the essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. Intensive, explicit, and systematic direct teaching instruction is a part of every lesson to help students

achieve a high rate of success. The lessons are carefully scaffolded to make sure that the students are not bombarded by an overwhelming amount of new information. This in turn should increase student mastery rates of specific skills before moving along to learn new information or new skills. Ongoing assessment takes place throughout the program every fifth and/or tenth lesson to check for student mastery. Teachers follow specific guidelines for remediation as prescribed in the program to help remediate students that are not showing progress on the in-program assessments.

Novel studies are also a part of the third through eighth grade reading curriculum. Our teachers use novel studies from the Reading for Success and Series Launchers Novel Ideas reading program to help our students develop a love for reading while enriching their reading skills. The Series Launcher program is an explicitly taught Literature Based Direct Instruction program that introduces students to full-length award-winning pieces of children's literature. The students take part in reading and studying novels that include vocabulary exercises, guided story reading, comprehension activities, fluency building exercises, vocabulary development, written follow-up activities, and enrichment activities.

The goal of the Reading for Success program is to provide readers from late primary to middle school with a literature-based direct instruction reading program that uses unabridged novels to foster a greater love for reading and to help students further develop their critical thinking skills

The Corrective Reading program is also used for third through eighth grade students who are reading below grade level. Corrective Reading is a research based program that is proven to help students develop their phonemic awareness, decoding, and fluency skills. The program systemically introduces new skills in small increments as a way of making sure that the skills are mastered before moving on to more complex reading skills. Throughout the program there are ongoing assessments to monitor the students' overall mastery of skills being systematically covered. Teachers follow specific guidelines and plans prescribed in the program to help remediate students who are not showing adequate progress on the in-program assessments before moving on to learning the next skill set.

Writing: Students are exposed to a blend of two research based writing programs, Write From the Beginning (K-5) and Write For the Future (6-8) and the Writer's workshop model. Write From the Beginning (K-5) and Write For the Future (6-8) teaches students how to effectively use Thinking Maps, eight distinct visual language organizers, to help in the overall development of quality written pieces. The writing process is heavily taught in great detail through the use of this program. We are also using Writer's Workshop in conjunction with Write From the Beginning (K-5) and Write For the Future (6-8) to teach students how to become proficient writers. Writing workshop establishes a time for writing, establishes a safe environment for kids to write, sets up a workable management system, and gives the students some choice in their writing, which in turn, helps the student become more interested in writing.

Science: Our students are exposed to a hands-on approach to learning through the FOSS science curriculum.

Social Studies: Units are created based on the Indiana State Standards and Common Core Standards for each grade level.

Marzano Implementation : Teachers and staff have worked collaboratively to implement the Marzano scales and assessment methodology into daily instruction and classroom practices. Academic scales have been generated focusing on the Indiana State and Common Core Standards that are to be addressed in grades kindergarten through eighth grade in all content areas. Students are assessed weekly on their progress towards mastery in regards to their grade level scales/standards focus. The implementation of the Marzano technique of using consistent ongoing formative assessments and common grade level summative assessments to gauge student academic performance is a school-wide focus allowing us to determine our students' needs. Grade level teams are given immediate feedback as to how well the students are doing in relation to the academic standards that are being covered in each grade level. Giving students continual feedback in regards to how they are progressing towards mastering the outlined Indiana and Common Core Standards is also of the upmost priority school-wide. Students are also responsible for tracking their own learning gains and progress towards mastery in relation to the grade level academic goals on a quarterly basis. This ensures that students are fully aware of their current level of competency on the standards being addressed in all content areas.

Also, with the implementation of the Marzano methodology, there is now an emphasis on incorporating all of the research based-strategies outlined in the book Classroom Instruction that Works written by Robert Marzano, Debra Pickering, and Jane Pollock into our daily practice and lessons to foster the increase of student achievement.

We have seen that our students are making individual growth gains in reading and math in relation to their overall entry level skill set upon enrolling at Imagine Master Academy after being instructed with fidelity through the use of all of the academic programs and curriculum.

The original instructional methods and curriculum as outlined in the original application have been followed consistently in regards to our math instruction. In reading, we have added additional elements to the SRA Reading Mastery and SRA Corrective Reading to meet the varying instructional levels of our students. Novel studies have been infused into our reading block to offer a more well-balanced literacy approach. Adding in the novel studies has allowed us to give our students the opportunity to improve their overall comprehension skills. We have also added SRA Reading Mastery "Connections" program in select grades to give students the opportunity to catch up and strengthen their independent reading opportunities.

Imagine Master Academy is dedicated to providing educational opportunities for any student(s) who may be considered a member of a Special Population. A Special Population would include but not be limited to the following: students with medical impairments, physical or neurological, emotional disabilities, cognitive disabilities, specific learning disabilities, ethnicity, socio-economic status or religious affiliation.

Prior to or at the time of enrollment of a student meeting the criteria for a Special Population, a specific area specialist in conjunction with a building administrator, meets with the family to answer questions, outline supports, both social and instructional, and assess the need for staff potential training or specialized personnel. Student success coupled with parent satisfaction play a key role in retaining current students, as well as attracting new enrollees through word of mouth.

All students with disabilities are supported by the special education department in the general education setting to the maximum extent possible. Individual student progress toward state standards and IEP goals are continually evaluated. Services are delivered within the general education setting with additional support of the direct instruction in a resource setting. If a student continues to fail to show progress, the school increases the amount of special education services which may result in direct content instruction within a special education classroom from a highly qualified teacher. The increase in services discussed with the parent are to close the "gap" towards mastery of state standards and to meet individualized needs more intensely. Placement is evaluated on a regular basis and the student is returned to general education classroom instruction with support and modifications when learning is no longer at the frustration level.

Related services are delivered in both the general education setting important for student application of skills and as needed one on one. Related services specialists work in conjunction with parents, special education teachers and general education teachers on implementing strategies and skill reinforcement.

All students participate in standardized assessments following the accommodations listed in their IEP. The school utilizes these options: IMAST for one or more content areas for students meeting eligibility ISTEP and Stanford 10 with accommodations, ISTAR for students who meet the criteria. NWEA is administered, as needed, in small group settings to monitor growth. Alternative progress monitoring assessments may be used to more accurately show student progress.

Students are fully included in all grade level activities, with support as needed. Should the student not be successful in this placement with support due to the nature of the disability, alternative activities are provided following the general education curriculum. The educational needs of ELL students are met by the curriculum and instructional program in a variety of ways. First, an Individual Learning Plan (ILP) is developed for each ELL within 30 days of enrollment or two weeks of late enrollment based on their most recent LAS Links scores. The Individual Learning Plan includes the student's LAS Links scores, a brief description of what types of outcomes can be expected from a student at the English Language Proficiency Level of that student, and a list of modifications and accommodations to be provided for that student during any instruction, assignment, or assessment. Each classroom teacher has a copy of the ILP for each student in their classroom. ILPs are updated throughout the year to reflect student growth as evidenced by data including classroom assessments and standardized assessment results.

All of our students in grades K-5 participate in a 90 minute reading block. During the reading block teachers use the SRA Reading Mastery or SRA Corrective Reading curriculum to provide instruction in reading. All students are assessed and placed in a reading group that is working at their reading level. Each level of the Reading Mastery, Corrective Reading and Novel Study programs is designed to emphasize the specific skills in which students at a particular level need to improve in order to successfully move on to the next reading level. All of the teachers in our school have been trained in how to implement the reading programs and receive ongoing professional development in this area throughout the year from the reading coach. ELL students are placed in reading programs according to the assessment, and benefit from the opportunity to participate in both whole class and small group instruction in reading at their reading level. These reading programs emphasize vocabulary development, pronunciation, and fluency which are essential components of English Language Development for ELLs.

In addition to the ELL specific services (described in section 5) students benefit from our school wide focus calendar and remediation schedule. In all K-5 classes there is a multi week cycle during which a set of standards are taught for two to three weeks and assessed. The third or fourth week is then a remediation week during which students work in smaller groups assigned according to their level of mastery on the scales covered during the teaching cycle. This allows for teachers to provide enrichment activities for students who have demonstrated mastery, additional examples and practice for students who are near mastery, and intervention strategies for students who are not yet approaching mastery on a particular standard. This opportunity to re-visit any standards on which they are struggling provides ELLs with additional opportunities to improve their understanding and their level of mastery that is built into regular classroom instruction time.

Students receive greater than the direct English Language Development instruction recommended by the Office of English Language Acquisition. All instruction provided to ELLs is provided by a Licensed Teacher. All teachers who work with ELLs have an ILP for each ELL. Accommodations are provided to students on assessments according to their ILP.

Question 3: Is the school implementing its educational program as described in the original charter application? Describe the educational philosophy and provide detail on the unique and innovative features in the educational program?

- **a. Identify the schools philosophical approach to educating students and how the school has focused on improving student learning and outcomes.**
- **b. How do we know the school design has improved educational outcomes for the student population?**
- **c. Provide evidence of a fully developed curriculum for all content areas.**
- **d. Describe any modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term**

Response:

The purpose of Imagine Master Academy is to prepare students for a lifetime of achievement and the global future by creating an innovative and academically excellent school by exposing students to challenging curricula in all content areas; maintaining a caring and nurturing learning environment where students are encouraged to treat everyone with mutual respect; by working collaboratively with parents to partner in the education, character development, and overall well-being of all students; by working with the local community to offer opportunities both in and outside of the classroom to further develop the intellect and character of all students; and by utilizing innovative teaching techniques delivered by superior faculty in order to prepare all students for success in college and in the ever-growing community of the future.

We have had a significant number of parents and a strong desire by the school to expand our program into the 9-12th grades. The city of Fort Wayne does not have any charter high school options at this time and we are in a prime central city location and have the physical plant to support this idea. We would like to explore the 9-12th grade options for our students.

Refer to attachments for evidence of fully developed curriculum for all content areas.

Question 4: Describe the plan for evaluating student academic achievement at the public charter school and the procedures for remedial action that will be used by the school when the academic achievement of a student falls below acceptable levels.

- **a. Provide a detailed framework of the school's assessment system, including those that are aligned to the school's curriculum framework and state performance standards.**
- **b. Explain the process for systematically collecting and analyzing diagnostic, formative and summative assessments. How is the information shared with the school staff and community of parents?**
- **c. Outline details of your plan for intervention and remediation when students fail to demonstrate proficiency on norm-referenced and criterion-referenced assessment.**

Response:

Reading Mastery placement assessments are given each spring for re-enrolling students and over the summer for new students, with evaluative assessments done as needed for re-grouping. Reading Mastery and Saxon Math both feature built-in assessments every five to ten lessons to check for mastery. Stanford DIBELS is administered three times per year, in grades K-2, with monthly or bi-monthly progress monitoring done for children who scored below established benchmarks. Stanford 10 and NWEA are each administered in grades 3-8, which are also the ISTEP+ testing grades. This state test occurs each spring.

Reading Mastery and Saxon Math are the daily core curriculum for E/LA and Math throughout our building, with assessment results directly impacting daily instructional decisions. Stanford 10 results can be tied to Common Core standards and were utilized in developing a school wide curriculum focus calendar. The TRC component of DIBELS

provides reading levels, enhancing reading programming. NWEA results are used to customize assignments through Compass Learning activities during computer lab. ISTEP+ results are used to generate remediation opportunities through both intersession and Supplemental Education Services tutoring.

Teachers explore results with all assessment results and information. Professional development on the use of Stanford 10 and NWEA assessment results has been done. Ongoing PD “boosters” are held for both Reading Mastery and Saxon Math.

Classroom teachers analyze any in-class assessments (sponge activities, exit tickets) given in conjunction with standards/scales based instruction, utilizing Title 1 push-in support to immediately assist struggling students during daily scheduled focus time. Post assessments are used to plan in-class remediation. Students track their daily growth in individual data binders. School data is shared and evaluated during weekly collaboration meetings, with additional data discussion during monthly professional development as warranted.

Imagine Master Academy will hold two scheduled Parent/Teacher Conferences during the year, during which all parents will be informed of their child’s progress. Classroom teachers, Academic Coaches, and Leadership Team members will be available to help share information from ISTEP+, NWEA, DIBELS, Acuity, Stanford 10 and LAS Links testing and student progress. Assistance will be given to parents in analyzing the resulting data provided, with a tutorial on reading individual test result documents, and understanding the information provided. Translators will be made available, and additional individual conferences will be held as needed.

ISTEP+ results are made available to families through the Parent Connect website provided by the school. Each parent is provided login information.

Imagine MASTer Academy, operates currently as a Title I School Wide Program. All students in the school are ranked using allowable data and testing criteria. Using this data, students are identified as struggling learners, and targeted for assistance by Title I personnel. Students are identified as needing assistance in Language Arts, Math, or both.

Teachers are required to refer struggling students with academic and/or behavioral concerns to the Response to Instruction process so that students' needs can be met and progress tracked.

Student needs are served throughout the school day in a combination of push-in and pull-out models, with small groups, none exceeding 6 in number. Title I curriculum follows closely that which is used in the classroom, supplementing instruction based on recent concepts and skills addressed. Teachers provide information to Title I staff regarding content specific needs. Information is communicated specific to each child, and lessons are developed to reinforce and re-teach. Additional assessment is done to determine “gaps” in conceptual learning that may impact further learning.

In addition, throughout the year as teachers see kids not meeting expectations on skills and standards those kids are referred to the Title I staff to receive extra support. Teachers meet regularly to discuss their grade level data and use that information to determine the best way to utilize the Title staff.

Our middle school is successfully implementing a Project Based Learning approach, utilizing a model whose core establishes minimum expectations, with extension activities based on a hierarchy of difficulty. This allows projects to be differentiated according to interest and ability. In addition, the middle school will hold a daily period for student Academic Coaching. Each Academic Coach will meet his/her assigned group of students daily to help each student progress towards their learning targets, and to provide timely academic assistance to all students. Academic Coaches and students will collaborate regularly to set and revise learning goals based off of a student's performance.

Imagine MASTER Academy also offer afterschool homework help at least once a week for each grade level. Students are recommended by classroom teachers to attend these sessions with parent permission.

As a schoolwide strategy, Imagine MASTER Academy participated in Marzano training and employs a Curriculum/Instruction Specialist who will provide monthly Professional Development. In addition, through this training, teachers learned how to create common scale assessments in Reading, Writing, and Math in each grade level that correlate with each grade level's standards.

Question 5: How is your school effective in providing educational services and outcomes for Special Populations?

- **a. Describe the strategies and processes in place to ensure that your school enrolls a diverse student population? What steps do you take to retain these populations?**
- **b. Describe the services homeless children receive in compliance with the McKinney-Vento Act.**
- **c. Summarize how your education program guarantees that students with disabilities are provided a free appropriate public education in the least restrictive environment. Include the following:**
 - **Have access to the general education curriculum**
 - **Integrate with their non-disabled peers**
 - **Receive related services in settings that include non-disabled peers to the maximum extent appropriate**
 - **Participate in standardized testing with accommodations and modifications, as required by their IEP**

- **Are included in educational and/or culture-building activities.**
- **d. Describe how the school identifies students from non-English speaking backgrounds: (1) assesses English language proficiency of all students identified as coming from a non-English speaking background; (2) instructs students identified as English Language Learners (ELL); (3) annually assesses the English language proficiency of all identified ELLs.**

Response:

See response to question 2, part D.

Students from non-English speaking backgrounds are identified via the home language survey. All enrollment packets include the Home language survey which asks a series of questions to determine which language is used in the home. If a student speaks a language other than English at home they are referred to the English Learning department for assessment.

All students who come from a non English-speaking background are assessed using the LAS Links assessment. Students who have not previously been assessed via LAS Links are given the LAS Links placement test. All students in Kindergarten are assessed via the Las Links placement test within the first 30 days of the school year, or within two weeks of late enrollment. For all students in grade 1 and up, a records request is sent to their previous school for LAS Links Spring test results. If no results are available, the Las Links Placement test is administered.

Students identified as English Language Learners receive a variety of instruction and academic support including differentiated instruction and daily assistance.

Differentiated instruction: An Individual Learning Plan is developed for each English Learner based on his or her LAS Links scores. The ILP indicates the student's areas of strength, the modifications that should be made to instruction and assessments in classroom in order to allow the student to be successful while developing their English Language Competencies and the accommodations the student is to have on any tests in order to allow them to fully demonstrate their capability.

Daily Assistance: The English Learner department specifically services ELs in two ways: regular daily assistance and extra curricular assistance. Regular daily assistance consists of two components. The first is push-in assistance during math instruction. An instructional assistant provides 30 to 45 minutes of push-in assistance in each grade level per day during mathematics instruction in order to give the ELs small group assistance on the materials being covered by the classroom teacher. The second type of daily assistance provided to ELs is small group instruction provided by the English as a Second Language (ESL) Teacher. The ESL teacher pulls students out of their homeroom class for 30 to 45 minutes per day to provide interactive, and level appropriate instruction designed to assist ELs in both their English Language Development (ELD) and their progress towards mastery of the English Language Arts standards being covered in their classroom.

The English Language Proficiency of all students identified as ELLs is assessed via the LAS Links Spring test.

Question 6: Explain the code of behavior and discipline of the school.

- **a. Describe the school's policies regarding student behavior and discipline; include the standards of behavior and the school's approach to encouraging positive behavior.**
- **b. Detail how these policies will create an environment for learning?**

Response:

Imagine Master Academy has worked diligently to establish procedures and expected behavioral norms that will create a safe and healthy learning environment that provides all students with the chance to be successful. These expected behaviors are centered on the school's core values of Respect, Safety, Responsibility, Kindness, and Honesty. The disciplinary measures for students who violate expected behaviors, disrupt the learning of others, and/or harm (physically, emotionally, verbally) other students, are aligned with Indiana School Code.

Encouraging positive behavior, as opposed to solely focusing on disciplining the negative behavior, has always been a focus of our school. We have taken several measures within Imagine Master Academy to put this into action. Our proactive measures can be organized into four specific areas: School Climate, Student Interactions, Integrating Character and Academic Achievement, and Family and Community Involvement. As a school we have developed goals in each of the four areas and have implemented different strategies to accomplish these goals.

While targeting the areas of School Climate and Student Interactions, we have implemented two school wide programs specifically designed to communicate expected behaviors and recognize students for positive choices. For grades K-3, our students begin the year focusing on a different core value each month. Throughout the month, students are recognized by their classroom teachers and other adults for displaying the specific character attribute. When recognized, students earn "Master Card Credits" for their good deed. These are then tallied for the class as a whole and tracked throughout the year. Within grades 4-8, students use "Communication Cards". On these cards, students earn marks for positive and negative behaviors within the five core values. We encourage our staff to recognize the positive behaviors seen by at least a 3:1 ratio when compared to negative behaviors. Grade levels also analyze data from the "C-Cards" periodically to determine strengths and weaknesses amongst the students. By implementing these two programs, we are clearly communicating the expected behaviors for our students.

To further encourage positive behavior, Imagine Master Academy has also begun to include a Character Report card on the quarterly standards based report cards. This is again focused on our five core values and students are rated on their ability to meet the behavioral standards. For example, within the Responsibility category, "Participates and engages in classroom discussion," is one of the three behavioral standards. Each student is then rated on a 1 through 4 scale, with 4 being mastery. Student's ratings are then

discussed with students and parents alike, and students are encouraged to grow in their ability to display those attributes.

Supporting these structured programs, we are continually looking for ways to integrate teaching and conversations about positive character traits into the classroom. One such program that we have used is Navigation 101. This college and career guidance program provides our students with the ability to identify colleges and career options that match their interest. We believe in the power of goal setting and strive to help our students understand the importance of their current academic and behavioral performance as it relates to obtaining their future aspirations. Through this program, additional discussions of work ethic, perseverance, and resiliency naturally arise. Each of these conversations further encourages positive behaviors within our students.

An environment designed for learning has three main components: (1) students feel physically and emotionally safe, (2) clear expectations of high standards of behavior are communicated and upheld, and (3) students are provided an opportunity to engage with the curriculum. We believe through our positive behavior systems in place, this environment has been created. Imagine Master Academy has addressed physical and emotional safety of our students during the implementation of our schools Anti-Bullying Strategic Plan. As discussed, behavioral standards are communicated through the Master Card Credits and Communication Card programs. This provides a countless number of opportunities to address positive and negative behaviors exhibited by our students. Lastly, through the Reading and Writing Workshop structures with our school, students are engaged in a very interactive way on a daily basis. Combining these programs, with the many other initiatives in place, we believe a strong environment for learning has been created.

Question 7: How is your school providing the on-going professional learning opportunities for their staff?

- **a. Provide evidence of an aligned professional development plan which provides detail of how the plan has been implemented. Speak specifically to the fidelity of the implementation and supports for the plan.**
- **b. Provide supporting documentation of how the professional development has impacted student achievement.**
- **c. How are you evaluating the effectiveness of the PD and transferring its content to classroom practice?**

Response:

Imagine Master Academy has dedicated a great deal of attention to professional development for the last five years. We believe that equipping teachers with the necessary skills and strategies, directly affects student performance. Imagine Master Academy began with a concentration on direct instruction in reading. An outside consultant was hired to train, coach, and monitor the program for two years. After that time a teacher was trained as a coach and became a direct instructional coach/coordinator. In 2009, the need for a concentration in writing was evident. Much training was done in the areas of writing

workshop and process writing. A coach was hired to monitor/coach the teachers in writing techniques. At that time we joined the All-Write Consortium. Through this program, teachers are able to travel to other schools to learn about specific literacy topics. Some of the training through this program was: Kindergarten News, Jeff Anderson-Mechanics/Editing, Cris Tovani-Secondary Informational Text, Penny Kittle-Reading Comprehension, Troy Hicks-Technology Speaking, Shelley Harwayne-Reading/Writing Connection, Carl Anderson-Writing Conferences, Katie Wood Ray-Writing Workshop, Terry Thompson-Graphica, and more. Teachers have been able to train with highly-recognized authors and researchers concerning best practice in literacy education.

During the summer after the 2010-2011 school year Imagine Master Academy's teachers, coaches and administration joined the other five Imagine Schools in the Indiana/ Ohio region to learn more about standard-based grading and using formative assessments to drive instruction. Consultants from Dr. Robert Marzano's professional development group led a day-long informational presentation followed by three days of guiding the six campuses through creating proficiency scales aligned with the state standards and creating quality formative and summative assessments that would be using throughout the 2011-2012 school year. These scales and assessments are used by the teachers to monitor and meet individual student needs. This Marzano training correlated with the hiring of a regional curriculum and instruction specialist to work with all six schools during their initial year of implementation along with providing quarterly professional development for teachers at Imagine Master Academy focusing on research-based instructional practices.

In addition to the literacy concentration and standards-based grading, Imagine Master Academy has conducted training of all and specific groups of teachers and staff in the following: Safe Schools-Bullying (K-8), Compass Odyssey (K-8), CHAMPS (K-8), Thinking Maps (K-8), Write From the Beginning (K-5), Write for the Future (6-8), Saxon Math (K-8), FOSS Science (K-8), Novel Studies-SRA (3-8), Junior Great Books (3-8), Shurley English (K-8), and Beginning Teacher Training (K-8).

Imagine Master Academy continues to increase student achievement. As evident in previous sections. You can see how our school performed in English/Language Arts from 60.8 overall percentage of mastery to 68.6 overall percentage of mastery.

One way we are seeing the effectiveness of the professional development in direct instruction is through increased test scores on NWEA, Stanford 10, and ISTEP. The total amount of students below corresponding grade levels are decreasing. The results of the students that have been with Imagine Master Academy for the past five years shows increased reading, writing, and mathematic performance. Teachers share the same "Learning to Read" instructional practices resulting in consistent teaching methods, differentiation, enrichment, and classroom collaboration.

Another way that we are evaluating the effectiveness of writing professional development is through every two week prompted writing assessments. Student proficiency is evaluated based upon developmental writing indicators, including mechanics, grammar, crafting techniques. The teachers utilize the performance to directly address strengths and

concerns during their directed instruction. Percentage of students at mastery both in individual proficiency indicators and grade level summaries are rising each year.

Through this training, teachers utilize Compass Odyssey reporting to develop and create individual learning paths and differentiate instruction. NWEA growth indicators show significant improvement from Fall to Spring testing. All staff practices Safe-Schools anti-bullying procedures. Teachers take precautions to document, report, and identify bullying behaviors.

Question 8: What is the plan for the Instructional Leadership and Administration of the school?

- **a. Clearly describe and delineate the roles and responsibilities of the school leader(s).**
- **b. List all leadership positions (teacher and administrative) and provide related job descriptions.**
- **c. If there have been any additional roles or consolidations of roles since the original charter, please include and justify.**
- **d. Describe the teacher evaluation system in place. (Include a copy in the Appendix)**

Response:

*See "Leadership Positions" and "IMA Leadership Flowchart"

Leadership positions within Imagine Master Academy-

Principal/School Leader

Assistant Principal/Apprentice Leader

Student Success Coordinator/Curriculum Coordinator

Question 9: Is the school's governance and administration stable and effective?

- **a. Provide the evidence that school-wide accountability measures are taking place; including board oversight, administration and staff roles.**
- **b. Provide an assessment of board strengths and weaknesses and leadership challenges. How do you propose to overcome them?**
- **c. Describe how the board and administration have completely addressed organization challenges and have responded effectively to all stakeholders' complaints.**

Response:

Imagine Master Academy's leadership has consistently and accurately reported to the Ball State Office the school's performance on the approved accountability goals each year of the

school's operation. The board has been provided documentation for review and approval relative to documentation and processes necessary to fulfill its fiduciary responsibility. The is meeting on a monthly basis in order to effectively oversee all operations of the school.

*See SOAR letters on CSAPPHIRE

Imagine Master Academy's board is comprised of members with various backgrounds in regards to professional experience, community associations, and educational and financial skills while being consistent in their dedication to overseeing the execution of the mission of the school. Replacing board members whose term is expiring is an ongoing challenge. A few of the steps involved to accomplish this goal consist of advertising and recruiting through standard volunteer mechanisms within the community and organizations in which existing members are associated.

Per the board's training with Dr. Carpenter, the board has developed a policy to handle stakeholder concerns. Also, minutes reflect any concerns the public may have during the public expression agenda item. To date the concerns are few and are of a general nature. To date, all issues have been processed according to existing policies and all of the complaints that have found their way to the BSU Office have been addressed and/or resolved. To our knowledge no issues are outstanding in regards to providing responses to the public.

The Board relies upon the School Principal to hear and adjudicate any grievances according to the policies found in the staff, parent and student handbooks. The School Principal shall have the opportunity to address all routine complaints from parents, teachers and staff before the Board of Directors will consider the matter.

Individual Directors do not have the power or authority to address complaints from parents, teachers of staff. When a Director receives a complaint from a parent or staff member, that Director shall forward the name and information of the complaining party to the School principal; the only exception is when the complaint alleges behavior on the part of the School Principal that is illegal, unethical or in violation of Board policy. In such cases, the complainant shall notify the Board Chair so that the Board may investigate the complaint.

Question 10: How has the Board provided fidelity and oversight for the Mission and future of the school?

- **a. Describe how the school leader keeps the Board apprised of the academic performance and progress, financial stability and organizational structure of the school?**
- **b. Describe the administrative evaluation in place.**
- **c. How does the Board conduct on-going assessment and evaluation of its own effectiveness?**

- **d. How does the Board pursue further governance training and development; (2) how does the Board train new members?**

Response:

Imagine Master Academy's leader reports to the board on the essential elements of school performance relative to the desired outcomes in order to ensure that all students learn and that nothing illegal, unethical or imprudent is allowed to exist in the school. The board meetings follow a concentration on academic and nonacademic performance, school finance reporting, and governance performance issues. This approach mirrors the training the board received from Dr. Carpenter and points to the best national practices for school oversight and performance evaluation.

The board acquires monitoring information by one or more of three methods:

- a. By internal report, in which Imagine, Inc. discloses interpretations and compliance information to the board.
- b. By external report, in which an external, disinterested third party selected by the board assesses compliance with board policies.
- c. By direct board inspection, in which a designated member or members of the board assess compliance with the appropriate criteria.

In every case, the board will judge (a) the reasonableness of Imagine, Inc.'s interpretation and (b) whether data or other evidence demonstrates accomplishment of the interpretation.

The standard of compliance shall be any reasonable IMAGINE, INC. interpretation of the board policy being monitored. The board is the final arbiter of reasonableness, but will always judge with "reasonable person" test rather than with an interpretation favored by board members or by the board as a whole.

All policies that instruct Imagine, Inc. will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule.

The board evaluates Imagine Schools performance on Imagine Schools' ability to deliver on the outcomes outlined in the charter and on the performance measures of Imagine Schools. Reference the operating agreement.

Over the past two years the board has received training from Dr. Carpenter. These trainings partly consisted of policy development and board meeting development in regards to ongoing board self evaluation and planning. Board meetings include as part of a major portion of the agenda a board policy development and reflection on performance. This is noted and reflected in the monthly board minutes and recently updated or modified board policies.

The board will cultivate a sense of group responsibility. The board, not Imagine, Inc., will be responsible for excellence in governing. The board will be the initiator of policy, not merely a reactor to staff initiatives. The board will not use the expertise of individual members to substitute for the judgment of the board, although the expertise of individual members may be used to enhance the understanding of the board as a body.

The board will direct, control, and inspire the school through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the school, not on the administrative or programmatic means of attaining those effects.

The board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles, and ensuring the continuance of governance capability. Although the board can change its Governance Process policies at any time, it will scrupulously observe those currently in force.

Continual board development will include orientation of new board members in the board's governance process and periodic board discussion of process improvement.

The board will allow no officer, individual, or committee of the board to hinder or serve as an excuse for not fulfilling group obligations.

The board will monitor and discuss the board's process and performance at each meeting. Self-monitoring will include comparison of board activity and discipline to its policies in the Governance Process and Board-Management Delegation categories.

Over the past two years the board has received training from Dr. Carpenter. These trainings partly consisted of policy development and board meeting development in regards to ongoing board self evaluation and planning. Board meetings include, as part of a major portion of the agenda, a board policy development and reflection on performance.

The preparation of each Director for the performance of his/her duties is essential for the success of the school. Each Director must understand the functions of the Board, acquire knowledge of matters related to the operation of the School, and learn Board procedures. To that end, each Director, at a minimum, will receive the following documents for use during his/her term on the Board of Directors:

- 1) A copy of the School's Mission Statement;
- 2) A brief history of the school;
- 3) A copy of these Board policies;
- 4) A copy of the current Charter Contract with the Charter Authorizer;

- 5) A copy of the current Operating Agreement between the Board and the School's Educational Management Organization (EMO), if any;
- 6) A copy of Indiana's Charter School Law;
- 7) Summary data of the district's performance on the most recent round of state testing;
- 8) Board minutes from the previous six months;
- 9) Director liability certificate of insurance;
- 10) A copy of the most recent financial statements, audit report and budget;
- 11) The name and contact information for the Board's attorney and outside auditor;
- 12) The Handbook on Indiana's Public Access Laws; and
- 13) A copy of the Bylaws.

New board members are introduced to the training material provided by Dr. Carpenter and required to review the materials developed by the board as a result of the training. In addition, more trainings are planned when a critical number of new board members are elected. This is noted and reflected in the monthly board minutes and recently updated or modified board policies.

Question 11: Provide the rules and policies for governance and operation of the school.

- **a. Explain the key rules and reference the policies that will provide for the governance and operation of the school, including the composition of the governing board, the terms of its members, the officers and committees.**
- **b. Provide a copy of the conflict of interest policy.**
- **c. Describe the decision-making process of how the Board reviews and updates the school's policies.**
- **d. Describe how the Board and the school have met the provisions of the Open Door law.**

Response:

The Board governs lawfully, ethically and in accordance with its Bylaws, with an emphasis on:

- Strategic, forward-looking leadership focused more on governance and less on administrative detail;
- Understanding the clear distinction between the Board's governance role and the EMO's administrative role;

- Understanding that individual members of the Board of Directors do not separately possess the powers that reside in the Board as the governing authority of the school;
- Being proactive rather than reactive;
- Working to enhance the long-term stability of the School;
- Encouraging diversity of viewpoints; and
- Continuous Board development and training.

*See attachment "Conflict of Interest Policy"

While serving on the Board of Directors of Imagine – each Director honorable seeks to:

- Support the mission of the school
- Work collaboratively with fellow Directors;
- Obey the law and adhere to the Charter Contract with the Charter Authorizer and the Bylaws of Iof the school;
- Act ethically and in conformance with the School's mission and goals;
- Keep informed about the School by reviewing materials, participating in discussions and asking strategic questions;
- Make every effort to attend all Board meetings, and notify the Board in advance if he/she is unable to attend a meeting;
- Actively participate in Board meetings and work with the Board to establish, review and revise effective policies;
- Debate matters before the Board, but once the Board has voted, accept and support the Board's decisions;
- Never speak or act for the Board unless granted authority by the Board;
- Not disclose or use, without appropriate authorization, any information acquired in the course of the Director's duties that is privileged or confidential;
- Complete a Conflict of Interest form on an annual basis and immediately inform the Board of any potential conflicts of interest, whether real or perceived;
- Excuse himself/herself from the discussion and vote on any matter involving a conflict of interest;

- Delegate authority for administration of the School to the EMO and School principal, while maintaining sufficient oversight to fulfill fiduciary duties under applicable law;
- Comply with the Indiana Open Door Law and Access to Public Records Act; and
- Attend and participate in Board training as required by the Charter Authorizer.

In compliance with applicable law the Board publishes the schedule of its meetings and holds them in open session, with the understanding that non-board members may attend and observe without comment, unless invited to comment, and the understanding that the Board will close the meetings in Executive Session when discussing confidential contractual and personnel matters or other matters that are appropriate for Executive Sessions under Indiana's Open Door Law.

Question 12: How have the plans for parental and community involvement been realized?

- **a. How have the plans for parental and community involvement stated in the original charter application been fulfilled?**
- **b. Describe how family and community involvement in the school's operation relates to the fulfillment of the school's mission and overall program.**
- **c. Provide evidence that partnerships with educational institutions or community organizations have supported the school's mission and program.**

Response:

Increasing Parental Involvement

At registration in August, which will target 100% of our new and returning families, parents will be encouraged to fill out the background check information which will then enable them to volunteer at the school and events, along with a questionnaire of their availability for volunteering. This will be an informal day allowing parents, students, teachers, and staff to share, visit, and learn about all Imagine has to offer.

We will continue to hold monthly meetings with Administration and Staff – Coffee @ Imagine – to encourage regular participation by parents. These daytime and evening meetings accommodate varying schedules, encouraging parents to offer input as decisions are made, and direction is established. Agendas for these meetings will be sent home through newsletters in advance to allow parents time to plan/prepare to attend.

Plans are in place for the Annual Meeting focusing on training on the following. Parents will sign in for attendance documentation:

- Presentation of Imagine MASTer Academy's Staff-Student-Parent Compact designed to help parents understand the expectations outlined within.
- The use of Student Data Folders and the Proficiency Based Report Card

- Parents will then visit their child's classroom to get more specific information from the teacher about curriculum, procedures, classroom rules, etc.
- Information about other programs, such as Title I, Special Education, school-sponsored clubs, and before/after schools care will be available throughout the evening at stations specifically set up for this purpose.
- Friday Night Folder and Bi-monthly Newsletters.
- The Annual Meeting and all other parent information sharing opportunities will make use of translators as needed.
- Exit surveys to be distributed to parents soliciting feedback and input on effectiveness of information provided.

A Parent Information Resource Center is set up in the lobby. This center has computer kiosks, set up for parents to access the school website, where they can view homework expectations, and individual student information through the use of assigned parent logon and password. Again, survey type assessments will provide evidence of effectiveness.

Imagine MASTER Academy is again focusing on weekly communication with parents through the use of a Friday Night Folder. An explanation to this folder will be presented at the Annual Meeting and other parent nights during the year. This will ensure that all parents understand its application, as well as parent expectation on the use and contents of the folder. Determining that the folder will always be sent home with students on Friday, establishes a routine for both school and family, preventing miscommunication. Folders are to be signed and returned with students at the beginning of the following school week.

Friday Night Folder will contain materials designed to keep the parents informed of:

- Homework
- Student progress, both in the classroom, and with regard to Title I assistance
- Events and activities at IMA
- Parent volunteer opportunities

All teachers will be required to do bi-monthly newsletters, besides the weekly newsletters from the front office, to go home in the Friday Folder. One newsletter each month will be a grade level collaboration newsletter and the other a classroom newsletter. This will help the teachers to keep the parents informed of different things happening in their grade and classroom. There will be specific sections in the newsletters informing parents of the skills/state standards being covered, a "What You Can Do At Home" section, and an area where the teacher can write a personal note about each student. The teachers will be required to write a personal note home about each student once a month. In addition, the

Title I office will be creating a monthly Title I Tips newsletter to inform parents of events, community services, activities and strategies they can do at home to help their child.

Imagine MASTER Academy will develop another Parent Communication Board, to be placed outside the gym where there is high parent traffic. The board will contain a monthly calendar of events going on at the school, volunteer opportunities, and the bi-monthly grade-level newsletters. This will give the parents another central location to get the necessary information they need about what is happening in the school and with their child.

Parent events will be held/provided for parental engagement such as, family reading night, monthly skating parties, fall and spring carnivals, Title I Family game night, homework help nights, Muffins with Marvelous Women, Donuts with Distinguished Gentlemen, and more. Parents are encouraged to help plan and participate in all events. There will be at least one parent event each month.

August – Back to School Night

September – Homework Help @ Allen County Public Library

October – Reading by the Bonfire and Donuts w/ Dynamic Dads

November – Father/Daughter Dance & Carnival

December – Family Game Night

January – Grocery Store Math

February – Social Studies Night & Muffins w/ Marvelous Moms

March – Science Night

April – Reading by the Bonfire

Finally, the school will utilize phone and email blasts as another avenue to help keep parents informed. The school will set up a weekly Sunday at 7 email and phone blast system that informs parents of the coming week's events.

Certain parent events throughout the year are organized and planned to inform our parents about what resources are available within the community they can use to help support their child. Many parent nights are done within the school to educate the parents on certain skills, but others are planned using outside resources. For example, the parent night in September is done at the Allen County Public Library to inform the parents of the resources and information available at the library. We will also use this night to help parents get signed up for their own library card. Second, the Grocery Store Math night will be held at a local grocery store, showing parents how they can use their shopping trips to work on math skills. Third, the social studies night in February was specifically planned for

that month because it is Black history month. Finally, the science night in March will utilize the resources available from Science Central in Fort Wayne, IN.

In addition, Imagine MASTER Academy had a parent survey about possible parenting classes that could be offered through SCAN filled out at a parent night. We will be coordinating 2 to 3 parenting classes with SCAN and Imagine Schools on Broadway to offer these classes to our parents.

*See also parent and community support documentation attachments

Question 13: Operating budget, past, present and future?

- **a. Explain any significant variances between your actual financial performance and your budgeted financial performance over the last five (5) years.**
- **b. Provide enrollment projections for the next five (5) years, including the minimum and maximum enrollment projections for each year that demonstrate financial feasibility.**
- **c. Describe any significant changes in revenue sources and /or in expenditure items over the next five (5) years.**

Response:

See "Master Financials and Forecasts"

Question 14: Describe the method for conducting annual audits of the financial, administrative and program operations of the school.

- **a. Describe your school's purchasing and payroll procedures and identify who will have purchasing authority.**
- **b. Provide regulations/guidelines on travel, professional development activities, student field trips and reimbursement of travel expenses.**
- **c. Describe how the Board and Administration have developed and implemented an effective system to ensure responsible fiscal oversight.**
- **d. Have there been any negative audit findings and how did the Board and school develop and implement a corrective action plan?**
- **e. Describe your process for complying with regulatory requirements when hiring independent contractors.**

Response:

Internal Control Processes

Cash Receipts

Cash receipts generally occur in the following forms:

- ♣ Electronic deposits from the State
- ♣ Individual payments from parents for lunches, field trips, etc.

For electronic deposits, bank interest, etc., The business manager prepares a written receipt to document the income. For student payments, either the lunch room manager, the classroom teacher (field trips) or the business manager (book fees) will collect money. The collector will prepare a summary of the collections and forward the data to the Business Manager, who will prepare a written receipt covering the total deposit and enters the data into MAS500 and Komputrol.

Cash Disbursements

The Principal or Business Manager of the school initiates a purchase. Invoices for purchases are matched with packing slips and attached to a claim voucher. The claim voucher is reviewed and signed by the principal or business manager, the fund/account to which the expense relates is indicated, and then entered into Komputrol and MAS500 by the Business Manager. All coding is reviewed by the Regional Accountant prior to printing checks. Checks are printed on a weekly basis and mailed to vendors. The school treasurer signs the checks. A second signature is also required—either by the Regional Office, the Principal or Assistant Principal. Each month a report of all disbursements is prepared for the Board meeting. The board members sign the report indicating their approval of the payments.

Payroll

The Business Manager receives all time sheets and compiles all payroll information for the payroll processor, who is located in Arizona. The Payroll processor enters the payroll information into the ADP system. The payroll summary is returned to the school Business Manager for review and approval. The Business Manager compares the payroll summary to the payroll spreadsheet and reconciles all differences. Once reconciled, the Business Manager approves the payroll and the payroll register and reports and checks are sent to the schools for distribution. The Regional Accountant enters the payroll information into Komputrol and MAS500. Any file changes (hires, terminations, rate changes, etc.) are initiated at the schools on a personnel action form and processed by the Business Manager with the payroll processor. The Principal approves all personnel action forms.

Bank Reconciliation

The Regional Accountant reconciles the bank statement to both Komputrol and MAS500 on a monthly basis. The Regional Business Manager approves the bank reconciliation.

Travel Guidelines – Travel expenses are reimbursed based on actual expenses. Mileage is reimbursed at the IRS approved reimbursement rate.

Professional Development Activities – All professional development activities must be approved by the Principal or Leadership team at the school.

Student Field Trips - The School asks that the students pay the cost of admission for a field trip plus the school usually requests that the students pay a nominal fee to cover the cost of transportation. No student is denied participation in a field trip due to financial hardship.

Independent Contractors -- All independent contractors are paid through Accounts Payable and must submit a proper invoice and provide a W-9. 1099's are issued at the end of the year for all independent contractors with earnings greater than \$600.

Question 15: How has the school demonstrated sound and viable responsibility?

- **a. Discuss how the school provides timely and accurate management financial reports.**
- **b. Describe and provide evidence of how school leadership and the Board are involved in financial decision making.**

Response:

Financial Statements

The Regional Accountant prepares monthly financial statements which are reviewed by the Regional Business Manager, Principal, Regional Director and the Board. An independent financial audit is performed each year by Fitzgerald Isaac, Inc. In addition, the Indiana State Board of Accounts performs a review every two years. The Board receives copies of both audit reports.

The annual school budget is developed by the School Principal and the Regional Office and is approved by the School Board. Monthly financials comparing Budget to Actual are reviewed by the Board.

Question 16: Demonstrate how the school is sufficiently able to operate and manage cash flow on a daily basis.

- **a. Provide evidence that the school is fiscally solvent and that all debts are current.**
- **b. Do you have any debts and if so what are the repayment plans and schedule?**
- **c. How do you manage your cash flow?**

Response:

*Please see attached financial documents and audit reports

The school has borrowed money from the Common School Loan. The school has been granted a moratorium on loan payments until July 2013. Indiana Department of Education will deduct the loan payments from the Basic State Tuition once the moratorium is lifted. IDOE has given the school a loan amortization schedule identifying the re-payment amounts. Interest is accruing on the debt at 4%.

Cash Flow Management

The school manages cash flow by filing timely reimbursements for grants and lunch claims with Indiana Department of Education. In addition, the Business Manager has access to online banking and can verify each day the bank account balance. All revenues and expenditures are entered into Komputrol on a weekly basis so that cash inflow and outflow can be anticipated. All IDOE money is received via direct deposit on the 15th of the month.

Question 17: For schools that have an affiliation with an EMO, the following questions apply.

- **a. Provide a description of summary report(s) of the academic performance in English/ language arts and mathematics over the last three (3) years (both aggregated and disaggregated by grade) on state assessments and including the percent of students in each school who are eligible to receive free-lunch (excluding reduced-price lunch). If three years of state data are not available for a school, please also include standardized norm-referenced test results.**
- **b. Provide state assessment results doe the district in which the school is located.**
- **c. Please provide answers to the following questions:**
 - **i. Does the EMO have performance goals for schools it supports? If so what are they?**
 - **ii. What is the role of the EMO in cases where a school does not meet the academic performance goals?**
 - **iii. Have any schools under the EMO's management been closed or not renewed? If yes, please explain. What states were they in and what year did it occur?**
 - **iv. Has the EMO ever been terminated by a school? If yes, please provide details.**
 - **v. Has the EMO ever been sued by one of its schools? If yes, please provide details.**

Response:

See "Academic Performance of Schools Supported by the EMO"

All Imagine Schools nationwide require "same" student testing at the beginning and end of the year with our "Grade" for the school being the higher of (1) the percent of children at grade level proficiency (similar to NCLB) except that it does not include students who transfer in during the school year, and (2) the average learning gain per student during the year using the same testing mechanism as above. The Stanford 10 is administered to all students, Kindergarten students will be optional, in the fall and spring of the academic school year. Stanford 10 is a standardized norm-referenced untimed achievement test. This test is designed to measure a sampling of skills and knowledge that students are usually expected to acquire as they progress through each grade. The Academy will utilize this assessment as a basis for making inferences about overall student individual student

achievement, as well as, overall grade level mastery of content. During the fall administration, students will be given the for the previous grade level to gage mastery of grade level content. In the spring administration, students will be given the end of grade level assessment for their current grade. Data from the fall testing will be used in conjunction with additional assessment data along with observations to assist teachers in differentiating instruction for all students while spring data will measure individual student learning gains using National Curve Equivalent (NCE) scores.

Imagine provides academic support to schools not meeting academic performance goals by re-evaluating current practices and collaboration across campuses. A national academic support team is also involved in some cases to develop an in-depth school improvement plan along with ongoing support. Also refer to Board's role in academic performance accountability.

Within Indiana, no Imagine schools have been closed or not renewed nor has Imagine Schools ever been terminated by a school it operates or sued by one of its schools.

Question 18: Statement of Reflection

- **1. Explain the unique need for this particular school in the community it serves and the target student population.**
- **2. What are the strengths of this charter school? (Identify the strengths in each of the five (5) areas of the Performance Accountability Framework.)**
 - **a) High Academic Attainment and Improvement**
 - **b) Responsive Educational Program and Environment**
 - **c) Responsible School Leadership, Governance, and Management**
 - **d) Financial Sustainability and Internal Controls**
 - **e) Strong Culture and Supportive Relationships**
- **3. Discuss the organizational challenges you have overcome during this charter period.**
- **4. What changes have been or will be made as a result of your data analysis of the charter school's academic, financial and administrative performance?**
- **5. Name the areas in which the charter school needs to improve, and briefly address how the changes proposed in the application address those areas.**
- **6. What barriers to success exist and how do you anticipate overcoming them?**

Response:

Imagine Master Academy has transitioned several leaders, but have maintained solid leadership structure the last three years of operation. The staff is unified in their

understanding of the mission of the school and their willingness to do what it takes for the students. The trend of student performance is consistent, but overall proficiency is not what we desire. Imagine Master Academy has been identified as a school on Academic Progress by the States accountability measures. With our mission of “Preparing students for a lifetime achievement and the global future by creating an innovative and academically excellent school”, we are compelled to continue to search for better outcomes for students. Using scientifically based research strategies to strengthen core academic subjects that addresses the specific academic issues it the goal going forward, even though we have had growth we are not satisfied with our current levels and will continue to strive for better performance.

In an attempt address deficiencies and challenges detailed in the previous sections, Imagine Master Academy will attempt to implement the following plans:

- Implement Marzano training school wide with an emphasis on techniques learned through The Art and Science of Teaching to address curriculum weakness, create formative assessments, and address student academic/behavior needs with a focus on differentiation through our Response to Instruction process.
- Conduct weekly student data driven meetings: one week Math at grade level, one week English/LA at grade level, one week across grade level and one week of all school professional development, supported by designated leadership team members to facilitate addressing specific academic concerns at both the curriculum and student level. Utilize special services staff (Title 1, ESL, Special Education) as appropriate.
- Implement a Standards based report card for all grades
- Map curriculum and create common, formative assessments per grade level
- Use formative assessments to help monitor/designate mastery as well as guide continued instruction.
- Use grade level summative assessments to measure overall mastery of grade level standards being covered in core academic subjects.
- Implement use of DIBELS (K-2) for both reading and math assessment, along with Progress Monitoring to help monitor mastery of skills/standards
- Continue use of NWEA (K-5) and Stanford 10 testing (K-5)
- Professional development on Bloom’s Taxonomy and the use of higher order thinking questions. All staff will be given a Bloom’s Taxonomy Higher Order Thinking Questions Flip Chart to use in the classroom.

Policies and practices concerning core academic subjects that have the greatest likelihood that all groups of students will meet the proficient level on the ISTEP+.

- Provide individualized instruction through push-in model of Title 1 support with Reading Mastery complimented by Connections, concentrating on the lowest performing students.
- Provide Professional Development focusing on Spanish Language Speakers, Comprehension strategies, and the Writing Process.
- Utilize data meetings to look at student achievement data bi-monthly and adjust instruction accordingly.
- Incorporate more comprehension strategies for all grades, and novel studies for upper grades for core instruction.
- Provide additional comprehension work for students who either finish quickly or are struggling.
- Utilize Reading Coach to assist teachers with incorporating Language Arts across the curriculum.
- Utilize the Direct Instruction approach of meeting the child at his/her ability level and progress them on while still instructing grade level standards.
- Continue to use ISTEP+ writing prompts as an assessment tool to gauge each students writing.
- Use Fridays throughout the school year to provide the students with ISTEP+ practice materials in Reading/Language Arts. Use results as a tool to gauge each student's progress.
- Utilize ISTEP+ Practice books and provide students, teachers, and parents with Test Taking Tips Packets
- Provide individualized instruction through push-in/pull-out model of Title 1 support with Saxon math complimented by curriculum scales remediation, concentrating on the lowest performing students as evidenced after teacher evaluation of student performance with two to three weeks of remediation instruction.
- Utilize data meeting time to look at student achievement data bi-monthly and adjust instruction accordingly.
- Ability-group across the grade levels for math instruction during scales/focus time.
- Offer SES tutoring (qualifying K-5) as warranted by improvement status.
- Utilize ISTEP+ Practice books and provide students, teachers, and parents with Test Taking Tips Packets
- Title II-A funds will be used to further enhance professional development opportunities by allowing staff to attend the Imagine National Forum in July 2012. Additional workshop

and training opportunities will be evaluated as they arise as to their direct potential to positively impact the achievement of our academic goals.