TO BE LOCATED ON THE SOUTHEAST SIDE OF FORT WAYNE, IN
Charter School Application
February 6, 2012

Presented to Dr. Ron Manahan, President of Grace College and the Grace College Board

By the Founders of Smith Academy for Excellence
Fort Wayne, Indiana
Executive Summary

1) Mission and Vision Summary
Smith Academy for Excellence (SAFE) will take advantage of family and community support to administer a strong comprehensive academic curriculum that includes character education and service learning projects, which will develop young men into lifelong leaders.

The school will strategically develop elite scholars of responsibility, dignity, character and service. These young men will be positive leaders of consequence in Fort Wayne’s southeast community.

2) Meeting Community Needs
The southeast side of Fort Wayne, specifically the 46806 zip code, is an area of about 26,000 people and is mainly part of the East Allen County Schools district. In this area, 60% of the homes are single parent households (50% mothers, 10% fathers). The racial makeup in the area includes a high percentage of minority households. This includes 76% black and Hispanic households. This does not include a concentration of Burmese and other minorities. Nearly half of the population is under the age of 27 (48%). Only 7% of the population over the age of 24 has a college degree. This is less than half the national average.

In this community, as in many communities around the country, minority males achieve academically at a lower rate than any other demographic.

In order to save money and avoid a takeover by the state, East Allen County Schools closed Harding High School, Village Woods Middle School, and Village Elementary School. These are all schools that were functioning in the area where our school will be located. They are all closed at this time. The majority of our students will come from this area. We plan to take students from all areas who request to attend our school, but our area of concentration will be these students. Presently, the students from the above mentioned schools are all being bused to schools in outlying areas. Some of the bus rides for these students are well over an hour long. This movement was not by the choice of the parents or the students. Some of them have been bused to schools where members of the community have been vocal about not wanting them there.

Community members have used media, community meetings, and other venues to voice their desire to retain their local high school. This demonstrates the demand for a school in the area that will serve its residents. The charter school movement has brought hope and choice to this area. Charter schools currently offer widely varying academic models that appeal to different learning styles and populations. According to the Indiana Charter School Association, the movement is serving “significantly higher percentages of minority, disadvantaged, and underachieving students.” SAFE believes that its presence is needed to impact more families in this part of the city, and also to serve the existing underserved population. Although the school will be located on the southeast side of Fort Wayne, it will be open to any male student who resides in Indiana as mandated by IC § 20-24-5. SAFE seeks to improve the community by improving the achievement level of the male students who will be future leaders of this and other communities. Not only will our students reflect their community, but they will be harbingers of positive change that will affect their community and individual families alike. They will be leaders raised up from their community to improve their community.
3) Education Plan/School Design
The goal of SAFE is to educate students without regard to their status as high achiever or at risk student. The educational foundation for SAFE is a basic Liberal Arts Model. By this, we mean the academic course of instruction will provide general knowledge and be comprised of the arts, humanities, natural sciences, and social sciences as opposed to professional and technical subjects. This will give our students at all skill levels their best opportunity to be highly successful at our school and as they move on to higher education.

Math and literacy will be integrated throughout all areas of study. Music and the arts will be a regular part of the curriculum. Our students will learn to think critically, creatively, independently, analytically, logically, and with clarity. They will be highly involved in their own community and learn the importance of contributing to society and working toward the common good. According to research, strong liberal arts educations produce students who are prepared to be lifelong learners and are able to succeed in any profession.

Major strategies to be utilized in administering the curriculum include direct instruction, indirect instruction, teacher-led small group instruction, student-led small group instruction, one-on-one instruction, partner work, project based learning, discovery learning, and service learning. According to research, boys learn and develop differently than girls. Thus, SAFE teachers will consistently use research based strategies that specifically address boys’ needs according to brain research and their cognitive development. Teachers will also address all learning styles as they maintain high levels of engagement. SAFE will be the only school in the area that can focus all of its attention on boys and cater only to them as a single gender school.

To assess students’ achievement and growth, SAFE will use more than traditional paper and pencil tests. Students will also be evaluated through authentic assessments, where they are asked to apply knowledge and skills as they perform real-world tasks. Such assessments allow the teacher to gain direct evidence of a student’s abilities in a situation that affords the student practice and experience.

SAFE students will learn to be leaders of consequence who express themselves creatively and clearly.

4) Meeting Educational Goals
Our school’s educational goals center on producing academically successful students of strong character. We will meet our goals through academic rigor, explicit character education, and service learning opportunities. We will partner with families, community organizations, and local colleges to provide these essentials.

Our rigorous academic curriculum will ensure that students graduate well prepared for postsecondary work. This rigor will take place in an inclusionary system. All students’ individual needs will be assessed and catered to through differentiated instruction. School, class, and student data will be gathered, analyzed, and used to guide instructional decisions and professional learning regularly.
Character education coupled with quality character modeling will guide students toward showing respect for self and others. This will encourage students to conduct themselves in a constructive manner.

Service learning projects will prepare students to be productive citizens. Together, academic rigor, explicit character education, and service learning opportunities, will provide our students with the tools they need to be well balanced lifelong leaders.

5) Vision for Growth
SAFE plans to open for the 2012-2013 school year with grades six through nine. The school will expand one grade level higher and one grade level lower each year. Thus, for the 2013-2014 school year, the school will serve grades five through ten and so on. SAFE will continue this pattern until it is a kindergarten through grade twelve school.

6) Business Plan Establishment
We will outsource some services, including budget development, to initiate an effective business plan. Other services we will outsource include budget oversight and financial reporting, compliance reporting, human resources, and risk management. The organization(s) to which we outsource will work closely with our Board of Directors and School Leader to manage fiscal and business operations.

The school will use a conservative budget with understated revenues and overstated expenditures to help ensure quality fiscal management. The only revenue in the initial proposed budget is the State Basic Grant. SAFE will be pursuing local, State, and Federal grants, as well as grants from private and public organizations. We will qualify for state vouchers and other initiatives.

7) Leadership and Governance
The SAFE Board will oversee fiscal matters and form policies regarding the school. They will support the School Leader who is responsible for the day-to-day operations of the school. Members of our Board represent a myriad of community organizations and educational entities that can offer quality assistance with our educational goals as well as provide significant support for our business plan. We also have relationships with other community partners and colleges that can provide further support. These relationships provide us with a firm platform from which to build a strong partnership base. Our governing Board strategically includes staff from local organizations that specifically relate to the mission of our school as well as those who are versed in business administration. We will continue to consult with legal, financial, educational, marketing, and community relations professionals as a means to assure this venture is approached and executed with utmost quality and precision.
## Table of Contents

Executive Summary  
Full Narrative:  
I. Vision  
   A. Mission  
   B. Need for Our School  
   C. Academic Goals  
      i. Academic Achievement  
      ii. Academic Inclusion  
II. Founding Group and Leadership  
III. Educational Program  
   A. Educational Philosophy  
   B. Academic Standards  
   C. Curriculum  
      i. Academics  
      ii. Character Program  
      iii. Service Learning  
      iv. Instructional Strategies  
   D. Technology  
   E. Assessment  
   F. Discipline Program  
   G. Special Student Populations  
      i. Students with Disabilities  
      ii. English Language Learners  
   H. Schedule  
      i. Daily Schedule  
      ii. 2012-2013 School Calendar  
IV. Organizational Viability  
   A. Enrollment  
      i. Demand  
      ii. Recruitment  
      iii. Admission Policy and Criteria  
   B. Human Resources  
      i. School Leader  
      ii. Chief Academic Officer  
      iii. Chief Operations Officer  
      iv. Teachers  
      v. Office Manager  
      vi. Personnel Selection and Retention  
      vii. Compensation and benefits  
      viii. Professional Development  
   C. Governance and Management  
      i. Philosophy of Governance
ii. Board Members 35
iii. Board Development 37
iv. Accountability Reporting 37
D. Budget and Financial Plans 37
E. Facilities 38
F. Transportation 38
G. Risk Management 39
H. Security 39

Attachments
1. Founding Group Resumes and Bios
2. Head of School/Principal Candidate Information
3. School Administrator Information
4. Course Scope and Sequence
5. Curriculum Development Timeline
6. Academic and Exit Standards
7. School Calendar and Schedule
8. Enrollment Policy
9. Student Discipline Policy
10. Staffing Chart
11. Personnel Policy
12. Head of School/Principal and Faculty Evaluation Tools
13. Articles of Incorporation, Board Bylaws and Policies
14. Statement of Assurances
15. Organization Charts
16. Board Member Information
17. Code of Ethics and Conflict of Interest
18. Education Service Provider (ESP) Documentation
19. Evidence of Support from Community Partners
20. Start-Up Plan
21. Insurance Coverage
22. Detailed Budget Forms
23. Budget Narrative
Full Narrative:

I. Vision

The Smith Academy for Excellence will be an urban school that strategically develops elite scholars who exhibit responsibility, dignity, character, and an instinct of service that will revolutionize Fort Wayne’s southeast community.

The vision of Smith Academy for Excellence (SAFE) stems from the belief that students should be provided with high quality academic and leadership skills that they can draw from as future community leaders. SAFE believes that these skills should be presented holistically in a positive learning environment. As students are provided with quality academic and character education, they will emerge from SAFE well prepared for post secondary education and equipped to be high quality, well rounded citizens who are primed to affect positive change in their community.

A. Mission

The Smith Academy for Excellence will use strong academic, character, and service learning curricula to develop young men into lifelong leaders which will create an opportunity for superior academic growth and holistic long term success. In addition, SAFE is committed to cultivating each child’s unique personality by instilling honorable moral principles.

The mission of Smith Academy for Excellence is based on a holistic approach to education. Academic rigor is critical and will be bolstered by character education and service learning as well as college preparation (dual credit courses, college visits, college mentors). SAFE will collaborate with families, community partners, and institutions of higher education as we fulfill our mission.

We will use a rigorous academic curriculum to empower students to reach their scholastic potential. Furthermore, students will be provided with the opportunity to secure college credit while in high school through dual-credit courses. These courses and the rigor of the core curriculum will combine to help give students the tools they need to be lifelong learners.

Administration, faculty, and staff will model the moral principles that we expect students to embrace. Students will also be exposed to positive role models from outside the school. We believe this will foster a school culture that encourages a collective development of character and integrity and perpetuates personal growth. An important means to growth is goals setting. Thus, students will be taught to set high, yet attainable personal goals in the areas of academics, character, and service. Students will see first-hand how to build character and apply moral principals through quality relationships with first-class adults in the building. In addition, SAFE will offer character education for families to help bridge the gap between school and home.

SAFE is committed to developing productive citizens that have a sense of civic responsibility. Students will be taught to serve their community as a fundamental. We will teach students to be aware of community needs and to get involved in meeting those needs. Families will also be given the opportunity to work on service projects with their students. As SAFE partners with
stakeholders to provide opportunities for service learning, students will develop skills that they can use to bring about practical improvement in their community.

**B. Need for Our School**

“When systems are fractured so is the life of the community. Success comes when you engage the community to participate in their own rescue, not by displacing them.” That statement was made by Anne Thompson, president of the Drexel Foundation in Gary, Indiana. It is well understood that when community industries suffer extinction or decline, the local economy will begin to regress as well. Between the years of 1979 and 1986 the steel industry lost approximately 30,000 jobs. During this time, northwest Indiana’s overall manufacturing loss totaled 42.5%, largely in the industries of oil and steel.

On a slightly smaller scale in 1982, Fort Wayne, Indiana (more specifically the city’s southeast side) suffered a very similar blow. The result was both an immediate and delayed downturn in the local economy. On September 27th, 1982, Fort Wayne’s International Harvester plant announced its closing of the local factory. Many workers left immediately the day of the announcement. Approximately 12,000 jobs were lost. A large number of the plant workers where residents of the southeast community and were their households’ bread winners. To make matters worse, little effort was made by city officials to improve or maintain properties of selected area businesses and neighborhoods. At that time, the cycle of absent men in the homes and community began. A significant number of former Harvester workers who decided to keep their families in Fort Wayne found work in Springfield, OH. These men would travel on several charter buses going from Fort Wayne to Springfield at the start of the week and would then return on the weekends. This schedule continued for a long period of time which left the young boys in the neighborhood with minimal adult, male, influences to teach them how to become men.

Though things have been done in more recent years to improve upon the conditions of the southeast side of Fort Wayne, one thing that has not been corrected is the phenomenon of low performing male students coming from this area. One thing we know is common among children from adverse and low SES families is low performance in school. Many things need to be done in order to correct this. The founders of SAFE believe one of the first steps that needs to be taken is developing young men holistically. A major part of this is filling the gap that has been left by many factors which include the lack of; fathers in homes, quality family structure, mentorship, roll models, support systems, and inspiration.

The Smith Academy for Excellence is committed to teaching boys in a way that caters to their specific needs. Physically, boys' brains develop in much different ways than those of girls. The boy's brain developmental process starts from the back (the doing part) and moves to the front (the thinking part). A girl’s brain on the other hand develops more from front to back. Because of this, boys develop motor skills and other physical abilities, before they begin to think about them. Girls however, develop their thinking and language skills first. This fact alone accounts for many of the differences in learning styles shown among the two sexes from birth and on through their schooling. Another difference between boys’ brains and those of girls is that girls’ corpus collasum is approximately 20% larger than that of boys. This makes it easier for the left and right hemispheres of the brain to communicate in girls which is a reason they can multitask and use
oral vocabulary more readily than boys. These physiological differences between boys and girls cause them to grow and learn differently. Due in part to the large number of educators untrained in effectively teaching boys and more specifically African-American and minority boys, there is a substantial achievement gap between minority boys and white boys and girls. Specific teaching methods on educating males must be studied and applied in order for this achievement gap to be narrowed. At SAFE we will have the ability to effectively engage the young men in such a way that we can cater to these needs. We are targeting boys who have not had their needs met in a traditional educational setting.

Currently, there are approximately 26,000 people living in the 46806 zip code. Among the 26,000 populace, just under half of them are between the ages of 0 and 27 (48%). 60% of all households are single parent homes. This more than doubles the national average of the single parent home statistic. 50% of all dwellings in this area have the mother as the single parent, leaving 10% of homes being lead by the father. Due to the well below average presence of married persons and two-parent homes, the families of the young men we will be serving come from non-traditional home environments. The overall education level of adults age 25 and over is very low. Only 7.1% of these individuals have acquired college degrees versus 24.4% of the national population. Stress levels of the public specifically in the southeast side of Fort Wayne are critically high. Contributing factors which have placed this area at such risk (particularly the children) include high numbers of the following issues:

- Households below poverty line
- Adults without a high school diploma
- Households with a single mother
- Unusually high level of concern with regards to community problems
- Family problems
- Lack of basic necessities such as food, housing and jobs

The young men of this studied demographic simply are not performing adequately. This has been an ongoing trend. Not only has this been an issue for many years, but it has not been effectively addressed and continues to get worse. An evidence of this statement is the fact that a large number of students from this region have recently been removed from their home environments and forced to go to schools where they are not welcome.

Paul Harding High School has recently undergone a radical restructure using the “turn around” model. This was done at the end of the 2010-2011 school year by removing 100% of the school’s student body and reassigning them to rural schools for the 2011-2012 semesters. Teachers, students, members of the public, and others in many of these communities have openly made statements about former Harding students not being welcome in their schools. Paul Harding has maintained its “Paul Harding” name but was transformed into a 7th and 8th grade junior high magnet school with plans to add additional grades in coming years. Students who live in close proximity to Paul Harding are being bused to schools in all different parts of the suburbs. Many children in this area are currently riding a school bus for 45-60 minutes to their designated schools. To go along with the closing of this local high school, the district also closed the elementary school that was located in the heart of the 46806 zip code, Village Elementary. Students from this school have been displaced as well. They have been relocated to one of the feeder schools of the previously mentioned rural High Schools.
There are many reasons the organizers of SAFE believe it’s necessary to introduce an all boys’ school to the southeast side of Fort Wayne. However, there are multiple reasons why all boys’ schools have a history of being effective regardless of ethnic background, demographical location, age or socioeconomic status of the students. Here are 10 reasons boys’ schools are needed for an educational option according to a speech by Dr. Stephen Johnson:

- **Boys learn at their own developmental pace in elementary school.**
  
  What does that mean? It means that girls learn to read before boys do, and they tend to achieve better in school, particularly in the early years. In an all-boy environment, boys are able to develop at their own pace. They are not judged in comparison to girls. They do not start off their school life with the sense that they are behind. As a result, they don’t lose interest in school or in reading.

- **Boys mature later than girls physically and socially.**
  
  An all-boys’ school gives boys a little longer to grow up socially. It protects them from society’s pressure to get involved with girls before they are ready. It saves them spending all their time trying to impress the girls, and lets them focus on their school work and on being boys.

- **Boys have boundless physical energy.**
  
  Boys tend to engage physically with the world. I call it the stick principle. When you go out walking in the woods with boys, they all immediately pick up a stick. Girls don’t do this. But boys like to touch the world, poke at it and explore it physically. It is this male energy that is at the root of most behavior and discipline problems at a young age. Boys are more physical. They have to move. They are more likely to fall or knock things over. In a class with girls, this normal boy behavior stands out. It often seems inappropriate or wrong. In an all-boy environment, we can use and direct that male energy, and help boys learn to manage their bodies and physical strength. Because they have positive outlets for their energy, they focus better in the classroom.

- **Boys are essentially disorganized.**
  
  This seems to be a male trait that doesn’t change with age. Back in the 1800s, Thomas Huxley wrote, “Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early man’s training begins, it is probably the last lesson that he learns thoroughly.” Just walk down any hallway at the Prep between classes or when school is over and you will see examples of male disorganization! For boys, who tend to live in the moment and do not always think ahead, finding the right books at the right time, keeping lockers organized, and arriving at class with shirts tucked in can be an overwhelming challenge. Unfortunately, boys need organizational skills to succeed at school and in life. In an all-boy setting, we can focus on helping them develop those skills through our tailor-made agendas and a timetable that sets aside structured time for this purpose.

- **Boys are creative.**
  
  We know that, given the right opportunity, boys love to create. They throw themselves into music, art, drama and creative writing. Most have a strong artistic side. But in a co-ed setting, many boys simply will not pursue these activities. In an all-boy setting, boys are not silent or disengaged. They can explore their creative side without fear, take risks and develop a broader, more inclusive sense of what it means to be male.
• **Boys are great leaders.**
  Boys can handle responsibility from a very young age. Given the chance, they take charge, lead others and accomplish great things. In a co-ed environment, they may not get the same chance to be leaders perhaps because of their male energy or because they are not as organized as the girls or as willing to volunteer. Peer pressure may keep them from becoming leaders. In an all-boy environment, they have no choice. They have to play all the roles. They learn how to lead and how to work as part of a group with other boys. They learn leadership skills they will use the rest of their lives.

• **Boys are risk takers.**
  Boys tend to act first and think later. They often take risks without realizing they are risks. This can be a good thing. We don’t want to subdue that male trait. But we do want to direct it and help boys learn the judgment they need to avoid hurting themselves or others.

• **Boys make great friends.**
  What friendship means to boys changes as they grow. Friendship is every boy in class spending his recess looking in the snow for a classmate’s lost tooth and then promising to look again the next recess. As boys mature, their friendships become deeper and more supportive. What boys learn about friendship at a young age will enrich the rest of their lives.

• **Boys are funny.**
  Boys use humor to cope, and to relate to one another. And that sense of humor starts very young. Boys make each other laugh, and they make their teachers particularly the male teachers laugh. They are always telling jokes or imitating each other or their teachers. In an all boys setting, humor is everywhere. The more we can encourage that sense of humor, the better equipped they will be to develop relationships with other people and to thrive in the real world.

• **Boys need male role models.**
  Boys need male role models to help them grow and develop. They need men around to show them different ways of being male. At a boys’ school, they will have a number of male teachers. Those men will have different strengths. Some will be coaches, some musicians. Some will have a great passion for drama or poetry or science or English, and those men will make a huge difference in the boys’ lives. Another thing male teachers and staff model for the boys is how to relate to women and the importance of treating them with utmost respect.

We agree with Anne Thompson’s previously stated proclamation. Students no longer need to be displaced but should be replaced back in their own environment to take ownership of the rescue of their community. SAFE believes that allowing these boys to return to their own community and giving them valuable tools will allow them to produce a real change in their area. The concept of SAFE stands out from any other school in the Fort Wayne area. Our school will offer a choice to a neighborhood and region of people who currently have none. The parents of these young men are looking for an alternative and they have none. More importantly, they are looking for answers and we believe the solution is an all boys’ school where they are welcomed, stimulated, educated, and influenced by men of integrity and high morals on a daily basis.
C. Academic Goals
i. Academic Achievement
100% of students who enter SAFE will successfully complete a balanced program of study and graduate from high school in four years prepared for post secondary education.
Measurement:
  o ISTEP, End of Course Assessments (ECA), SAT, ACT.
  o 80% of students who enter SAFE working one grade below their current grade level in language arts or math will reach grade level by the end of one year.
  o 80% of students who enter SAFE working more than one grade below their current grade level in language arts or math will reach grade level by the end of two years.
  o 90% of students who enter SAFE working below their current grade level in language arts and math will reach grade level by the end of three years.
  o Achievement of grade level work will be measured by proficiency on teacher developed assessments in core subjects, and by ECAs, and ISTEP scores.
  o 100% of SAFE tenth graders will pass the Algebra and English ECAs before graduation.
  o 100% of students graduating from SAFE will be admitted to college prior to graduation. Applying to college is a school requirement for all SAFE students.
  o 100% of students will demonstrate annual gains in reading and math.

ii. Academic Inclusion
SAFE will educate students in an inclusive environment where individual needs can be met and all students can make positive academic progress as their strengths work together for the greater good. SAFE will use research-based strategies to individualize education programs and to differentiate instruction.
Measurement:
We will refer to IEPs to determine the average amount of time spent in regular classrooms by students who receive special services. We will also review IEPs and conduct classroom observations to ensure best practices are being used to service those students. ISTEP and ECA data will be disaggregated and the performance of different groups will be compared to each other to ensure comprehensive academic progress.

II. Founding Group and Leadership
Leading the Smith Academy for Excellence initiative is a diverse group of Board members comprised of experienced leaders in the education realm and in other fields. The organizers are Thomas Smith and his two sons, Corey and Cameron. They have lived in Fort Wayne for 29 years and have a combined 47 years of experience as professional educators. Of those 47 years, 41 of them have been spent serving the youth of Fort Wayne and the city’s southeast side. Over those years, the Smiths have individually and collectively had a growing passion for serving the young men of Fort Wayne which has resulted in the establishment of this school. Once the charter is approved, Thomas, Corey, and Cameron will continue to work part-time to establish the school. There is no compensation arrangement for this work. Because of their experience with successfully starting charter schools, The Leona Group will also assist with some aspects of the start up.

Thomas Smith, Co-Founder and School Leader: Thomas holds a Bachelor of Science degree in education from DePauw University, and three Master of Arts degrees from Ball state in
Education, Elementary Administration and Supervision, and Secondary Administration and Supervision. He was a teacher for 25 years and an administrator for 19 years. He has taught various grade levels from elementary through adult education. In 1983, he was named as the first minority varsity head football coach in Fort Wayne at Elmhurst High School. He was also the varsity head wrestling coach. Mr. Smith has held leadership roles as a teacher such as Department Chair and Team Leader. As an administrator, Smith helped establish the Alternative Learning Program in Fort Wayne. He was a leader in the Fort Wayne Community Schools district in various ways including leading the High School Reinvent Process, Initiating the Freshman Community, and organizing and leading Curriculum Mapping for district high schools, and serving as the Summit Athletic Conference Commissioner. In his years as a principal, Mr. Smith’s schools have all displayed both academic and behavioral growth. Smith led this improvement at each school he was at including a high school of over 2,500 students, with nearly 30 nationalities and over 25 languages. He has shown the ability to provide for the needs of a myriad of minority populations. Thomas has been a presenter for schools and universities as well as for organizations in other fields. These presentations have been given at the local, state, national, and international level including a presentation entitled, “How IB curriculum can support and enhance learning in a diverse public high school,” at the International Baccalaureate Head Masters Conference in 2005.

Corey Smith, Co-Founder and Chief Academic Officer:
Corey holds a Bachelor of Science in Elementary Education from Grace College and a Master of Education Administration from Grand Canyon University. He has been a teacher in Fort Wayne for seven years. He was a high school assistant basketball coach for girls for one year and for boys for three years. He has had leadership roles as a teacher including Math Bowl Coach, Quality Improvement Team member, Thinking Skills Coach, and Leadership Team member. Corey piloted the Primary Years Program, International Baccalaureate’s elementary program, for his school and led the school through the process of adopting elements of that program. He has also held weekly after school Bible studies for students for the past six years.

Cameron Smith, Co-Founder and Chief Operations Officer:
Cameron holds a Bachelor of Arts in Business Administration with a concentration in Business/Communications from the University of Saint Francis. While there, he received the National Association for Intercollegiate Athletics Champions of Character Award. Smith has served as a teachers’ assistant and a substitute teacher. For two years, he was the campus life director at Lakeside Middle school and the Community Outreach Coordinator for Prime Time Community Center. He has worked in retail sales and has also been a college assistant football coach and a sports performance coach. For the past two years, Cameron has been a teacher, administrator, sports coordinator, and support staff supervisor at Timothy L. Johnson Academy, a charter school in Fort Wayne.

III. Educational Program
A. Educational Philosophy
The foundation of our educational program consists of three pillars; Academics, Character, and Service.

We believe that every adult in our building is responsible for every student in our school and their academic success. Every student can and must achieve to his highest level. It is our responsibility to figure out how to make each student achieve at his highest level. We will
personalize the educational experience for every student. We will teach each student in each subject to mastery. We will prepare our students to be successful in a range of post high school endeavors. Students will be prepared to be successful in a college or technical training environment. The goal is 100% college acceptance for our students.

Building character in young men will not happen by accident. Building character must be strategic and intentional. Theodore Roosevelt said “To educate a person in mind and not morals is to educate a menace to society.” Dr. Martin Luther King Junior said “We must remember that intelligence is not enough. Intelligence plus character – that is the goal of true education.” Many of our students are just growing up not being educated to function as men of character. It is vital, in order for them to be a leader and an asset to our society, for them to be men of competence and character.

Service to our community is the first step in leadership in our community. As students learn to serve, the value of our community becomes more apparent to them. The best way for our students to learn to serve the community is for them to engage in the act of service itself. Our students will improve the quality of our community through their acts of service.

B. Academic Standards
SAFE students will meet or exceed state and national academic standards which will help ensure readiness for college. The state and comparable national standards will be used as minimum benchmarks at each grade level for all subjects. The Indiana Academic Standards and Common Core Standards will be used as exit and graduation requirements. Students will be advanced to the next grade if they meet standards and benchmarks in all subject areas or if he is going to receive remedial assistance in the areas where standards and benchmarks were not met. These students will be retested until the standards have been met. Students who are at risk of failing or dropping out of school will be provided with specialized programming. Everyone in the school will have an individualized learning plan. “At risk” students will have one or more of the following elements in their plan:
  - Extended day
  - Remediation
  - Before and/or after school tutoring
  - Mentoring

Course credit will be awarded when a student has achieved 70% mastery in a given class. If a student does not achieve 70% or better, he will receive a mark of No Credit (NC) and be remediated until mastery is achieved. Academic credit will only be assigned to academic courses. Co-curricular and extra curricular courses will receive a letter grade but they will not be figured into the GPA for graduation. GPA’s will be figured on a 4.0 scale. Promotion and graduation criteria will be communicated to parents and students at the beginning of each school year via newsletters, in-house communications, and will be permanently posted on the school’s website.

Graduation Requirements
High School students will receive one credit issued per semester of work towards high school graduation. SAFE will generally follow state guidelines for graduation requirements as follows:
- 8 credits in Language arts (Grammar and Literature)
- 8 credits in Mathematics (must include pre-calculus or an advance class)
- 6 credits in Social Studies (US and World History, Government, Geography, Economics)
- 6 credits in Laboratory Science (must include physics)
- 6 credits in world language
- 6 credits in combined health and physical education
- 8 credits in Technology and other subjects
- 30 hours of Service Learning and/or Internship
- Completion of Graduation Portfolio consisting of examples of written work

We will expect each student to complete at least one college application. The fact that graduating SAFE students have met or exceeded state and national standards helps ensure that they are prepared for college.

C. Curriculum
  i. Academics
Students will spend the majority of their school time learning in classrooms not exceeding 22 students per room (15 students per room in elementary school and 12 students per room in kindergarten). A myriad of instructional strategies will be utilized. Techniques which address the specific needs of boys will be the norm. Teachers will use best practices and research based strategies when administering the curriculum. SAFE intends to adopt McGraw-Hill textbooks.

Literacy
Students will apply literal and figurative meanings and implications of words in context. They will analyze, synthesize and summarize multiple informational documents in light of the audience and purpose to demonstrate comprehension. Students will also compare and contrast aspects of various genres and describe the contributions of major literary movements.

When writing informational pieces, students will use a variety of strategies to develop topics for different purposes to different audiences including quality research, synthesis of information and well supported conclusions. For literary texts, students will use a variety of planning strategies and write well organized pieces with well developed settings, plots, and characters using quality literary devices. Students will use effective structures, varied word choice and proper spelling, punctuation and grammar.

Students will analyze the language, organization, evidence, and delivery or oral communications. They will also develop and deliver well organized presentations incorporating visual aids, technology and effective nonverbal elements. Students will clarify a speaker or writer’s purpose and audience and choose appropriate format for communication. They will also ask relevant questions of speakers.

For detailed alignment of these outcomes with academic standards, see attachment 7.

Four areas of literacy will be seamlessly integrated into the curriculum of the academy. All students, regardless of grade level or subject area, will be taught these literacy skills:

Reading – Subjects: history, math, English, elective, science
For content (both literal and inferential)
- To apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary
- To research a topic
- To gather information
- To comprehend an argument
- To determine the main idea of a passage
- To understand a concept and construct meaning
- To expand one’s experience

Writing - Subjects: history, math, English, elective, science
- To take notes
- To explain one’s thinking
- To argue a thesis and support one’s thinking
- To compare and contrast
- To write an open response
- To describe an experiment, report one’s findings, and report one’s conclusion
- To generate a response to what one has read, viewed, or heard
- To convey one’s thinking in complete sentences
- To develop an expository essay with a formal structure

Speaking – Subjects: history, math, English, elective, science
- To convey one’s thinking in complete sentences
- To interpret a passage orally
- To debate an issue
- To participate in class discussion or a public forum
- To make an oral presentation to one’s class, one’s peers, one’s community
- To present one’s portfolio
- To respond to what one has read, viewed, or heard
- To communicate in a manner that allows one to be both heard and understood

Reasoning – Subjects: history, math, English, elective, science
- To create, interpret, and explain a table, chart or graph
- To compute, interpret and explain numbers
- To read, break down, and solve a word problem
- To interpret and present statistics that support an argument or hypothesis
- To identify a pattern, explain a pattern, and/or make a prediction based on a pattern
- To detect the fallacy in an argument or a proof
- To explain the log of an argument or solution
- To use analogies and/or evidence to support one’s thinking
- To explain and/or interpret relationships of space and time

Logic and Rhetoric (Speech)
Students are to connect and interpret basic facts when using formal logic. The principles of quality and effective speech and writing are the basis of formal rhetoric. This incorporates the
ability to persuade effectively through the use of sound logical reasoning. Learning rhetoric helps students grapple with ethics, and underlying causes for actions and the words one uses.

For detailed alignment of these outcomes with academic standards, see attachment 7.

- **6th grade** – (logic) – Students will understand different kinds of arguments and the relationships between various statements
- **7th grade** – (logic) – Students will debate effectively and write persuasive/argumentative essays
- **8th grade** – (rhetoric) – Students will use technology to research and present persuasive material. They will use quality presentation skills including clear articulation and the ability to orally develop a written document. They will also learn to debate appropriately and persuasively as well write persuasive speeches properly.
- **9th grade** – (applied rhetoric) – Students will create a thesis and defend it orally. They will demonstrate skills in written and oral rhetoric. They will also broaden their technology aptitude.

**Science**

In science, students will use physics, chemistry, and biology laws to categorize and interpret the physical world. They will demonstrate skills using tables, data, and formulas. They will also do experiments and perform dissections. They will demonstrate the ability to draw logical conclusions based on observations.

For detailed alignment of these outcomes with academic standards, see attachment 7.

- **6th grade** – Students will review lab safety procedures and learn the intricacies of lab equipment, identify science as a method of gathering and organizing knowledge, distinguish between scientific Inquiry and Scientific method, examine the value of an incorrect hypothesis, explore the metric system, explore the world of cells, organisms, solar system, and survival of the species.
- **7th grade** – Build on the concept of scientific inquiry, study earth and the processes that change it, analyze the interdependence of life, explore famous scientists such as Louis Pasteur, and how physical and biological systems tend to change until they reach equilibrium.
- **8th grade** – Continue the study of scientific inquiry and compare it to scientific method and problem solving, become more of an expert with data analysis, investigate historical contributions, determine the purpose of power, develop a logical argument to support a claim regarding evolution.
- **9th grade** – explore introductions of biology, chemistry, ecosystems, cell cycles, and genetics, critique different theories of these concepts, identify research questions and design investigations for a scientific problem, develop a scientific model for a complex situation, apply a concept in other contexts.

**Humanities (Social Studies)**

In Humanities, students will read through the works of history and literature from the ancient world, the medieval world, the American world, and the modern world as it pertains to their
individual grade. Historical periods will be ordered chronologically. Students will read nonfiction, biographies, historical fiction, and timely pieces from today’s news. They will read, write, and speak about each period of time as it relates to their particular grade. Information disseminated in this curriculum will provide students with schema from which to draw for the rest of their lives.

For detailed alignment of these outcomes with academic standards, see attachment 7.

Grades 6-9
- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text or source by using their knowledge of text structure, organization, and purpose.
- Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.
- Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process.
- Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre as it fits their grade level.
- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Math
In Math, students will understand ordered relationships as represented by numbers and mathematical relationships. As they progress, higher level math skills will be developed and mastered. Number sense, computation, geometry, measurement, algebra and functions will be developed as they relate to the grade level. Analysis and prediction will be a major part of each grade’s work.

For detailed alignment of these outcomes with academic standards, see attachment 7.

- 6th grade - Students will compare measures, geometric shapes, linear measurement, points and lines, length/weight, perimeter and area. Student will explore variables, analyze data and evaluate information.
- 7th grade – Students will develop number sense and computation, explore geometric shapes, linear measurement, length/weight, circumferences, and estimates.
- 8th grade – Students will continue to develop number sense and computation particularly with proportions, add to their knowledge of geometric shapes and measures, explore 3D objects, sides, and vertex while using angles, lines, and solving for volume.
- 9th grade – Students will further develop number sense in algebraic proportions and dimensional analysis. Linear equations and graphs will be written and solved.
Development of inequalities and graphing using exponents. Functions will be interpreted ending with quadratic equations for the year.

ii. Character Program
The character program has an academic, co-curricular and extra curricular component which includes the use of athletics and clubs. The character curriculum will include the following elements: Social Thinking Skills Program, Character Development and Leadership Program, and Young Men’s Empowerment Program.

Social Thinking Skills Background
According to the William Glasser Institute, the 1998 book, *Choice Theory: A New Psychology of Personal Freedom*, is the primary text for all that is taught at that establishment. Choice theory states that all we do is behave, that almost all behavior is chosen, and that we are driven by our genes to satisfy five basic needs: survival, love and belonging, power, freedom, and fun. SAFE will teach social thinking skills from this perspective.

Social thinking is what we do when we interact with people. Whether we are with friends, in a classroom, at the grocery store or sending an email, we think about those we are interacting with. And how we think affects how we behave, which in turn affects how others respond to us, which in turn affects our own emotions.

Over a decade ago, Michelle Garcia Winner, MA, CCC-SLP coined the term Social Thinking® and developed a related treatment approach for individuals with social thinking deficits. Over that decade, the application of Social Thinking has grown beyond the boundaries of diagnoses and countries. Many educators, therapists and parents now use and innovate upon Social Thinking treatment methods in their settings - and the Social Thinking Clinics in San Jose, CA, continue to treat individuals, train educators and therapists and develop new treatment.

Social Thinking Skills Program Overview
Target Population: Elementary and Middle school students at SAFE

Program Objective: The mission of this program is to provide character-building instruction that will enable the participants to be successful in the classroom and productive members of society. Character Building instruction for the charter school has two distinct goals.

Goal I: To provide students with the following social thinking skills:
- How their own social minds work - why they and others react and respond the way they do
- How their behaviors affects those around them
- How behaviors are affecting their own emotions, responses to and relationships with others across different social contexts
- How to recognize the different levels of their own and others’ social minds
- How to navigate their behaviors for more rewarding social outcomes, which include considering how others perceive and respond to these behaviors
- How to learn to adapt to the people and situations around them, across contexts, from formal (classroom, workplace, etc.) to casual settings (hanging out, recess, etc.)
Goal II: To provide students with the following choice strategies:

- The only person whose behavior we can control is our own.
- All we can give another person is information.
- All long-lasting psychological problems are relationship problems.
- The problem relationship is always part of our present life. What happened in the past has everything to do with what we are today, but we can only satisfy our basic needs right now and plan to continue satisfying them in the future.
- We can only satisfy our needs by satisfying the pictures in our Quality World.
- All we do is behave.
- All behavior is Total Behavior and is made up of four components: acting, thinking, feeling and physiology.
- All Total Behavior is chosen, but we only have direct control over the acting and thinking components. We can only control our feeling and physiology indirectly through how we choose to act and think.
- All Total Behavior is designated by verbs and named by the part that is most recognizable.

Character Development and Leadership Program
We will use this program for high school students. It was developed by Dr. Joseph M Hoedel. The weekly elements are as follows:

- Word of the week
- Quote of the week
- Points of Emphasis
- Ethical Monday
- Character Movie Tuesday
- Role Model Wednesday
- Basic Skills/ Guest speaker Thursday
- Assignment Friday

The topics we will cover are; Attitude, Preparation, Perseverance, Respect, Honesty, Integrity, Courage, Appreciation, Self-Control, Empathy, Gratitude, Tolerance, Duty, Loyalty, Responsibility, Compassion, Leadership, and Character.

Young Men’s Empowerment Program
This is an all grades program that helps young men see themselves in positive terms. This program will help SAFE students see value in themselves and in others. It is designed to give students vision and direction for their own lives. The program will consist of:

- All School assemblies with guest speakers
- Classroom meetings with guest speakers
- Small group sessions
- One-on-one meetings with mentors
- Opportunities to meet with male (often black male) college students
- Opportunities to meet with successful men (often black men) in the work environment
- Opportunities to meet with men (often black men) in political leadership
- “Dress for success” days
- Father-son programs
iii. Service Learning

Service learning and community service initiatives will play an extremely important role in reaching our goal of long-term holistic success for our SAFE students. With SAFE students regularly engaging in community service experiences, they will learn many important life lessons in a positive environment that cannot be taught in the traditional classroom alone. Service projects will be recommended by members of the staff, students and members of the community. By connecting service learning to the classroom instruction, our young men will gain and maintain an increased level of engagement within the classroom. Youth who participate in high-quality community-based service-learning are likely to reap a number of benefits. According to the National Service-Learning Clearinghouse:

- Young people gain access to the range of supports and opportunities (or developmental assets) they need to grow up healthy, caring, and responsible. One study of youth civic activism found that these settings had particular strength in cultivating youth and community involvement.
- Increased sense of self-efficacy as young people learn that they can impact real social challenges, problems, and needs.
- Higher academic achievement and interest in furthering their education.
- Enhanced problem-solving skills, ability to work in teams, and planning abilities.
- Enhanced civic engagement attitudes, skills, and behaviors. Many leaders in public service today speak about how they were nurtured, inspired, and shaped in early experiences in community service or volunteering.

Service learning also helps to create ties between schools and the community. Establishing and maintaining good rapport with the community is tremendously important to the overall success of a school. By sharing responsibilities of the community with other area organizations, businesses, and institutions, students will develop relationships with people they may not otherwise cross paths with. This will promote further accountability among the students and a sense of responsibility to continue their education. Drop out rates are much higher among minority students. Nationally, less than half of black males graduate in 4 years compared to 75% of white males. Service learning is a great way to combat this problem as stated by the National Service-Learning Clearinghouse, “Reviews of the literature have shown that service-learning is a promising strategy for dropout prevention. Service-learning activities address various components or strategies identified as important to dropout prevention such as engaging teaching and curricula, connections between school and work, adult and student relationships, communication skills, and community engagement.”

Within the realm of service will be internships and other service learning activities. Service projects will be required but not graded. High school students will be required to complete an individual 30 hour project or internship before graduation.

Service learning will not only enhance the quality of education SAFE students will receive, but it will also aid in our ultimate goal of restoring life to the community these students live in.
Therefore, SAFE will indeed be a huge contributor in the effort to revitalize Fort Wayne’s southeast side by using service learning and community service projects as a regular part of the curriculum.

iv. Instructional Strategies

Teachers will deliver instruction using a variety of instructional strategies. Many of these strategies innately lend themselves to differentiation.

Direct Instruction

Direct instruction involves a teacher explicitly disseminating information. A teacher generally uses this method when lessons are centered on basic skills that are broken into small segments. This method consists of the following steps:

- Review previous material - this can include a review of prerequisite material and making connections to previously learned material that is pertinent to the new information
- Define new objectives - objectives are stated in student-friendly terms so students know what they are expected to learn
- Present new material - this generally involves but is not limited to lecture so students are explicitly taught the new material the way it is to be understood
- Guided practice - students are given an opportunity to practice while the teacher provides step by step assistance and answers questions
- Independent practice - this allows students to practice on their own while the teacher monitors and corrects misconceptions so students can move toward autonomy
- Review - it is critical for material to be reviewed periodically so students maintain skills and knowledge

Indirect Instruction

Indirect instruction seeks a high level of student involvement in observing, investigating, drawing inferences from data, or forming hypotheses. It takes advantage of students' interest and curiosity, often encouraging them to generate alternatives or solve problems. The teacher’s role in indirect instruction is different from that of direct instruction. With indirect instruction, the teacher facilitates the learning but does not lecture or lead the learning. The teacher is there to support students as they are highly involved in a learning environment that has been specifically designed for inquiry and discovery. The teacher may offer feedback as students explore and request assistance from the teacher.

Reflective Discussion

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, read or recorded stories, or illustrations. As students question and recreate information and events in a film or story, they clarify their thoughts and feelings. The questions posed should encourage students to relate story content to life experiences and to other stories. These questions will elicit personal interpretations and feelings. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Purpose:
- to use questions to stimulate reflection and extend comprehension
To challenge students' thinking by inviting them to interpret, infer, summarize, form conclusions and evaluate selections

To extend personal responses by considering the views of others

To share personal thoughts, feelings and images evoked by literature selections, films, illustrations and experiences

**Interactive Instruction**
Interactive instruction relies heavily on discussion and sharing among participants. Students can learn from peers and teachers to develop social skills and abilities, to organize their thoughts, and to develop rational arguments.

The interactive instruction strategy allows for a range of groupings and interactive methods. It is important for the teacher to outline the topic, the amount of discussion time, the composition and size of the groups, and reporting or sharing techniques. Interactive instruction requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both teacher and students.

**Think, Pair, Share**
Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topic enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.

**Purpose:**
- Providing "think time" increases quality of student responses.
- Students become actively involved in thinking about the concepts presented in the lesson.
- Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
- When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
- Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.
- Think-Pair-Share is easy to use on the spur of the moment.

**Cooperative Learning**
Cooperative learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. It is a well-researched instructional strategy and has been reported to be highly successful in the classroom.

**Purpose:**
There is an every increasing need for interdependence in all levels of our society. Providing students with the tools to effectively work in a collaborative environment should be a priority. Cooperative Learning is one way of providing students with a well defined framework from which to learn from each other. Students work towards fulfilling academic and social skill goals.
that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight.

The five basic elements of cooperative learning are:
- Positive Interdependence
- Face-To-Face Interaction
- Individual Accountability
- Social Skills
- Group Processing

The basic elements of cooperative learning can be considered essential to all interactive methods. Student groups are small, usually consisting of two to six members. Grouping is heterogeneous with respect to student characteristics. Group members share the various roles and are interdependent in achieving the group learning goal. While the academic task is of primary importance, students also learn the importance of maintaining group health and harmony, and respecting individual views.

**Jigsaw**
Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the “home” group and teach the material to their group members.

Just as in a jigsaw puzzle, each piece--each student's part--is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential. That is what makes the Jigsaw instructional strategy so effective.

Purpose:
Jigsaw learning allows students to be introduced to material and yet maintain a high level of personal responsibility. The purpose of Jigsaw is to develop teamwork and cooperative learning skills within all students. In addition it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own. Finally, because students are required to present their findings to the home group, Jigsaw learning will often disclose a student’s own understanding of a concept as well as reveal any misunderstandings.

**Brainstorming**
Brainstorming is a large or small group activity which encourages children to focus on a topic and contribute to the free flow of ideas. The teacher may begin by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas. Contributions are accepted without criticism or judgment. Initially, some students may be reluctant to speak out in a group setting but brainstorming is an open sharing activity which encourages all children to participate. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.

Teachers should emphasize active listening during these sessions. Students should be encouraged to listen carefully and politely to what their classmates contribute, to tell the speakers or the teacher when they cannot hear others clearly and to think of different suggestions or responses to share.

Purpose:
- to focus students’ attention on a particular topic
o to generate a quantity of ideas
o to teach acceptance and respect for individual differences
o to encourage learners to take risks in sharing their ideas and opinions
o to demonstrate to students that their knowledge and their language abilities are valued and accepted
o to introduce the practice of idea collection prior to beginning tasks such as writing or solving problems
o to provide an opportunity for students to share ideas and expand their existing knowledge by building on each other's contributions

D. Technology
It is the intent of SAFE to use modern technological advances to its advantage. A large part of this effort will come from the use of computers in delivering instruction; creating and administering assessments; student research; and communication. The school will make use of a networked computer lab. These computers will be used on a daily basis for things such as word processing, research presentations, projects, and communication. Students will also use computers for SRI testing, Acuity testing, Acuity instructional resources, and online test prep websites. It is SAFE’s intent to provide each student with a laptop for daily use as soon as sufficient resources are acquired.

Teachers will use computers for communication with other school staff, parents, students and the community. This will primarily be done via email, and the school’s website. Teachers will also use computers to deliver instruction and to display information from the internet for the class. Each classroom will have an LCD projector that will be connected to a t.v. receiver and dvd player as well as their computer.

E. Assessment
Pre-learning, formative assessment, and summative assessments will be a part of each student’s regular academic year. As students strive to reach year-end goals on high-stakes tests, they will set benchmark goals for low-stakes assessments along the way.

We will use the Scholastic Reading Inventory (SRI) to do a pre-reading inventory to assess each student’s reading level. We will also do a pre-assessment in math and Language arts. The tool for these areas is yet to be determined. Formative assessments will be conducted on an ongoing basis and will include common assessments developed by SAFE staff, and quarterly assessments designed or adopted by SAFE staff. These assessments will be used to inform staff, students and parents of individual student progress on the competencies and learning standards associated with each core academic area. These assessments will be aggregated in different ways to assess the effectiveness of the curriculum. Further formative assessment strategies include the use of quizzes, Acuity tests, Acuity instructional resources, end of chapter tests, quick writes, exit slips, problem solving observation, response journals, and conferences. Assessment data (primarily from Acuity) will be collected and analyzed by classroom teachers who will use that data to inform instruction. School-wide and grade-level data will be collected by the Chief Academic Officer and analyzed by teachers and administration to inform professional development and instruction. Professional development on data analysis and data driven instruction will take place.
at in-services before the school year and professional development sessions during the school year.

Summative assessments will be conducted on an annual basis. They will include ISTEP in various content areas, school wide writing assessments, and End of Course Assessments in the high school grades.

If SAFE fails to reach goals and standards as a school, at a grade level or with individual students, corrective steps will be taken. Students’ individualized education plans can be adjusted, students can utilize flex days or extended days and teachers can be offered applicable professional development. These options will be decided on collaboratively with teachers and administration as either of those entities recognizes a need. Such actions would be triggered by severely low test scores or a pattern of poor formative assessment scores by individuals or groups of students. Administration will see to it that necessary corrective action is implemented and carried out by teachers.

F. Discipline Program
The organizers of SAFE believe in applying and adhering to a strict discipline policy in order to effectively redirect our students when necessary. We will expect all of our students to abide by the regulations and rules set forth by SAFE. We believe it is the responsibility of every professional educator in the building to create a safe and nurturing environment for all students.

Teachers will be charged with implementing routines and procedures set forth by the School Leader in order to facilitate successful classroom learning. Effective discipline methods will be used by all teachers and staff. In rare cases, when a difficult situation arises within the classroom it may be difficult for a teacher to address the issue in a timely and effective manner. In this situation, an administrator will be utilized to provide support and complete the necessary discipline procedure. When appropriate, parents will be contacted and involved in the disciplinary process. In conjunction with students having various activities/privileges taken away, students may also receive in-school or out-of-school suspensions at the discretion of the administration. Each issue will be address in a case by case manner. However, there will be a consistent series of steps taken upon each infraction made by a student.

Violations of the building rules and policies set forth by the school will generally require the following actions:
- First Offense- Verbal warning
- Second Offense- Phone call home
- Third Offense- Parent conference with school leader
- Fourth Offense- Suspension (in-school or out-of-school)

*Depending on the age of student and severity of offense, in some cases a “time out” room and/or alternative location may be utilized to help facilitate the redirection of the student who has failed to comply with SAFE procedures.

The school’s discipline policy will be posted on the school’s website. Parents will also be advised of the discipline policy at registration. A code of conduct will be signed at that time. Both parents and students will be expected to indicate their commitment to abide by the policies
set forth by signing a quality behavior contract. Each staff member at SAFE will also participate by their commitment to exhibit exceptional behavior at all times and signing a similar code of conduct contract. In addition to our students and parents signing a contract, we believe it is necessary for our staff members to take ownership of being examples of what it means to be a member of the SAFE community. Our hope is that a sense of oneness will be promoted with our students and families, knowing everyone involved in the SAFE community has signed the same contract and is pursuing the same ultimate goal.

G. Special Student Populations
i. Students with Disabilities
SAFE believes that all students can become proficient in skills that will make them academically successful. Therefore we will seek to find ways to help struggling learners. Students with disabilities will be primarily mainstreamed into regular education classrooms taught by regular education teachers and co-taught and supported by a special education teacher. In the co-taught classroom, all students will have access to the same curriculum. Teachers will use appropriate instructional strategies to provide the support needed. In addition, students with disabilities will be provided with a support class. It will be through this class that students will be expected to continue working and achieving at a high level with appropriate support. The special education teacher along with administration will see to it that all state and federal laws and policies are adhered to regarding the service of special education students including maintaining IEPs, case reviews and the like.
All SAFE students will be considered students with special needs. All students will be tested to identify their strengths and weaknesses, and all students will have an Individual Education Plan. The needs of exceptional learners will be met through traditional and creative means.

ii. English Language learners (ELL)
In the general area of our school’s location there is a substantial population of students with limited English proficiency. Therefore we expect to have a population of ELL students. These Students will be supported by a teacher with an ESL certification or pursuing such certification. We will provide ELLs with the support they need while including them in the regular classroom setting. They will receive instruction in English and will be given as much support in their native language as necessary. Their native language will only be used if it is necessary to help them understand a concept. They will then be expected to use that information and apply it to the English language. We will use ELL instruction that focuses on reading, writing, listening, and speaking in English. Since “conversational language” is different than “educational language,” we will strategically teach “education vocabulary.” This will help our students adapt to what they see in textbooks and hear in classes and will prepare them for high stakes testing. Our goal is to help our ELL students become fluent and comfortable using the English language in all aspects of life, especially in the educational setting.

H. Schedule
i. Daily Schedule
Our school day will run from 8:00 a.m. to 2:45 p.m. We will also have an extended day program that will run to 3:30 p.m. daily. The extended day program will be used to support our core instructional program. Students will gain valuable enrichment and remediation during the extended day. The regular school day will consist of three, one hour classes in the a.m. and three,
one hour classes in the p.m. It will be based on a traditional seven period day but with great flexibility for block scheduling to accommodate thematic units. The school year will consist of 180 school days. Each day consists of six hours of instructional time (that is 360 minutes of instruction per day) which equals 30 hours per week (that is 1,800 minutes per week) and 1,080 instructional hours per year.

ii. 2012-2013 Calendar Overview
As long as necessary finances are in place, we will hold 5 additional days of in-services for teachers (the first school year only) from July 30th to August 2nd for which they will be paid at a daily rate.
August 6-10: Teacher professional development and work days
August 13: First student day
September 3: Labor Day (no school)
October 1: Teacher professional development day
October 19: Fall break (no school)
October 31-November 1: Parent/Teacher Conferences (regular school days, conferences in the evenings)
November 2: Release day (no school)
November 22-23 Thanksgiving break
December 3: Teacher professional development day
December 24-January 4: Christmas Vacation
January 21: Martin Luther King Jr. Day (no school)
January 30-31: Parent/Teacher Conferences (regular school days, conferences in the evenings)
February 1: Release day (no school)
February 18: Teacher professional development day
March 29: Good Friday (no school)
April 1-5: Spring Break (no school)
April 15: Teacher professional development day
May 10: Built-in snow day (no school unless previous cancelation necessitates a make-up day)
May 27: Memorial Day (no school)
May 30: Last School Day

If make-up days are necessary due to cancelations during the school year, additional days will be added starting May 31.

IV. Organizational Viability
A. Enrollment
i. Demand
The establishment of Smith Academy for Excellence follows the closing of the local high school in the target area as well as recent downsizing of elementary and middle schools in the area. Students and parents have used the media, community meetings, and other venues to voice their desire to retain their local high school. Thus there is a demand for a school in the local community that will serve its residents. It is SAFE’s intent to open in August of 2012 and serve students in grades six through nine. We will then expand one grade level higher and one grade level lower each year until we are a kindergarten through twelfth grade school.
ii. Recruitment
The organizing group of SAFE has identified a network of organizations and individuals who are likely to assist us with recruiting families of young men in a very personal manner. Flyers and brochures will be sent out to homes in various neighborhoods located in the 46806 zip code as well as surrounding sub divisions. This will all occur upon confirmation of the proposed charter being granted. SAFE’s many relationships with area organizations, institutions, churches, businesses and neighborhood associations will be utilized in order to ensure all families have an opportunity to select the school as an option for their child. The mission and vision of SAFE will be clearly and effectively communicated to the public via personal appearances by the organizers at area churches. We will capitalize on every opportunity presented to us to share about SAFE at the many area churches which have a strong impact on the local community. Print media will also be utilized in connection with personal appearances within the community. Ads will be strategically placed in the two most recognized publications among the black community in Fort Wayne, Frost Illustrated and Ink Newspaper. To make the overall community of Fort Wayne aware of our presence in the city, we will also place ads in the two major newspapers that reach out across Fort Wayne and its surrounding areas, The Journal Gazette and News-Sentinel. We will also utilize relationships with radio personalities to take advantage of publicity over the airwaves. A press release will be submitted to all media entities for immediate dispersion among the region. We are expecting our school to be heavily populated with African-American students. However, we do anticipate receiving interest in our school among the Hispanic community as well. We are prepared to make advertising materials available in Spanish as well as placing ads in select Spanish publications.
We will use the World Wide Web as a major form of marketing. Internet advertising and social networking sites have proven to be a highly effective form of brand awareness. An interactive and comprehensive website will be developed immediately following approval of our charter. SAFE has web designers and computer graphic specialist on hand to formulate any type of customized internet needs we may have. Our website will contain a detailed wealth of information in regard to not only our school but also links to community partners’ websites (including our authorizer), educational materials, and information about charter schools. There will also be links directing visitors to our various social networking pages to promote further education about the school and create additional awareness of our services. Once the enrollment initiative is in place we will not only have SAFE staff and leadership involved with the process but also community volunteers available to assist parents with paperwork.

iii. Admission Policy and Criteria
Smith Academy for Excellence will operate as a single gender boys’ school under P.L. 1-2005, SEC.8, amended by P.L.91-2011, SEC14. The school will be open to any male student who resides in Indiana per IC § 20-24-5. Such students must submit a completed application for enrollment within the allotted timeframe. The SAFE Board of Directors and School Leader will begin accepting applications for admission to the school tentatively in February 2012 (pending granted charter). If the number of applications for a program, class, grade level, or the building exceeds the capacity of the program, class, grade level, or the building, each student who has submitted an application for enrollment in a timely manner will be given an equal chance of admission. This will be achieved by holding a random drawing in a public meeting to determine which students will be admitted. Smith Academy for Excellence reserves the right to limit new
admissions to ensure that a student who attends the school during a school year may continue to attend the school in subsequent years and to allow the siblings of a student who attends the school to attend the school per IC § 20-24-5-5. Smith Academy for Excellence admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, and athletic and other school-administered programs. The preceding policies comply with IC § 20-24-5.

B. Human Resources
Smith Academy for Excellence will be led by an administrative team consisting of a School Leader, a Chief Academic Officer, and a Chief Operations Officer. Together, these administrators will ensure that the school operates productively and efficiently.

i. School Leader
The School Leader will oversee and manage organizational, fiscal, and employment matters. He will establish a school culture of success supported by a climate that is conducive to high achievement. The school leader’s general responsibilities are:
  o Managing the organization
  o Managing day-to-day school operations
  o Supervising instruction
  o Leading by modeling expected dispositions and behaviors
  o Communicating with media, Board, and all stakeholders

Some of the School Leader’s duties will be performed daily, weekly, monthly, yearly, or will be ongoing. SAFE’s School Leader will perform the following specific tasks:
  o Manage all human, fiscal, and material resources
  o Execute the hiring and evaluation process for all personnel
  o Monitor the school’s progress toward fulfilling the mission and reaching school goals
  o Be accountable to the Board and lead all Board meetings
  o Establish administrative procedures that encourage efficiency and success for all
  o Monitor student discipline and overall student behavior
  o Communicate the mission to all stakeholders
  o Maintain working relationships with media, community leaders, clergy, other educators, business partners, volunteers, institutions of higher education, funders, community partners, and the school’s authorizer
  o Offer professional development based on staff and student needs
  o Monitor appropriate collection and use of data
  o Establish a school climate and culture that encourages success
  o Supervise and report on compliance with charter school regulations
  o Provide appropriate support for students and staff to be successful
  o Monitor all business transactions

ii. Chief Academic Officer
The Chief Academic Officer is responsible for ensuring instruction is informed by appropriate data and administered through relevant curriculum. This administrator will see to it that the curriculum is aligned with state and national standards. He will also compile, analyze,
synthesize, and distribute assessment data. This administrator will have a key role in planning professional learning based on the data. He will also serve directly under the School Leader and manage the school if the school leader is out of the building. Specifically, the Chief Academic Officer will be expected to:

- Use relevant assessment data to develop instructional programming
- Apply gender specific brain research to curricular decisions
- Align curriculum with state and national learning standards
- Offer curriculum support for teachers
- Provide teachers with instructional strategies that align with scientifically based reading research (SBRR)
- Provide teachers with instructional strategies that align with gender specific brain research
- Align instructional programs and strategies with the school’s mission
- Work with the School Leader in the ongoing process of development, evaluation, modification, and implementation of curriculum and instructional programming
- Support the school leader in the personnel hiring and evaluation process
- Collaborate with the school leader on developing and implementing the professional development plan
- Facilitate evaluation activities and prepare evaluation reports and presentations
- Compile, disaggregate, analyze, synthesize, and disseminate data and findings for use by teachers, the school leader, and the Board
- Perform other job-related duties as they are assigned

iii. Chief Operations Officer

The Chief Operations Officer will have the duty of assisting the School Leader with day-to-day operations of the school including discipline, the physical plant, and transportation. He will also work closely with the community. He will be responsible to do the following:

- Establish school discipline procedures
- Administer student disciplinary action when necessary
- Manage student attendance
- Coordinate and oversee after school extracurricular activities
- Oversee and order maintenance for the physical plant
- Establish emergency procedures and schedule and oversee emergency drills
- Manage transportation
- Manage food services
- Acquire community partnerships
- Secure private and corporate financial support
- Assist in recruitment and enrollment
- Perform other job-related duties as they are assigned

iv. Teachers

For the 2012-2013 school year, SAFE expects to hire 10 full-time teachers. Teachers will report to the school leader. They will be responsible for effectively administering the academic curriculum as well as modeling community service and the character qualities that the students are expected to exhibit. Teachers’ specific tasks will include:

- Effectively implementing the curriculum
Managing classroom behavior  
Making instructional decisions based on data  
Collaboratively integrating curriculum  
Maintaining student achievement data  
Regularly communicating with parents

v. Office Manager
The office manager will be responsible for maintaining smooth day-to-day operations in the school office. This position will require proficiency in the areas of communication, technology, scheduling, basic math, time management, writing, confidentiality and organization. Specifically, the office manager will:

- Prepare written communications to teachers and parents
- Answer/screen phone calls
- Welcome and assist visitors
- Schedule meetings and events for administrators
- Maintain a comprehensive school calendar
- Respond to inquiries and requests
- Monitor school budget and funds
- Make purchases and receive inventory
- Collect money for fees, fund raisers, etc.
- Create documents requested by administration
- Take Board meeting minutes
- Issue and track building keys
- Track student and staff attendance
- Distribute mail
- Order instructional supplies
- When necessary, secure substitute teachers
- Register and withdraw students
- Assist students who come to the office with health problems
- Take minutes at Board meetings
- Perform other job-related duties as they are assigned

Projected staff for the 2012-2013 school year:
Teacher:
2 full-time English teachers
2 full-time Math teachers
2 full-time Science teachers
1 full-time Social Studies teacher
1 full-time Spanish teacher
1 full-time Special Education teacher
1 half-time Physical Education/Health teacher
1 half-time Music teacher
1 half-time Art teacher

Others:
1 School Leader
vi. Personnel Selection and Retention
SAFE will recruit teachers and staff to best suit the unique needs of the school and its students. The School Leader will use a substantial network of professional colleagues and contacts to engage potential personnel. Recruited teachers and staff will go through an interviewing process along with any other applicants. The hiring process will include the following:
- Application submission
- Interview
- Notification of hire or rejection
A team interview process will be used to hire faculty and staff with the final selection being made by the School Leader, and Curriculum Director and approved by the school’s Board. Teachers in the core academic subjects will hold a valid Indiana teaching license or be in the process of obtaining one under an Indiana Transition to Teaching program. All classified staff providing services for which a license or certification is required will have such license or certification as required by Indiana State Law. Safe will pursue teachers and staff with experience serving urban adolescents. These faculty and staff members will share in the belief that all SAFE students can achieve at high levels and will be willing to do whatever it takes for our students to be successful. Our teachers should use innovative teaching methods, be self-reflective to improve instructional methods, be willing to work and plan collaboratively, and have a personal commitment to lifelong learning.

Once faculty and staff members are hired, each will be subject to an evaluation/professional growth process. This process will include yearly formal evaluations and frequent informal observations. Informal observations can lead to formal observations at the discretion of administration or at the request of the employee. These formal observations will be used, not to evaluate overall performance, but to assess areas of needed growth for the individual. Areas of improvement will be determined and the administrator will provide support and necessary resources for the faculty or staff member to use to make the needed improvements. After a period of time, the administrator will conduct another formal observation to determine if further action is necessary. Further actions can include but are not limited to providing more support and resources, offering pertinent professional development, extra collaboration time with other teachers, or providing a mentor teacher. This formative assessment tool is purposed to identify weaknesses and provide employees with tools to improve before the summative observation takes place. Yearly observations can be used to make employment decisions. Teachers will be informed about the elements that will be assessed during their yearly summative evaluation. Each teacher will be given advanced notice of when their evaluation will take place. They will then have a follow-up meeting with administration to review their results. At that meeting, they will be informed if there are any concerns that put them in jeopardy of corrective or punitive action. Any such warning will not be a surprise, however because of the opportunities they would have had to improve throughout the school year through the feedback and support given with the informal observations. Any information or documentation gathered throughout the school year can be used to make employment decisions. However, it is SAFE’s goal to maintain all teachers and to help them perpetually grow. Thus, substantial measures will be taken to
improve teachers’ skills, dispositions, and behaviors long before any negative action is necessary. If for any reason, however, a faculty or staff member leaves the school, the vacancy will be made public and the same hiring process used in the school’s inaugural year will be conducted as described above.

vii. Compensation and Benefits
Teachers will be contracted for 189 days. Nine of those days will be designated as professional development days or teacher work days. Teachers will be given 13 weeks of release time including summer vacation and holidays during the school year. Five paid sick days will be granted to certified staff each year as well as two paid personal days. Unused sick days will carry over to the next year.

Personnel will receive salaries and benefits that are competitive with those of other area charter schools. Available benefits to full time employees and their families will include health plan, dental plan, vision plan, short-term disability plan, long-term disability plan, life insurance plan, and flex benefit plan. Salaries and benefits will be administered by the organization to which we outsource that service.

viii. Professional Development
Teachers at SAFE will be expected to demonstrate quality skills and use effective techniques. In order to encourage and develop these abilities, professional development will be a critical component in our school. Before the school year starts in 2012-2013, the staff will participate in an extensive training program that will focus on teaching methods and curriculum refining. The topics will include brain research (how the adolescent learns), cultural and community sensitivity, “Powerful Instructional Methods,” design and use of alternative assessments, collaboration and collaborative planning, and use of data to inform instruction. We will also reserve time to review individual student data and to do extensive lesson planning. Throughout the year, staff will participate in weekly staff development. Some of the topics for these sessions will be determined based on informal observations, teacher feedback, and student needs.

Predetermined topics to be covered for professional development during the school year include but are not limited to the following:

- The First Days of School
- Procedures vs. Discipline
- Standard-Based Lesson Plans
- Learning Styles
- Cooperative and Team Learning
- “Plan, Do, Check, Act”
- Motivating the Unmotivated
- Curriculum Mapping
- SAFE Achievement Statistics

We will also have 1 day per quarter for full day staff development. Some of the preceding topics may be addressed on those days as well. Effectiveness of the professional development program will be evaluated through student data and teacher feedback. Adjustments will be made accordingly.
Staff will be evaluated through the use of frequent informal observation. There will be an annual formal evaluation for all staff through the use of an evaluation rubric. Staff in need of support will receive help immediately from school administrators.

C. Governance and Management
Smith Academy for Excellence is awaiting federal 501(c)(3) designation.

SAFE’s Board will be charged with overseeing and managing SAFE’s business and affairs. The Board is responsible for advocating for the school’s mission and monitoring the school’s progress toward that mission and its overall purpose. SAFE’s Board is responsible for matters of school policy. The Board will see to it that SAFE adheres to all laws that apply to the school including Public Access Laws as described within IC § 5-14. Board members will agree that their role does not include day-to-day school management and that such matters will be entrusted to the School Leader. Members of SAFE’s Board commit to:
- Establish and maintain governing policies and procedures
- Conduct business and organizational planning and resource management for long-term success
- Monitor school services and programming for alignment with the school’s goals and mission
- Endorse SAFE within the community and act in the school’s best interest
- Offer honest and transparent criticism of the organization for the purpose of growth and development
- Support and evaluate the School Leader

The following grievance procedures will be in place in the event that a parent or student objects to a Board policy or decision, or an administrative procedure or practice.

Statement of General Principles
- Complaints must be fully described by the person with the grievance
- Proceedings should be conducted honestly, fairly and without bias
- Proceedings should not be unduly delayed.

Procedures
The following is a three level process:

1. The person with the grievance attempts to resolve the complaint as close to the source as possible.
   This level is quite informal and verbal.

   If the matter is not resolved…

2. The person with the grievance notifies the School Leader (in writing or otherwise) as to the substance of the grievance and states the remedy sought.
   Discussion should be held between the person with the grievance and the School Leader and any other relevant party.
   This level will usually be informal, but either party may request written statements and
agreements.

If the matter is not resolved…

3. The School Leader must refer the matter to the Board. 

A grievance taken to this level must be in writing from the person with the grievance. 
The School Leader will forward to the Board any additional information thought relevant. 
The Board will provide a written response to the person with the grievance. 
The Board also communicates with any other parties involved or deemed relevant.

i. Philosophy of Governance

Board members will attend all regularly scheduled meetings as often as possible and review 
prepared materials as related to each agenda. The Board will set goals for the school and 
establish policies to give direction to its administration. The Board will maintain confidentiality 
as it pertains to all discussion conducted in executive session and any other privileged 
information. All Board members will abide by Board decisions, regardless of individual opinion. 
Board members will be generally familiar with Indiana state educational laws. The Board will 
cooperate with legal council when given constructive criticism to protect the organization from 
liability. The Board will give the School Leader authority commensurate with their responsibility 
to properly manage and operate the school according to its organizational policies and support all 
school officials in the performance of their duties. The Board will refer complaints, requests and 
concerns to the School Leader or other appropriate staff members.

The Board will use the chain of command to avoid conflict with the Board, administration and 
school staff. The Board will provide advice and council to the School Leader as well as listen to 
his recommendations before making decisions. Board members are responsible to see that the 
school is well run but not to run the school. The Board will take advantage of any support it can 
get from community partnerships and stakeholder groups.

Board members will state their opinions responsibly and respect the opinions and rights of others 
without making disparaging remarks internally or externally. The pursuit of facts will be seen 
vital before reaching conclusions. We will support the employment of the most highly qualified 
staff. The Board will encourage community participation and involvement, make every attempt 
to recognize conflicts of interest and take a personal interest in educational issues. The Board 
will assist in orienting new members to insure a positive, consistent operation of our Board.

ii. Board Members

The Founding Board members of SAFE were chosen for their particular expertise, and 
experience in board membership and matters of education and business administration. They also 
demonstrate quality character and interest in serving students. The Founding Board is intended to 
automatically transition into the Board of Directors upon receiving a granted charter. When 
necessary, new Board members will be admitted through a Board vote at which time the new 
Board member will undergo the same training other Board members went through. 

Dr. Hans N. Sheridan is a career educator. He began as a teacher of business education and 
accounting. He was an instructor of School Administration and Law courses at Ball State 
University. He was a school administrator in Muncie Community Schools and Fort Wayne
Community Schools. In Fort Wayne Community Schools’ central office, he was the Director of Student Services and Assistant to the Superintendent in the development of Magnet Schools. He was the principal of Wayne High School. In business he was the Vice President of software development company KBSI, Inc in Texas, Director of Human Resources for the City of Fort Wayne, and the CEO of the Scottish Rite Center in Fort Wayne, Indiana.

**Dr. Donald F. Williams** currently serves as Senior Associate Pastor of First Assembly of God Christian Center in Fort Wayne, IN. He has served in this capacity for 18 years. In addition to his pastoral ministry, he has served as an adjunct instructor with Taylor University, Southwestern Assemblies of God University, and Sofia Pentecostal Bible College in Sofia, Bulgaria. He is on the board of directors of the Sofia Pentecostal Bible College in Sofia, Bulgaria, and International House, a Fort Wayne based organization that provides resettlement support to refugees in the Fort Wayne area. Don also served as the Associate Editor of the Greek-English Dictionary for a sixteen volume bible study reference system entitled, *The Complete Biblical Library*. He has authored over 50 Greek word study articles related to New Testament studies, and has produced a series of video-based small group studies for churches called, Group in a Box.

**Remound W. Wright II** is currently President, Strategic Growth and Acquisitions Division at Gregory Holdings dba Blue Water Mortgage. He holds an M.B.A. and has had extensive experience in the business sector. Remound was a Senior Auditor with increasing responsibility in the automotive, healthcare, retail and not-for-profit business segments. He then, had a series of financial positions of increasing responsibility within the Westinghouse Electric Company including several rotational assignments in Westinghouse’s Corporate Audit Staff, Senior - Financial Analyst, and Senior Planner Financial and Strategic Planning. Wright served as Director, Business Development and Strategic Planning for Phelps Dodge Magnet Wire Company, Inc., Fort Wayne, Indiana. Reporting directly to the President, he had responsibility for coordinating the development of new business development plans and strategic plans. Remound has also been Director, Financial Planning and Analysis for North American Van Lines where his primary role was development of annual financial and three-year strategic plans. Latter, he accepted the role of the inaugural Director, Center for Entrepreneurial Excellence (CEE) at the Northeast Indiana Innovation Center. Wright has served from 2003 to the present as an associate faculty member in the Entrepreneurship program at Richard T. Doermer School of Business and Management Sciences, Indiana University-Purdue University, Fort Wayne.

**Patricia Edwards** currently serves as a Communications Instructor at Ivy Tech State College. She is also on the Communication and Conference Leadership faculty at Indiana University-Purdue University, Fort Wayne. Patricia is a Medical Speech Writer for Novartis Pharmaceuticals at the present time as well. At the University of Saint Francis, Patricia was Assistant Professor of Communications, Director of Study Abroad Program, and Faculty Advisor of Public Relations Society. She has also served as Community Relations Manager and Speaker’s Bureau Director for Park Center as well as Easter Seals’ Communication and Media Director.

**Dr. Roger W. Ringenberg** has served in numerous teaching and pastoral roles. He has taught classes for the Weber School at Grace College; Taylor University, Upland; Taylor University, Fort Wayne; Fort Wayne Bible College/Summit Christian College; and Jamaica Theological
Seminary. His teaching experience at these institutions includes a myriad of Biblical Literature classes, Religious Studies classes, and Philosophical Studies classes. Dr. Ringenberg has been a youth pastor, assistant pastor, interim preaching pastor, and head pastor at various churches. He has written for publications, sat on multiple discussion panels and given a great number of presentations on a variety of subjects such as spiritual leadership, the Old Testament, world religions, and cross-culture communication.

iii. Board Development
Our Board is comprised of a group of like minded professionals who want to impact a community for good. They have a strong belief in the mission of SAFE. They are a group that will work together to accomplish SAFE’s mission. To that end some development is necessary. They will receive training in how to read budget status reports, best practices in financial operations, following pertinent accounting procedures, what to expect from an independent auditor, and personnel management. These services will be provided by a specialty organization.

iv. Accountability Reporting
The data from our summative assessments required by the State Board of Education will be shared with our Authorizer as soon as they are available to us. However, we will use a tool from the Northwest Evaluation Association (NWEA) called the Measure of Academic Progress to more quickly and accurately measure student improvement. This test will be given at the beginning and the end of each year. Test results may be accessed immediately and other useful reports may be accessed to report student performance. Student performance and improvement will be reported to our Authorizer to measure our school’s success. There will also be a monthly report at the Board of Directors meeting. This report will include all financial, operational, and academic data pertinent to the present month’s operation.

D. Budget and Financial Plans
The Board of Directors will be responsible for the financial management of the school. The initial budget was prepared by The Leona Group. This organization has experience preparing and overseeing numerous charter school budgets including other schools in Indiana and one in Fort Wayne. This organization will continue to work closely with the School Leader and Board to develop the budget from year to year. The Board will approve the budget and any changes that need to be made to it. The School Leader will be responsible for keeping the school on target with the budget. He will monitor expenditures on day-to-day operations to ensure that the school is staying within the budget. He will report the school’s financial status to the Board regularly. The Board will also make recommendations on the financial issues regarding items such as funds, accounts, grants, proposed projects, endowments, insurance, audits, investments, fundraising, and assets. SAFE will obtain all mandatory annual state audits as well as audits from and independent auditor to help maintain a fiscally sound organization.

We will acquire special assistance from a specialty organization with regards to our fiscal systems. This organization will manage our accounting, budgeting, purchasing, long-range planning, and state and federal reporting. However, our Board will make critical decisions when necessary. The specialty organization will also provide our Board with proposed and revised budgets, monthly status reports, coordination with an independent auditor, recommendations and

Smith Academy for Excellence
advice on best-practice financial operations, and information on how to follow pertinent accounting procedures.

**E. Facilities**
SAFE has identified possible properties to build on. The main school building will be comprised of 16 classrooms, office space, 6 restrooms, a conference room, and storage space. This learning space will be approximately 17,500 square feet. We will also be building a gymnasium with locker rooms, restrooms, and more storage space. SAFE expects to attain financing for land acquisition and construction through an education service provider. Funding will be augmented by grants and private donors. Safe administration will see to it that the building complies with state and local health and safety requirements as described in IC § 20-26-7, 20-24.

Our builder expects to be able to have our building ready for our first year of school. However, if our new building is not going to be ready for us to use in the fall of 2012, we have contingency plans. One plan involves a site in the general area of our building site. This site currently has a building that is unused but prepared to house a school. Authorities at this site have shown great interest in housing our school. Another contingency plan is to open at a vacant building that is also in the general area of our building site. We have also had discussions with authorities at this site about being housed in their building and they are very interested.

**F. Transportation**
The Smith Academy for Excellence will be strategically located in such an area that will naturally be demographically convenient to every student we are targeting with regards to transportation. We realize there are many kids who will have the ability to walk to school, ride a bike, etc. However, we also recognize the need for transportation may be present among the majority of the families we will service.

SAFE will be utilizing a more cost effective approach as an alternative to the traditional “bus route” system. This will be done because of the fact there are currently no financial provisions offered from charter legislation. Students of our school who need transportation services will have the option of being picked up in one of the (multiple) locals designated throughout the 46806 zip code. Our drivers will have a set number of locations they will drive to in order for kids to get on the bus. Buses will arrive and depart at the different locations the same time every day in order to ensure consistency within the prearranged route. Depending on the number of students located outside the 46806 area, the location of pickup points will be subject to change in order to make the bus’s daily circuit as efficient as possible.

Many different locations throughout the area have been identified as viable options for our drivers to park their bus for a period of time and load the students. The majority of these locations are places where relationships have already been established with the organizers of SAFE. These locations include various businesses, organizations and churches. Other public entities will be utilized as pick-up and drop-off points as well.

**G. Risk Management**
Our risk management needs will be outsourced to a specialty organization. This organization will do the following:
- Protect school assets from losses
- Help provide a safe work and service environment for employees and students
- Keep services protected from depletion, interruption or destruction
- Optimize the balance between self-insured losses, loss control/prevention costs, claim management costs, commercial insurance costs and the cost of administration of the risk management department function.

**H. Security**
SAFE will maintain a high level of security on school grounds at all times. One key measure in maintaining this level of security will be the use of an electronic security system through a nationally recognized security system provider. Having this system will also reduce insurance costs.

An element of the system will be intrusion detection and control. This will include burglar alarms to protect against unauthorized entry and theft. SAFE will also be protected through digital video surveillance. This system will record digital video which will help protect against theft and vandalism. Furthermore, the video surveillance will allow SAFE administration to review events anywhere in the school from any point in time. Thus, administration will be able to use digital video recordings to corroborate testimonies in the case of an incident claim.

An additional part of the security system will be electronic access control. This will help protect school equipment and materials outside of school hours. It will also provide another layer of safety for students and staff during school hours. Having electronic access control will save the school money on lock changes and re-keying.