



NEW CHARTER SCHOOL APPLICATION

(TO BE DIFFERENTIATED BASED ON SITUATION)

This application is intended for approval to open a new charter school. USI uses nationally recognized charter authorizing principles and standards, including guidance from the National Association of Charter School Authorizers, in reviewing this application, and adheres to IC 20-24-3-4.

Name of Proposed School: _____

Name of any other Currently Authorized Schools: _____

Proposed Location of the School: _____

Street/PO Box

City

State

Zip

School District/LEA

Primary Contact: _____

Mailing Address: _____

Street/PO Box

City

State

Zip

Phone: (Office) _____ (Cell) _____

Email: _____

Are you applying as a: ☐ New Operator ☐ Existing Operator ☐ Conversion Operator

Names, roles, and current employment of all people on the founding team (add lines as needed):

Founding Team Including Board Members and Proposed School Leader(s)		
Full Name	Current Role and Organization	Role with Proposed School

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school, but not hold the charter directly? ☐ Yes ☐ No

If yes, identify the ESP or other partner organization: _____

Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools? Yes ☐ No

If yes, identify the CMO or other partner organization: _____

If yes to either, describe the ESP/CMO's responsibilities, performance expectations, fee structure, and how the board will monitor the provider's performance. Attach or summarize key terms of any management agreement.

Executive Summary

Directions: Respond to the written application prompts below. Suggested page limits for each section are in parentheses. Maximum total length is 50 pages of narrative and 50 pages of attachments (not including documents related to sections bios, resumes, Conflict of Interest forms, or Statements of Assurances, or letters of support). If this application a school currently authorized by another authorizer, attach written acknowledgement from the current authorizer, as required by IC 20-24-3-4(e).

Outline why this school, for this community, by this founding team. Please include:

- The proposed school's mission
- An overview of the proposed school's educational model,
- A description of the community the school seeks to serve,
- And how the school will improve student learning, increase learning opportunities, and offer innovative programs, as what evidence the organizing team used in coming to that conclusion.
- The founding team members with a description of their collective capacities (knowledge, skills, abilities, and behaviors) and connection to the proposed school mission and community.

Evidence may include unmet community demand, waitlist data, family interest, feeder patterns, geographic need, performance evidence from the existing school model, or other documentation demonstrating a compelling rationale.

In addition, for established organizers:

- Summarize academic, financial, and organizational performance of the existing campus(es), including key outcome data for the last three years.
- Explain the capacity of the current organization to manage growth (leadership bench, systems, data capacity), including any lessons learned from prior expansions.

Section 1: People (10 Page)

1.1 Describe the community the school seeks to engage in as well as:

- Identify key stakeholders the founding team has engaged with (e.g., families, students, community leaders, businesspeople, elected officials, organizations, and others) and describe:
 - Their support for the proposed school, including any commitments they have made. (Include letters of support or similar, as appropriate.)
 - Any reasons for strong opposition, and strategies to mitigate this.
- Summarize the founding team's approach to gathering community input and explain how this input shaped the school design.
- Describe coalition-building successes and challenges, including the team's strategies for overcoming these challenges. Include any coalition-building strategies planned between now and the potential

school opening.

- 1.2** Describe the students the school intends to serve (including needs and geographic area). Explain how enrollment targets were determined and supported (including pre-enrollment data), and identify the minimum enrollment required for financial viability along with contingency plans if enrollment falls short.

Provide a grade level and enrollment summary:

Charter Year	Grade Level(s)	Projected Enrollment by Grade	SE%	MLL%	FR%
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
At Capacity					

- 1.3** Describe coalition-building successes and challenges, including the team's strategies for overcoming these challenges. Include any coalition-building strategies planned between now and the potential school opening.
- 1.4** Conduct a gap analysis of the founding team's capacities and plans to fill gaps with training, new team members, future hiring, and/or coalition building.
- Attach bios or resumes and conflict of interest forms for all founding team members.
 - Have each founding team member complete and sign a Statement of Assurances and attach.
- 1.5** Describe the school's admission policy, including enrollment process, lottery procedures (if applicable), and compliance with Indiana's open-enrollment and non-discrimination requirements.

Section 2 – Model (20 pages)

- 2.1 Mission, Purpose** - Outline the proposed school's mission. Include a description of the indicators of success in achieving the mission.

Key Design Elements

- Describe and justify the proposed school's key design elements, including how they align with the mission; the research basis and/or examples of other schools or programs the founding team researched or visited; what they learned from them; and how that may be applied to this school.
- Summarize and provide a rationale for the proposed school's chosen instructional approaches.
- Explain the plan for ensuring the curriculum aligns with state content standards.
- Describe the proposed school's approach to serving students with disabilities and English learners.
- Describe how the proposed school will ensure a safe environment conducive to student learning and development. Include the approach to student discipline and well-being.

Outcomes

- Outline the proposed school's student outcome goals and describe how they will be measured.
- Explain the rationale for these goals and targets.
- Describe how internal and external stakeholders, including the public, will know the extent to which the school is achieving its mission.

Addressing Community Needs, Challenges, and Opportunities

- Detail how the current options available to families do not meet the expressed needs of the community and describe how the school meets these needs among the targeted community and students (academic, programmatic, access, demographic, other).
- Attach concrete evidence of community demand. Explain how this evidence supports the school's ability to meet its proposed enrollment.

2.2 - Curriculum Overview –

Elementary

Explain the elementary curriculum that will be used. Describe how the instructional program aligns with Indiana academic standards and how it supports the school's educational purpose and mission.

Describe the core reading program the school will implement and explain how it aligns with the Science of Reading and Indiana reading requirements, including applicable early literacy and reading endorsement or credential requirements.

Provide the proposed elementary daily schedule and explain how the school will ensure dedicated time for reading, mathematics, intervention, enrichment, and other core instruction.

Describe the Response to Intervention or Multi-Tiered System of Supports framework, including:

- Universal screening tools.
- Progress monitoring assessment and schedule.
- Staffing responsibilities.
- Data review process.

Explain how the school will provide daily remediation and intervention in reading and mathematics for students who need additional support.

Describe summer school or summer remediation plans for eligible students, especially students in grades 2 and 3 who require additional literacy support under Indiana's reading laws and guidance.

Describe specific, measurable student achievement goals and accountability metrics for the new campus (e.g., proficiency, growth, attendance), including timelines and how these goals align with existing charter accountability.

Junior High/Middle School

Explain the Junior High/Middle School curriculum that will be used at the new campus. Describe how the instructional program aligns with Indiana academic standards and how it supports the school's educational purpose and mission.

Provide the proposed daily schedule and explain how the school will ensure dedicated time for reading and mathematics intervention/enrichment, and other core instruction.

Describe the Response to Intervention or Multi-Tiered System of Supports framework, including:

- Universal screening tools.
- Progress monitoring assessment and schedule.
- Staffing responsibilities.
- Data review process.

Explain how the school will provide daily remediation and intervention in reading and mathematics for students who need additional support.

Describe specific, measurable student achievement goals and accountability metrics (e.g., proficiency, growth, attendance), including timelines and how these goals align with existing charter accountability.

High School

Explain the High School curriculum that will be used. Describe how the instructional program aligns with Indiana academic standards and how it supports the school's educational purpose and mission.

Provide the proposed daily schedule and explain how the school will ensure dedicated time for reading and mathematics intervention/enrichment, and other core instruction.

Explain how the school will provide daily remediation and intervention in reading and mathematics for students who need additional support.

Describe how the school will ensure students remain on track to graduate and be prepared for success after high school.

Describe specific, measurable student achievement goals and accountability metrics (e.g., proficiency, growth, attendance), including timelines and how these goals align with existing charter accountability.

2.3 School Climate and Student Services

Explain the school discipline program, including behavior expectations, due process, student conduct procedures, and any restorative or positive behavior supports.

Describe school counseling services and the systems the school will use to support students socially, emotionally, and behaviorally. Include internal staffing and any outside provider partnerships.

Describe the advising and counseling supports that will be provided to students to ensure that they are college and career ready.

Section 3 – Execution

3.1 Staffing and Organization

- Describe the proposed staffing model for the school—including leadership, instructional, support, and operational staff—how it compares to other campuses, and how the school will ensure licensed teachers are hired and supported to obtain Science of Reading-aligned credentials or training.
- Describe employee roles and responsibilities, the overall personnel plan and hiring timeline, staff support, compensation and retention strategies, and the full scope of employee benefits, including health insurance, retirement, leave, liability coverage, and other offerings.
- Describe how the board will be organized to manage and provide strategic direction for the proposed school, including any board committees.

3.2 Timelines and Plan of Execution

- Provide a Gantt chart (Project Timeline) with the identified milestones achieved to date with an End-In-Mind of a successful launch of the proposed charter school.
- Describe the marketing, outreach, and student recruitment strategies and timeline the school will employ in the pre-opening year and once operational, to reach proposed enrollment targets.
- Outline the proposed school's approach to future community gatherings and use of input from families, students, staff, and the community.

- Describe facility needs based on the educational program and projected enrollment. Include on- and off-campus sites that may be used to support the school model and program. Include the status of any facilities search, if started.
- If the facility is identified, describe the proposed facility and explain whether it will be leased, owned, or otherwise occupied. Include maintenance obligations, insurance, facility readiness, code compliance, and any capital improvement needs.
- Explain the contingency plan if a facility is not acquired in time, or if construction timelines delay the completion of the facility plan.
- Explain how students will get to and from school, including whether transportation will be provided, coordinated, or left to families. Describe how transportation access may affect enrollment and attendance.
- Describe how the school will provide meals for students, including lunch and any planned breakfast service. Explain whether meals will be prepared on-site or through a vendor, and outline plans to participate in the Federal School Lunch Program or other child nutrition programs, including eligibility for free or reduced-price meals and how this will support students in high-poverty populations.
- Describe the school's plans for before-school and after-school care, including proposed hours of operation, transportation considerations, staffing, fees or subsidies (if any), and how these services will support working families.

3.3 Policies, Assurances, and Partnerships

- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps the board will take to prevent any actual conflicts and mitigate perceived conflicts.
- Attach all existing organizational founding documents, legal entity evidence, approved board policies or resolutions, and a status update on policies the organization plans to adopt relating to school governance before opening.
- Describe confirmed or planned partnerships relevant to the proposed campus, including the role of each partner.
- Provide the date of contact with the local school district, the individual or office contacted, and the method of communication.
- How does the school plan to engage and involve the surrounding community on an ongoing basis, and how will community perspectives be gathered and incorporated into the school's planning and decision-making?
- Attach letters of support from community organizations, residents, businesses, and parents that show why the school is needed.

3.4 Financial Plans

- Attach the five-year projected budget required to initiate and sustain the new school. Summarize major assumptions, including enrollment, staffing, revenue, expenses, reserve levels, and sustainability planning.
- Provide first-year monthly cash flow projections showing the source of startup funds and how the school will maintain adequate month-to-month funding during the first year of operations.
- Describe the adjustments that would be made, including staffing, if actual enrollment falls below projections. Explain the decision points the school will use to maintain financial stability.
- Describe how the school will approach the development of financial policies and systems. Include any financial services expected to be contracted for by the school; describe the selection process and the criteria to select and evaluate these contractors. Or, if financial management will be handled by in-house staff, describe the qualifications of key internal finance staff and the hiring plan.

3.5 Governance and Compliance

- Describe the governing board's involvement in the proposed expansion or extension.
 - If the governing board has been established, explain how and when the proposal was presented to the board, what action was taken, and provide any supporting documentation (e.g., meeting

- minutes or resolutions).
- If the governing board has not yet been established or has not begun meeting, describe the timeline for organizing the board, the anticipated start date for meetings, and how the board will comply with Indiana Open Door Law requirements.

Required Attachments

Attach and label all supporting exhibits. These should include:

- Five-year budget.
- First-year cash flow projections.
- Board minutes or board presentation materials.
- Community support letters.
- Pre-enrollment evidence.
- Curriculum documents.
- School Calendar (IC 20-24-3-4(b)(3)(K)).
- RTI / MTSS framework.
- Facility lease or occupancy documents.
- Insurance documentation.
- Local district notification documentation

Organizer Certification

Have each founding team member complete and sign a [Statement of Assurances](#). Submit as attachments.