



## Instructions

The following pages include several guiding questions for the 40-page Innovation Network School application narrative. Below is a list of the required content as well as directions for meeting the format requirements and deadline.

## Contents of the Innovation Network School Application

The Innovation Network School Application must contain the following items:

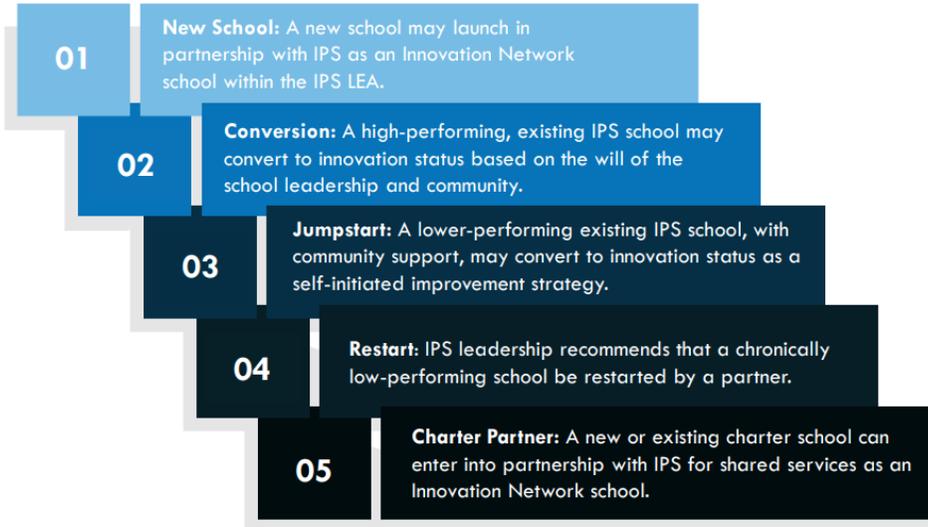
- Cover page:
  - legal name of group applying for innovation agreement
  - name of applicant's designated representative (*please include all relevant contact information: address; telephone number; email address*)
  - name and location of proposed school (*if applicable. If you are applying to restart a school, please indicate in this section and it will be updated later.*)
- Table of Contents listing page numbers for each section of the narrative and attachments;
- A narrative, not to exceed 40 pages, following the attached Innovation Network School Application Narrative Outline. **Make sure you number your sections in accordance with the numbering conventions in this application;**
- Information regarding the applicant's designated representative, and governance and management team
- Attachments, not to exceed 50 pages;
- Five-year budget;
- Cash flow analysis for first fiscal year of operation; and
- Budget assumptions.

## Innovation Network School Application Format

The Innovation Network School Application should be submitted electronically. Please ensure the following formatting requirements are met.

- PDF only except for the budget, which should be submitted via a separate Excel workbook; no Word documents accepted;
- All content must be merged into a single PDF;
- One-inch margins on all sides;
- No font smaller than 10-point;
- Paragraph formatting may not be more compact than standard single space;
- Content should follow the order and be labeled as outlined in the following pages.
- Content is limited to topics included in this Innovation Network School Application Narrative Outline.

Some content will vary by application type, and is indicated in **RED**. The chart below provides an overview of the five different innovation pathways for the 2021-22 application cycle.



Additional information supporting the narrative may be included as attachments. Choice of attachments are up to the applicant, though they should be used to provide evidence, support a particular aspect of the Innovation Network School Application, or lend insight into the applicant and its governing board members or management personnel. Examples of attachments in the Innovation Network School Application include curriculum samples, academic standards, letters of support, financial statements, etc. All attachments should be numbered and clearly referred to by number in the Innovation Network School Application narrative as well as in the table of contents. Attachments that are not numbered or labeled as corresponding to an element of the outline will not be considered.

Attachments requested within the application do not count toward the 50-page attachment limit.

*\*Note: Elements of this application closely resemble the Indianapolis Mayor's Office of Education application.*



## I. Vision, Need, and Defining Success

### A. Vision and Mission Statements

- Provide a vision and mission statement for your proposed Innovation Network School. Both statements should be clear, concise, and define the purpose and nature of the school. Your statements should (in a few sentences) indicate what the school intends to do, for whom, and to what degree.
  - The Innovation Network School Application should reference the mission throughout to explain how the plans for the school support the mission.
  - **[Conversion & Jumpstart Schools Only]:** Indicate if your Mission is being revamped as part of this process, or if you're continuing with an already-established Mission statement

### B. Need

- **Conversion & Jumpstarts Only:** Explain how converting to innovation will address needs seen at your building. A non-exhaustive list of examples is included below:
  - A need for greater staffing flexibility
  - A need for greater budgetary autonomy
  - A need for a different curricular approach based on changes in student demographics
  - A need for extended school day and calendar flexibility to accelerate student learning
    - Jumpstarts should also explicitly mention how any of these measures will support turning around school performance.
- **[New Schools and New Charter Partners]:** Identify the IPS neighborhood you wish to serve. Explain the need for this particular school in the community it will serve and the need with regards to the target student population. Specifically, why is your school model the right fit for this community?
  - Include information on your plans to ensure the school is an integrated part of the community the school serves. Be as detailed as possible regarding your timeline as well as specific efforts in which you plan to engage.
  - Include demographic and performance information for the school(s) that your targeted student population would normally attend.
  - Strong answers to this question should go beyond a simple analysis of school district statistics or a general discussion of school choice.
- **Existing Charter Partners:** Explain how becoming an innovation school addresses a need that you currently see at your school **and** addresses the needs of the broader community.
  - Ex: Partnering with IPS for transportation will allow for more students to access our school and reduce the administrative burden of running transportation on our own.
- **[Restart Applicants]** – As this document reflects “Part I” of your application, you should leave a placeholder at this time. Indicate that you are willing to restart a school for IPS and will submit further detail once the IPS Board of Commissioners identifies any schools that may be restarted.
- **[All except Restart]:** Explanation of how the proposed school model will serve the specific needs of the community it has identified. The city of Indianapolis presents needs that are specific to a certain location and population. Effective programming of an Innovation Network School should serve as a vehicle to meet specific community needs.
- If you are not able to identify a specific school site or neighborhood at this time, clearly outline how your particular model will enhance the educational opportunities of Indianapolis’s students. Further modifications and information will be requested later in this process.

### C. Goals



Academic goals for each innovation school partner will be identified in the chartering process or IPS goal-setting process, as applicable. For this this application, however, please complete the following:

- Performance Goals
  - Your goals should directly address the philosophical and functional imperatives aligned to the IPS [Strategic Plan 2025](#). All goals should have targets that the school plans to attain throughout the term of the innovation agreement.
  - Articulate school-specific goals:
    - One school-specific goal related to organizational effectiveness
    - One school-specific goal related to educational performance. Your goal should address expected student growth and/or student proficiency.
    - One school-specific goal related to community and family engagement.

**Jumpstarts and restarts** will ultimately be evaluated by whether their academic outcomes improved because of innovation. Both innovation paths should focus heavily on “before and after” innovation goals in all three areas of goal setting, where applicable.

**Conversion schools** should be able to tie some or all the school goals to the “need” section. This could include a focus on pre-post academic performance. Ex: If the conversion school cites longer school days as a reason for converting to innovation status, an organizational goal tied to this could be the percentage increase of instructional hours and the methods by which the school will measure this goal.

**Restarts** should provide draft goals and understand that the academic targets will be subject to change if restart sites are announced.

**Existing and new charter partners** can use school specific goals from their charter authorization process in this section, but goals should tie to aspects of the “need” section.

- Ex: Existing charter partners seeking to partner with IPS to allow for IPS student enrollment priorities could measure the % increase of FRL students over time.
- Explain how you will know when each goal has been achieved.
- State the tool(s) you will use to evaluate achievement of, or progress toward, each goal (e.g., a school-selected assessment, a parent survey, etc.).

## II. Educational Services Provided

### A. Educational Model

- Describe the educational model of the proposed school. Include in this description a discussion of the instructional methods to be used.
  - **Conversion and Jumpstart:** This section should have a clear demonstration of a “before and after” status. If the proposed educational model does not deviate from the existing model, explain how innovation conditions will allow for the model to flourish. If the model is a change from the existing model, explain why this model was chosen.
- Explain the research that demonstrates that this approach will work with your anticipated student population.
  - **Restarts:** You may speak generally now and wish to update in Part II of your application.
  - **Jumpstart and Restart** responses should show the research behind the proposed educational model’s track record with accelerating student achievement
- Describe the school calendar (including the number of days the school will be in session), the daily hours of operation, and the way the school day will be organized for instruction, independent study, and extra- or co-curricular activities, if any. Please be as specific as possible, including minutes of instruction in math, ELA, and non-core content, ensuring offerings meet or exceed state regulations.

- It is the IPS' review team's responsibility to provide this information to internal stakeholders regarding the feasibility of scheduling.
- Provide two sample unit plans (from two different grade levels) that demonstrate how the school's educational model is implemented in the classroom.
- Describe the day in the life of a student at your school.

## B. Curriculum Selection and Implementation

- Provide a description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level (or performance level, grade level, etc.) in your school. *(Please do not provide a copy of the Indiana State standards in place of the school's more specific curriculum.)*
  - **Strong applications will show a preference for research based, rigorous curriculum over teacher-created curriculum.**
    - **The review team will review the proposed curriculum against highly rated curricula provided by EdReports (yellow & green)**
  - Identify the specific textbooks, teaching pedagogies, curricular programs, and/or sequence that will comprise the schools' curriculum for all subjects and grade levels.
  - **Conversion & Jumpstart applicants** please describe what major changes, if any, you anticipate making in your curriculum if granted Innovation status.
- Explain the processes and procedures you will put in place to ensure the curriculum is taught with fidelity
  - **Strong answers will include**
    - A professional development schedule tied to curriculum internalization
    - Schedules and plans for feedback cycles with teachers
    - Roles and responsibilities for teacher feedback/walkthroughs
    - Information about professional learning communities or other collaborative spaces along subject lines where teachers can engage with each other on curricular topics
- Explain how your curriculum and instruction will address learning loss from the COVID-19 pandemic.

## C. Assessment

- Describe how student progress will be determined, measured, and reported. As a starting point, Innovation Network Schools in Indiana are subject to mandatory assessment and testing requirements applicable to all Indiana public schools.
  - Please indicate whether, in addition to administering state-mandated standardized exams, the school will also use additional or multiple assessment tools to determine and report student progress. Identify other tools that will be used.
  - Explain why particular measures have been chosen, how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used.
- Describe how assessment information will be used to continuously improve instruction. Explain how staff and students will be informed of ongoing student performance and development.
  - Describe how data will be disaggregated to ensure that performance of all student groups is monitored.
- Describe the school's structures and strategies to ensure all learners are meeting their goals.
- Describe the school's policies and standards for promoting students to the next grade.

## D. Learning Environment

- Describe the desired culture of the school.



- **Conversion and Jumpstart** applicants should describe how a transition to Innc improve or change the culture, if applicable. This should be grounded in disciplinary and/or Panorama data.
- Explain the strategies the school will use to develop a positive culture that supports students, staff, and families.
- Include, in an attachment, a detailed school discipline plan. Explain consequences for offenses and how they will be carried out. Please also explain how parents will be notified and kept in communication when disciplinary issues arise. *(Note that IPS will evaluate plans as they reflect the spirit and intent of our Student Code of Conduct to ensure equitable practices across our family of schools.)*
- Describe how the school will build and maintain family-school partnerships and facilitate parental engagement and involvement. Provide as an attachment your annual family engagement plan.
  - **Conversion and Jumpstart** applications should include a review of their existing Panorama survey results in this area.
- Describe how the school will monitor parental satisfaction, create processes to collect regular parent feedback, and use that feedback to inform family-school partnerships.

### E. Special Student Populations

- Describe the school's approach to educating children who identify in the following areas:

#### Children with Special Needs

- Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress.
  - Explain why you have selected your procedures, the expectations of staff and families, as well as your methods of providing follow up and feedback data to all necessary stakeholders.
  - Explain who you anticipate will carry out these responsibilities— the school's staff, IPS district staff, or outside providers.
    - If the school anticipates joining an existing cooperative (or partnering with some other entity) to provide special education services, describe what action, if any, you have taken toward that end.
    - If outside vendors will be used, outline expectations and evaluation procedures for these vendors.
  - Explain how the school will monitor to ensure high quality instruction for all students with IEPs.
- Pursuant to federal (34 CFR Part 300) and state (511 IAC Article 7) special education regulations, describe the continuum of special education services (including related services) the school will make available to eligible students.
- Describe how topics related to exceptional learning needs will be embedded in professional development plans for all staff.
- Be sure to include staff structures, student to teacher ratios, and procedures for general and special education staff collaboration, roles, and responsibilities.

#### Limited English Proficiency

- Describe how the school's educational program will serve students with limited English proficiency. Include staffing and how the curriculum will be modified for English language learners.
- **Strong answers will also include:**
  - Ways in the which the school will communicate with families whose primary language is not English
  - Ways in which the school will identify English Language Learners
  - Data and assessments the school will use to monitor the progress of English Language Learners

**Restart operators** should include a projected ELL student population in Part II of their application and all other elements of their application should reflect this fact.



Students Performing Below Grade Level

- Describe how the school’s educational program will serve students that enter the school below grade level. What specific supports will be available for these students?

Students Performing Above Grade Level

- Describe how the school’s educational program will serve students that are academically advanced. How will the school continue to grow advanced students, while at the same time, working with students that are below grade level?

**III. Organizational Viability and Effectiveness**

**A. School Leadership**

- Explain the building leadership structure of your school. **Strong answers should explicitly identify roles and responsibilities of key leadership personnel:**
  - Instructional Leadership
  - Operations
  - Finance
  - Board Management
- Include an organization chart in attachments/Appendix
- Provide resumes and documentation of all school leaders in attachments/Appendix
  - **Strong applications will have their principals chosen at the time of the application**
  - If the school leader is not yet selected, describe in detail the criteria and selection process for securing a high-quality leader.
  - IPS will request background checks of school leaders and essential personnel at the time of the application.
- **Restart operators** should show a track record of success in turning around low performing schools or in leading schools serving students living in poverty.
- **New schools or single site restart, jumpstart, or conversion schools:** Single site schools including roles such as Executive Director and CEO should explain their rationale for this leadership structure. This should include an overview of the responsibilities of the principal vs the responsibilities of the Executive Director/CEO.

**B. Governing Board**

- Include copies of the following organizational documents
  - Articles of incorporation;
  - By-laws; and
  - Evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for said status.
- Describe the process by which the governing board will develop policies and make decisions.
- Briefly detail your development plans for board members.
- Provide a summary of the roles and responsibilities of the board in relation to the school’s leader(s). Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection. Explain the process for selecting staff.
- Attach leadership information (resumes and memoranda) for members of the Board of Directors. Your board must be finalized before an Innovation Agreement is drafted and presented to the IPS Board of Commissioners.
- Explain how the board will hold the school leadership team accountable to results



- Provide an overview of the Board’s understanding of Indiana Open Door Law and the process put in place to ensure it maintains compliance with IODL.
- **Applicants will be required to submit board background checks at either the application or pre-opening stage**

If any other individuals have been integral to the development of the school, clarify their future role with the school

**C. Enrollment**

- **New schools and charter partners:** Indicate the anticipated number of students that will be enrolled each year in each grade level. Explain in detail your rationale for selecting this school size and provide specific evidence that the demand for your school is sufficient to sustain projected enrollment figures.
  - An artifact to support demand for a school could be a list of signatures of families that have agreed to attend your school if granted an innovation contract.
  - **New schools and new charters:** If your school neighborhood has been identified, a survey of families living in your proposed neighborhood is required. Include copies of surveys, response rates, and outcomes of the surveys. If your school neighborhood has yet to be identified, please provide a detailed plan and prototype of the above. Survey data shared in the application should include:
    - Amount of individuals surveyed
    - Whether individual identifies as a parent/guardian of school aged children in Indianapolis
  - **For existing charter partners:** Explain exactly what the school’s enrollment process will be. Strong answers will show an understanding of the Unified Enrollment System operated by Enroll Indy.
  - Strong responses should show an understanding of the Indianapolis landscape. Projections for grade configurations should align with recent historical trends.
  - Ex: Slow growth elementary school applicants will be vetted against recent trends for slow growth elementary schools in Indianapolis.
- **For Jumpstart, Conversion, and Existing Charter Partners:** Provide a breakdown of the student population you currently serve by race, gender, special needs, and FRL/CEP. If you have goals around changing any of these measures, either through Innovation Status or as a separate consideration, please detail in your application.
- **Conversion and Jumpstart Applicants:** Briefly explain how, if at all, becoming an Innovation Network School will change your enrollment, demand, or student demographics.
- Explain how the school and its program will be publicized and communicated throughout the community, even if you don’t yet know your school’s location.

**D. Human Resources**

- Describe the qualifications and characteristics of an ideal teacher for this Innovation Network School.
- Describe a day in the life of a teacher at your school.
- Describe the recruitment and selection structures the school will employ to ensure that staff hired at the school hold these qualifications and characteristics. Include selection tools (interview materials, rubrics, process maps) in the Appendix.
- Describe if your staff will be “at-will” or will have contracts, and how that will be communicated at the time of hire.
- Describe the strategies that will be employed to retain effective staff members.
- Describe how the school will ensure to employ a staff that reflects, at minimum, the current diversity of Indianapolis Public Schools.
- **For Conversion, Jumpstart and Existing Charter Operators:** Provide the demographics of your current staff (by race and gender) and retention statistics for the past five years.



- **Conversion and Jumpstart** schools should include a reflection and review of staff satisfaction Panorama.
- Describe the professional development program that will be implemented and how it will support the school’s mission and educational model.
  - Please include how teachers’ cultural competency will be developed and strengthened over time.
- Describe the staff evaluation system and how it will support the school’s mission and educational model.
- Indicate the expected number of teachers and other school staff to be employed, providing rationale for how the structure and number support the school’s mission and educational model.
- In the attachments, please provide the current results-focused resume of the school leadership and any identified staff members you intend to hire.

**E. Community Partnerships**

- Provide a list of organizations that will partner with your school and the nature of those partnerships.
    - If your school neighborhood has not yet been identified, provide a detailed community engagement plan. More information will be requested at a later date.
    - **Restart applicants will be asked to write a full update of this section in Part II of their application.**
  - Attachments should include letters of support from partner organizations, specifically detailing the nature of the partnerships. (If these have not yet been identified, they will be requested at a later date).
  - Describe the steps you have already taken to develop partnerships, including the people and organizations with whom you have already met, and your plans to further develop additional community partnerships. If your school neighborhood has not yet been identified, please provide a narrative of past direct success in this area and a detailed plan for how you will develop partnerships in the new area. More information will be requested at a later date.
  - **Conversion and Jumpstart Applicants:** Describe your efforts to engage your school staff and your families in this process to date. What data do you have to demonstrate you have substantive support? What actions have you taken, and what further work do you need to do to ensure adequate staff and family buy in?
  - Explanation of how this school is innovative in its utilization of community partnerships. In addition to providing moral and/or financial support, community partnerships can offer innovative methods for providing critical supports to students. These partnerships should go hand in hand with the need of the school’s targeted population.
  - **Strong applications will include an “anchor institution”,** or a community partner near the proposed location of the school that has publicly committed to partnering with the school in tangible ways. This can include collaboration with programming, or members from the anchor institution volunteering on the school’s board.
    - Ex: Arlington Woods 99 and Eastern Star Church, Thomas Gregg School 15 and the John Boner Center.
- **Restart applicants** would not be expected to identify an anchor institution in the application, but should prioritize these conversations during community engagement

**F. Budget and Financial Matters**

- Provide the school’s estimated costs and revenues over the next 5 years, including assumptions behind revenue and expenditure projections.
- **Restart applicants** may submit this in Part II of their application once they more fully understand the school’s enrollment
  - You can submit your 5-year budget in any format you prefer. The budget should be submitted in excel format.



- o Budget assumptions should be highly detailed, explaining the rationale for each budget. (For example, details regarding staffing model, average staff salary, costs for materials and supplies, rent and/or construction costs, technology, etc. should be explained thoroughly.) Provide assumptions for both revenue and expenditures. Provide detail for each line anticipated expense or revenue, explaining the basis for your assumption.
- o Include details regarding your technology budget.
- In addition, provide a cash flow analysis for the first fiscal year of operation. (Note that all budget analyses should assume a July 1-June 30 fiscal year.) Remember that it is prudent to be conservative in your assumptions for the per pupil funding you expect to receive. The first year cash flow should be submitted in excel format.
  - o In the budget, you should only include those grants or in-kind donations which have already been firmly committed.
  - o A letter of commitment from funders must be included in the attachments for any fundraising revenue.
  - o If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution, and expected date of receipt if known).

#### G. School Site

**This section is NOT applicable to Innovation Restart Applications.**

- If you have already identified an Innovation Network School site, indicate the location (including street address).
- Describe the facility, including the current status of the building and the anticipated facilities updates needed.
- If possible, provide a layout and description of the proposed Innovation Network School facility.

#### H. Transportation

- Provide a detailed description of the transportation arrangements you expect to have for your school.
  - o While it is understood that you may be unable to provide an exact transportation plan without knowledge of your actual student population, please be as specific as possible.
  - o Be sure to include information on who will provide services, how it will meet the needs of all your learners – including those with IEPs or other special needs, and how much it will cost.



**Requests for Additional Information**

**A. Performance Overview**

Existing charter operators, jumpstart and conversion candidates will need to provide the following data for all schools in their network. New charter partners or restart partners should provide data that aligns to experiences on their resume:

1. Raw reading and math proficiency state assessment data for the past five years, if applicable
2. Growth data for state assessments from the past five years, if applicable (ex: ILEARN met/exceeded growth target goals)
3. For Indiana operators, five year trends in IREAD3 data
4. Attendance and enrollment data for last five school years
5. Formative assessment data is required for schools without at least three years of state assessment data

Please note all data should be disaggregated by race, Special Education and English Language Learner status.

**B. Staff Survey & Site Visit**

IPS will administer surveys to staff at Jumpstart and Conversion schools to capture staff sentiment towards converting to innovation status. The surveys will be administered after the first interview and the results from the survey will be discussed during second round interviews in January 2022. IPS will also conduct walkthroughs of Jumpstart and Conversion sites during January and February 2022.