

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Expanding Opportunity Through Quality CSP - Developer New Schools

CFDA # 84.282B

PR/Award # S282B230006

Grants.gov Tracking#: GRANT13932941

OMB No. 1810-0767, Expiration Date: 07/07/2023

Closing Date: Jul 07, 2023

PR/Award # S282B230006

****Table of Contents****

| Form | Page |
|---|-------------|
| 1. Application for Federal Assistance SF-424 | e3 |
| 2. Grants.gov Lobbying Form | e6 |
| 3. Dept of Education Supplemental Information for SF-424 | e7 |
| 4. ED Abstract Narrative Form | e9 |
| <i>Attachment - 1 (1262-Part 3 HSADSM Abstract FY23 CSP 84.282B)</i> | e10 |
| 5. Project Narrative Form | e11 |
| <i>Attachment - 1 (1263-Part 4 HSADSM Narrative FY23 CSP 84.282B)</i> | e12 |
| 6. Other Narrative Form | e52 |
| <i>Attachment - 1 (1234-Appendix A Charter Schools Program Assurances)</i> | e53 |
| <i>Attachment - 2 (1235-Appendix B1 Chris Murphy Resume)</i> | e57 |
| <i>Attachment - 3 (1236-Appendix B2 Roger Brooks Bio)</i> | e58 |
| <i>Attachment - 4 (1237-Appendix B3 Sunnie Richer Resume)</i> | e59 |
| <i>Attachment - 5 (1238-Appendix B4 Christine Hensley Resume)</i> | e62 |
| <i>Attachment - 6 (1239-Appendix B5 San Wong Horizon Resume)</i> | e64 |
| <i>Attachment - 7 (1240-Appendix B6 Carrie Bening Resume)</i> | e68 |
| <i>Attachment - 8 (1241-Appendix B7 Kittie Weston Knauer Resume)</i> | e69 |
| <i>Attachment - 9 (1242-Appendix B8 Sue Cronin Resume)</i> | e74 |
| <i>Attachment - 10 (1243-Appendix B9 Laura Cannon Resume)</i> | e75 |
| <i>Attachment - 11 (1244-Appendix B10 Serdar Kartal Resume)</i> | e80 |
| <i>Attachment - 12 (1245-Appendix B11 Tamara Lieb Resume)</i> | e82 |
| <i>Attachment - 13 (1246-Appendix B12 Idil Hassan Resume)</i> | e84 |
| <i>Attachment - 14 (1247-Appendix B13 Adelaide Moy Resume)</i> | e88 |
| <i>Attachment - 15 (1248-Appendix B14 Sharida Combs Resume)</i> | e89 |
| <i>Attachment - 16 (1249-Appendix B15 Halil Dulgeroglu Resume)</i> | e93 |
| <i>Attachment - 17 (1250-Appendix C1 Gov Reynolds CSP Letter of Support)</i> | e95 |
| <i>Attachment - 18 (1251-Appendix C2 Dir Aldis Letter of Support)</i> | e96 |
| <i>Attachment - 19 (1252-Appendix C3 Sen Ernst CSP Letter of Support)</i> | e97 |
| <i>Attachment - 20 (1253-Appendix C4 Mark Jacobs Letter of Support)</i> | e98 |
| <i>Attachment - 21 (1254-Appendix C5 Rep Nunn CSP Letter of Support)</i> | e100 |
| <i>Attachment - 22 (1255-Appendix D IRS 501c3 Determination Letter)</i> | e101 |
| <i>Attachment - 23 (1256-Appendix G1 Charter Approval Letter)</i> | e103 |
| <i>Attachment - 24 (1257-Appendix G2 SBE and Horizon Science Academy DSM Charter Contract)</i> | e107 |
| <i>Attachment - 25 (1258-Appendix G3 Horizon Science Academy Des Moines Charter School Application)</i> | e108 |
| <i>Attachment - 26 (1259-Appendix G4 Intent to Apply for CSP Notice to Authorizer)</i> | e160 |
| <i>Attachment - 27 (1260-Appendix G5 HSADSM 5-year Budget Forecast)</i> | e161 |
| <i>Attachment - 28 (1261-Appendix G6 SPOC - Executive Order 12372)</i> | e163 |

| | |
|--|------|
| 7. Budget Narrative Form | e164 |
| Attachment - 1 (1264-Part 5 HSADSM Budget Narrative FY23 CSP 84.282B) | e165 |
| Attachment - 2 (1265-Part 5.1 HSADSM Budget Itemized List FY23 CSP 84.282B) | e169 |
| 8. Project Objectives and Performance Measures Information | e173 |
| 9. Form ED_524_Budget_1_4-V1.4.pdf | e179 |
| 10. Form ED_GEPA427_2_0-V2.0.pdf | e182 |

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1257-Appendix G2 SBE and Horizon Science Academy DSM Charter Contract.pdf](#)

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
|--|--|--|

| | |
|--|--|
| * 3. Date Received: <input type="text" value="07/06/2023"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

| | |
|--|---|
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text"/> |
|--|---|

State Use Only:

| | |
|---|---|
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> |
|---|---|

8. APPLICANT INFORMATION:

* a. Legal Name:

| | |
|--|--|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/> | * c. UEI: <input type="text" value="REDACTED"/> |
|--|--|

d. Address:

| | |
|----------------------|---|
| * Street1: | <input type="text" value="4801 Franklin Ave"/> |
| Street2: | <input type="text"/> |
| * City: | <input type="text" value="Des Moines"/> |
| County/Parish: | <input type="text" value="IL"/> |
| * State: | <input type="text" value="IA: Iowa"/> |
| Province: | <input type="text"/> |
| * Country: | <input type="text" value="USA: UNITED STATES"/> |
| * Zip / Postal Code: | <input type="text" value="503101960"/> |

e. Organizational Unit:

| | |
|--|--|
| Department Name: <input type="text"/> | Division Name: <input type="text"/> |
|--|--|

f. Name and contact information of person to be contacted on matters involving this application:

| | |
|--|--|
| Prefix: <input type="text" value="Dr ."/> | * First Name: <input type="text" value="Christopher"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Murphy"/> | |
| Suffix: <input type="text"/> | |

Title:

Organizational Affiliation:

| | |
|---|----------------------------------|
| * Telephone Number: <input type="text" value="REDACTED"/> | Fax Number: <input type="text"/> |
|---|----------------------------------|

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-060523-001

* Title:

Office of Elementary and Secondary Education (OESE): Charter School Program (CSP): Grants to Charter School Developers for the Opening of New Charter Schools, Assistance Listing Number 84.282B

13. Competition Identification Number:

84-282B2023-1

Title:

Grants to Charter School Developers for the Opening of New Charter Schools

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Horizon Science Academy Des Moines CSP Grant Application for Opening a New Charter School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

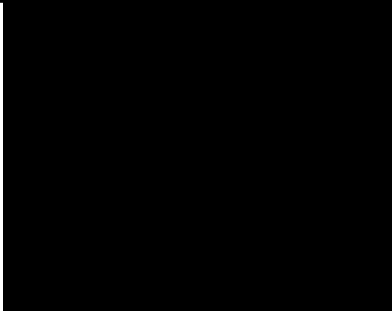
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program Income
- * g. TOTAL



*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Horizon Science Academy Des Moines

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Christopher Middle Name:

* Last Name: Murphy Suffix:

* Title: Chief Strategic Growth Officer

* SIGNATURE: Christopher Murphy

* DATE: 07/06/2023

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

1. Project Director:

| | | | | |
|----------------|------------------------------|--------------|------------------------|---------|
| Prefix: Dr. | * First Name: Christopher | Middle Name: | * Last Name: Murphy | Suffix: |
|----------------|------------------------------|--------------|------------------------|---------|

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:
Street2:
* City:
County:
* State:
* Zip Code:
Country:

* Phone Number (give area code)
Fax Number (give area code)

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

b. If the program competition NIA is giving competitive preference points for a new potential grantee or novice applicant, how many points are you claiming for your application? (the NIA will indicate how many are available)

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

| | | |
|--|----------------------|----------------------|
| <input type="text" value="19153001100"/> | <input type="text"/> | <input type="text"/> |
| <input type="text" value="19153002600"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment

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Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).
- Research issues, hypotheses and questions being addressed.
- Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Horizon Science Academy Des Moines: *Empowering Future Generations*

Horizon Science Academy Des Moines (Horizon) is a charter public school located at 4801 Franklin Ave, Des Moines, IA 50310, in the racially and socioeconomically diverse near northwest quadrant of Des Moines, Iowa, where several traditional public schools are identified by the [State Department of Education](#) as high-priority and needs-improvement. Horizon will open in August 2023 and serve 190 Kindergarten through third-grade students. Per its charter agreement with the Department of Ed, Horizon will increase the opportunity of a high-quality education by adding one grade level per year, ultimately serving 640 K-12 students.

Horizon is applying for the federal Charter Schools Program Development Grant (84.282B: opening a charter school) and seeks competitive preference priority for promoting a high-quality educator- and community- centered school to support underserved students.

Horizon Science Academy Des Moines project objectives are:

Objective #1: Implement Horizon’s STEM-focused educational model. Approaches include an extended school day/year, robotics clubs, and providing data-driven academic interventions.

Objective #2: Implement Horizon’s diverse, equitable, and inclusive (DEI) model.

Approaches include partnering with non-profits, and engaging with neighborhood associations.

Objective #3: Implement Horizon’s staff development and school culture model. Sample approaches include teacher feedback and support processes, and competitive salary/benefits.

According to the [National Assessment of Educational Progress](#), Iowa was ranked #3 in the nation in public K-12 education in 1992. By 2019, it had slipped to 24th. According to the 2023 Stanford [CREDO](#) study, charter schools like Horizon are proven to help low-income students of color achieve at higher rates than traditional public school peers. Horizon will help Iowa return to being one of the top public educational states in the country.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Horizon Science Academy Des Moines

Empowering Future Generations

US Department of Education Charter Schools Program Grant to Charter Developers for the Opening of New Charter Schools Listing #: 84.282B

Table of Contents

| | | |
|------|---------------------------------|----|
| I. | Table of Contents | 1 |
| II. | Executive Summary | 2 |
| III. | Competitive Preference Priority | |
| | a. Engagement with Educators | 4 |
| | b. Engagement with Community | 9 |
| IV. | Selection Criteria | |
| | a. Management Plan | 11 |
| | b. Continuation Plan | 26 |
| | c. Project Design | 27 |
| | d. Project Need | 30 |
| V. | Application Requirements | 35 |

II. Executive Summary

In 1992, Iowa was nationally ranked #3 in K-12 education, however, by 2019, it slid to 24th. The Nation's Report Card from National Center for Education Statistics reports that fewer than one third of Iowa 8th graders are proficient in Reading and Math. Further, only 20% of students who qualify for free and reduced lunch programming are proficient. While increases in K-12 spending mirror the national average, academics have not shown the expected outcome Iowa families deserve. Des Moines families have called for different educational opportunities.

Iowa Governor Kim Reynolds signed House Files 813 and 847 in 2021, which modified previous charter law to establish a founding group-state board model and to provide funding formula encouraging charter school growth. These acts allowed a founding group to apply to the State Board for approval to establish and operate a charter school within the boundaries of the state that operates as a new attendance center independently from a public school district.

The seeds for Horizon Science Academy Des Moines (Horizon) were sown on the beliefs that every child deserves the right to a high-quality free and public education and that charter schools play a significant role in the effort to improve educational outcomes for Iowa's public school students, especially among students of color and students from low-income families.

As its charter authorizer, the Iowa Department of Education unanimously approved Horizon in February 2023 to operate as a charter school for five years under Iowa Code § 256E. Horizon is historically the first charter school in Iowa to operate with an independent governing board overseeing its operations. *See Appendix G1: Charter Approval Letter.*

Based on the award-winning Concept Schools model, the mission of Horizon is to provide a safe and enriching learning environment where the whole student is nurtured and

developed. Its small class sizes, extended school day and year, and science-based curriculum provide students with unique learning experiences and families with a new, free school choice.

Concept is a nonprofit management organization which provides comprehensive educational, operational, and financial services for charter schools. Concept currently manages thirty-four schools across the Midwest, serving 13,500 K-12 students. For over 20 years, Concept has implemented a model that develops early literacy skills and provides unique science and math STEM-focused learning opportunities. In middle and high school, students begin preparation for life beyond graduation through Concept's robust college prep program.

The Concept Schools academic model has proven to accelerate student learning, which prevents learning loss and closes achievement gaps. Students average 1.2 years of academic growth for every year enrolled in a Concept School. Concept students simply outperform students in traditional public schools. Additionally, close to 100% of graduating seniors are accepted to college and most receive scholarships.

Opening Fall 2023, Horizon will enroll 190 Kindergarten through 3rd-grade students living within the Des Moines Public Schools (DMPS) attendance zone, and it will expand yearly until it reaches K-12 and serves about 650 students by 2032. Roughly 66% of the DMPS student population is racially diverse, and about 76% qualify for free and reduced lunch programs. Similarly, 85% of Concept students nationally are racially diverse, and about 85% qualify for free and reduced lunch programs. Horizon's targeted population will mirror these profiles.

Horizon Science Academy Des Moines (Horizon) is applying for the FY23 US Department of Education Charter Schools Program Development Grant (84.282B: opening a charter school) and seeks competitive preference priority for promoting a high-quality educator- and community- centered school to support underserved students.

III. Competitive Preference Priority

a. Engagement with Educators

Founding members Sunnie Richer and Roger Brooks are longtime Des Moines residents, business, and community leaders. Struck by the lack of high-quality, tuition-free public educational opportunities in Des Moines, Sunnie and Roger connected with Concept Schools through a mutual colleague. They visited Horizon Science Academy McKinley Park in Chicago, IL in June 2022 and observed the exact type of educational option they wanted to bring to Des Moines. The founding group met with several staff members, administrators, students, parents, and governing board members.

The founding group submitted its charter application in accordance with Iowa school code in the Fall of 2022 and received unanimous approval from the Department of Education, its charter authorizer, in January 2023 to open as a new charter school in Des Moines in Fall 2023.

As a network of more than 30 charter public schools, Concept leverages its academic directors and regional directors to provide regular job-embedded support to ensure that teachers and staff have the tools and skills necessary to implement the model with fidelity.

Educator Engagement Management Plan

Horizon will conduct thorough and comprehensive recruitment process. Horizon will spend a considerable amount of time on administrator and teacher recruitment and hire teachers that will further the mission and vision of Horizon. Open positions will be posted on the school website, through national teacher recruitment sites, such as Applitrack and ZipRecruiter, Indeed.com, and Iowa Regional Education Applicant Placement (IAREAP). A comprehensive recruitment process may include online screening tests, written answers to a list of questions,

formal in-person interview, reference check, and demo teachings. An employee referral policy will also help us recruit teachers of high quality.

Horizon will offer a competitive and performance-based compensation system. Horizon teachers will have opportunities to receive extra compensations based on high-performance, significant improvement in the student achievement, test scores, and undertaking additional responsibilities and duties.

Teacher retention is essential to maintaining school culture and the overall effectiveness of the school. Factors that positively affect teacher retention include:

- Professional development plan - in addition to any job-embedded professional development provided by Concept, the professional development program will include a tuition reimbursement policy to help our teacher pursue higher education opportunities.
- Staff Surveys - Employee morale is part of school culture and very important. Happy teachers are more. Horizon will survey its teachers twice a year and receive feedback on teacher needs and morale, and results will help guide morale-boosting events.
- Staff empowerment - Horizon ensures that teachers are part of the decision-making process. The team-oriented organizational structure fosters collegial relationships and enables teachers to be involved in decisions. Staff may decide how to use certain funds for extra resources, support materials, staff gatherings, bonuses, etc.
- New teachers' orientation - Horizon believes that beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years. Our mentoring program will provide beginning teachers with support and assistance to help navigate the difficult early years of teaching.

- Continuous administrative support and feedback - school administrators provide frequent feedback about teachers' performances through classroom walkthrough, classroom observations, attending school events and activities, meeting with teachers when necessary. With consistent feedback, teachers will develop themselves and improve their practices every day, which will increase their likelihood of staying at Horizon.
- Create a physically and emotionally safe and secure working environment - Horizon will strategically work on creating a working environment that staff trusts each other and administrators, is collegial and collaborative, and where people feel emotionally and physically secure. Installation of security cameras, effective and constant student monitoring, training for emergency situations, administrative support, and assistance with conducting difficult conversations with parents.

Horizon culture, values, and learning expectations start with the school's staff. Staff members will form a strong team, unified by a common mission, vision, and set of values. Based on this shared foundation, staff will help create, maintain, and improve the school culture on an annual basis. The Horizon Summer Institute will take place one week prior to the start of school so that teachers are immersed in the mission, philosophy, vision, values, and key aspects of the school culture before they step foot in a classroom. Teachers will receive 5 full days of intense training prior to the school opening. During the Summer Institute, teachers will learn about the Concept model and deepen their understanding of the culture. Team building activities will foster trust and a collegial atmosphere. Teachers will be engaged in activities to enhance their ability to differentiate the curriculum and effectively incorporate technology into their lesson plans.

Seven full days will be designated as professional development days and spread throughout the year. On those days, Horizon will either have experts come to the school and

work with staff, or staff members will work in teams on areas of improvement. Professional development also will take place as a part of the team structure that will be integral at Horizon. The key to effective professional development is establishing a school culture where learning is valued among all members of the school.

The leadership team, consisting of the entire administrative team, grade chairs, and department chairs, will meet monthly to discuss and resolve issues that have been raised in the other team meetings. Thus, teaching and learning will be monitored weekly, biweekly, and monthly through a system of checks and balances. This structure will allow faculty to be part of the decision-making process at Horizon.

The principal and assistant principal will review the minutes or join meetings to ensure that meetings are effective. Each team will develop annual goals and benchmarks to measure progress. Teams will develop professional development plans based on their analysis of their students' academic data and the needs of team members. Teams will present their professional development plans at the leadership team meeting via their leaders. The leadership team will determine whether speakers and experts are brought to the school for workshops or whether staff members will attend conferences or seminars.

Additionally, current professional magazines, books, and films regarding innovative educational methods will be made available to faculty and staff. Faculty and staff also will be provided opportunities for study, travel, workshops and conferences, and teacher exchanges. The school will partially reimburse faculty for tuition that furthers their development as teachers. All professional development will have specifically stated outcomes. Upon implementation, teachers will assess student knowledge/skills and make changes in classroom practice. For every professional development session, the assessment will be developed simultaneously.

Evaluation of the professional development program at Horizon will be a results-based process. Twice a year, data regarding classroom performance, discipline, a collaboration between faculty, seminars and workshops, student achievement, parental involvement, community involvement, and technology integration will be reviewed. This data will be analyzed and shared at a staff meeting where staff will openly exchange ideas, thoughts, and solutions. Conclusions will drive the focus of future professional development. For example, if Horizon held a workshop on improving writing and critical thinking, classrooms will then be observed to find out how often faculty used the tools and strategies given to them. Writing scores of the students in interim assessments will be reviewed to connect the student growth to the strategies being implemented because of the professional development.

The findings of the benchmark assessments will drive the professional development plan. The Horizon teachers will go through an extensive training regarding data-driven instruction, benchmark assessments, and formative assessments during the Summer Institute and during professional development days. As results are obtained from the assessment, teachers will identify areas in which further professional development is necessary to improve student outcomes.

Horizon believes in taking a job-embedded approach to professional development. School leaders and members of the Concept Schools Academic Department collaborate to build the pedagogical capacity of staff through a variety of formal and informal opportunities throughout the school year. Through targeted job-embedded professional development opportunities and based on data, the staff build their capacity and model lifelong learning, e.g., through visits to other Concepts-managed schools, and training provided at Horizon on the key components of the Concept Schools' design such as data-driven instruction, integration of

technology in the instructions, building positive relationships with the students, discipline, and student engagement. Several professional development days are built into the school calendar.

People responsible for implementing the Educator Engagement Plan include:

| Name | Role | Organization |
|-------------------|--|---------------------------------------|
| Mrs. Laura Cannon | Principal | Horizon Science Academy Des Moines |
| TBD 1 | Assistant Principal | Horizon Science Academy Des Moines |
| TBD 2 | Instructional Coach 1 | Concept Schools |
| TBD 3 | Instructional Coach 2 | Concept Schools |
| Mr. Serdar Kartal | Superintendent | Concept Schools |
| Ms. Sharida Combs | Regional Director of Teaching and Learning | Concept Schools |
| Ms. Idil Hassan | Director of School Culture and SEL | Concept Schools |
| Mrs. Tamara Lieb | Director of Elementary Education | Concept Schools |
| Mr. Travis Jiskra | Director of Educational Technology | Concept Schools |

b. Engagement with Community

As a successful charter management organization, Concept Schools values community and family engagement. It has been proven over the years that students of an engaged family perform better than those with little engagement. Not only is community and family engagement for student success, Concept understands that our schools are poised to act as community leaders.

Each Concept network school identifies a staff member responsible for planning and facilitating family engagement opportunities. They are also responsible for establishing and maintaining positive relationships with external partners and community organizations. These community engagement coordinators collaborate with one another under the support and guidance of Concept’s Chief Strategic Growth and Communications Officer to develop annual engagement and advocacy goals and plans to execute these strategies.

Through founding group members Sunnie Richer and Roger Brooks’ years of philanthropic work supporting Des Moines, they amassed a wealth of contacts aligned with the general vision of supporting Des Moines youth. The founding group hosted several meetings

with interested parties and prospective governing board members in Des Moines beginning in August 2022.

Leaders from a variety of organizations attended, including:

- United Way
- CFUM
- Hy-Vee
- IJAG
- Iowa Economic Development
- Starts Right Here
- Several Neighborhood Associations
- Urban Dreams
- Religious centers

During these meetings, the founding group shared a brief rationale for introducing a charter school to Des Moines. The response from the attendees was overwhelmingly supportive. Attendees welcomed the idea of a charter school that focused on STEM education and college preparation. Based on their lifelong experiences, the attendees were pivotal in narrowing down the list of potential facilities locations, guiding the founding group towards historically underserved neighborhoods.

As of June 2023, there are three Federally recognized Qualified Opportunity Zones (QOZ) in Des Moines. The Internal Revenue Service defines QOZs as economic development tools that allow people to invest in distressed areas in the United States. Their purpose is to spur economic growth and job creation in low-income communities while providing tax benefits to investors.

Of the three QOZs in Des Moines, two (ID: 19153001100 and ID: 19153002600) are in neighborhoods near Horizon and areas in which the school has targeted much of its enrollment campaigns since receiving its charter approval in early 2023.

Community Engagement Management Plan

The following chart identifies the people responsible for implementing the Community Engagement Plan:

| Name | Role | Organization |
|------------------------|---|------------------------------------|
| Mrs. Christine Hensley | Board Chairperson | Horizon Science Academy Des Moines |
| Mrs. Laura Cannon | Principal | Horizon Science Academy Des Moines |
| TBD 1 | Assistant Principal | Horizon Science Academy Des Moines |
| Dr. Christopher Murphy | Chief Strategic Growth and Communications Officer | Concept Schools |

The following chart identifies key milestones for community engagement, the leaders responsible for planning and facilitating engagement opportunities, and a timeline.

| Milestone | Person(s) Responsible | Timeline |
|---|------------------------------|-----------------------|
| Foster effective and transparent communications | Cannon | Ongoing |
| Develop a communications plan | Murphy | October 2023, Yearly |
| Identify non-profit organizations that work with Horizon the population and neighborhoods | Hensley & Murphy | October 2023, Ongoing |
| Establish relationships with non-profits | Cannon | December 2023, Yearly |
| Attend neighborhood association meeting in QOZs | Cannon &/or AP | 2x/Semester |
| Attend neighborhood association meetings from where actual students live | Cannon &/or AP | 2x/year |
| Implement marketing plan to increase school community awareness and student enrollment | Murphy &/or AP | October 2023 |
| Increase opportunities for multi-cultural events | Hensley & Cannon | Yearly |
| Increase opportunities for volunteer throughout the year | Cannon | Ongoing |

IV. Selection Criteria

a. Management Plan

(i) On Time and Within Budget

Horizon Science Academy Des Moines (Horizon) is the first charter public school in Iowa’s history to be independently governed by a local board. It was essential to the founding

group to secure board members that had strong community ties, excellent leadership qualities, and cared about kids.

| Horizon Science Academy Des Moines Governing Board | |
|---|--|
| Christine Hensley Chairperson | Mrs. Hensley is a former Des Moines city council representative, a member of several mission-driven boards, a retired community and governmental affairs officer for a major financial institution and is a born and raised Des Moines resident. |
| San Wong Vice Chairperson | Mrs. Wong is a first-generation immigrant from West Malaysia, former DMACC administrator, and now serves as the Director of the Iowa Department of Human Rights where she helps the most vulnerable Iowans thrive. |
| Kittie Weston-Knauer Board Treasurer | Ms. Weston-Knauer is a renowned retired public school educator and administrator, community volunteer and activist. Her first teaching job was at Franklin Jr High School (now home of Horizon). |
| Carrie Bening Board Secretary | Mrs. Bening is a former special education teacher and current volunteer at several Des Moines community organizations primarily helping foster children as a court appointed special advocate. |
| Hunter R. Clark Member | Mr. Clark is a graduate of Harvard Law School, Drake University law professor, and published author whose work focuses on foreign direct investment and global economic development. |
| Sue Cronin Member | Mrs. Cronin is a retired Kindergarten teacher and is thoroughly committed to early childhood development. |
| TBD Parent Member | This position is held open until a Horizon parent may be selected in Fall 2023 to join the Board. |

This impressive group of professionals and educational reformers brings years of transformational leadership and credibility to Horizon. By tapping their well-honed networks of fellow Des Moines residents, they will leverage the potential of every private and public mission-focused organization in the city to support the academic growth and well-being of every Horizon student. The board is the primary group responsible for fulfillment of this grant.

Joining the Horizon Board are the following key individuals and their roles.

| Name | Role | Organization |
|------------------------|----------------------------------|------------------------------------|
| Dr. Christopher Murphy | Chief Strategic Growth Officer | Concept Schools |
| Mr. Serdar Kartal | Superintendent | Concept Schools |
| Mr. Halil Dulgeroglu | Treasurer | Concept Schools |
| Mrs. Laura Cannon | Principal | Horizon Science Academy Des Moines |
| Mrs. Sharida Combs | Director of Teaching & Learning | Concept Schools |
| Ms. Adele Moy | Director of Operations | Concept Schools |
| Ms. Idil Hassan | Director of School Culture & SEL | Concept Schools |

A high-level plan for this project is provided in the table below. The plan identifies the individual with the primary responsibility of completing each item description or activity, and the planned timeline for the items to be completed.

| # | Item Description Or Activity | Person Responsible | Timeline |
|-----|--|--------------------|------------------------|
| 1 | IXL | Combs | JUL, Annually |
| 2 | NWEA | Combs | JUL, Annually |
| 3 | GoGuardian | Combs | JUL, Annually |
| 4 | Renaissance Learning, Inc. | Combs | JUL, Annually |
| 5 | Flocabulary | Combs | JUL, Annually |
| 6 | Learning A-Z | Combs | JUL, Annually |
| 7 | Clever | Combs | JUL, Annually |
| 8 | Professional Services - Go Math! K-6 | Combs | JUL – AUG 2023 |
| 9 | PDF2F Face-To-Face Training Session (Up To 6 Hrs) | Combs | AUG – DEC 2023 |
| 10 | Proven Practices Professional Development Onsite | Kartal | AUG, Years 2-5 |
| 11 | Crisis Prevention Institute | Kartal | OCT, Years 2-5 |
| 12 | CPR | Kartal | DEC, Years 2-5 |
| 13 | SEL For Staff - Professional Development And Materials | Hassan | 1x/Semester, Years 2-5 |
| 14 | PLTW Trainings | Kartal | AUG, Years 2-5 |
| 15 | Tuition Reimbursements | Kartal | JUN, Years 2-5 |
| 16a | Chromebooks(YEAR 1) | Moy | JUN – JUL 2023 |
| 16b | Chromebooks(YEAR 2) | Moy | JUN – JUL 2024 |
| 16c | Chromebooks(YEAR 3) | Moy | JUN – JUL 2025 |
| 16d | Chromebooks(YEAR 4) | Moy | JUN – JUL 2026 |
| 16e | Chromebooks(YEAR 5) | Moy | JUN – JUL 2027 |
| 17a | Staff Laptops(YEAR 1) | Moy | JUN – JUL 2023 |
| 17b | Staff Laptops(YEAR 2) | Cannon | JUN – JUL 2024 |
| 17c | Staff Laptops(YEAR 3) | Cannon | JUN – JUL 2025 |
| 17d | Staff Laptops(YEAR 4) | Cannon | JUN – JUL 2026 |
| 17e | Staff Laptops(YEAR 5) | Cannon | JUN – JUL 2027 |
| 18 | SMART Board MX086-V4 Interactive Display With Iq | Moy | JUL – AUG 2023 |

| | | | |
|-----|--|--------|----------------------|
| 19 | Irover2 For Interactive Flat Panels Supports 55"-86" Flat Panels With A VESA Mounting Pattern | Moy | JUL – AUG 2023 |
| 20 | SMART Wall Mount For MX-V2, 7000, 6000 And GX Series | Moy | JUL – AUG 2023 |
| 21 | 13-Inch Macbook Pro: Apple M2 Chip With 8-Core CPU And 10-Core GPU, 256GB SSD - Space Gray | Moy | JUL – AUG 2023 |
| 22 | Lenovo 2022 Newest Ideapad 3 Laptop, 15.6" HD Touchscreen | Moy | JUL – AUG 2023 |
| 23 | FANGOR 1080P HD Projector, WIFI Bluetooth Projectors | Moy | JUL – AUG 2023 |
| 24 | Black And White Copier | Moy | JUL – AUG 2023 |
| 25 | Color Copier | Moy | JUL – AUG 2023 |
| 26 | Epson - Pro EX9240 3LCD Full HD 1080p Projector | Moy | JUL – AUG 2023 |
| 27 | Computer Lab Computer | Cannon | JUN – JUL 2024 |
| 28 | Music Equipment | Cannon | JUN – JUL, Years 2-5 |
| 29 | Laminator | Moy | JUL – AUG 2023 |
| 30a | 18"H Inspiration Poly Classroom Chair | Moy | JUL – AUG 2023 |
| 30b | 18"H Inspiration Poly Classroom Chair | Moy | JUL – AUG 2023 |
| 30c | 16"H Inspiration Poly Classroom Chair | Moy | JUL – AUG 2023 |
| 30d | 14"H Inspiration Poly Classroom Chair | Moy | JUL – AUG 2023 |
| 31 | Wooden Mail Organizer | Moy | JUL – AUG 2023 |
| 32 | 35in. Children's Bean Bag | Moy | JUL – AUG 2023 |
| 33 | 5'4"X7'8" Lots Of Dots Rectangle Carpet | Moy | JUL – AUG 2023 |
| 34 | Ergo Active Seating Stool | Moy | JUL – AUG 2023 |
| 35a | 43"X24" Single Pedestal Teachers Desk - Steel Legs | Moy | JUN – JUL 2023 |
| 35b | 43"X24" Single Pedestal Teachers Desk - Steel Legs | Moy | JUN – JUL 2024 |
| 35c | 43"X24" Single Pedestal Teachers Desk - Steel Legs | Moy | JUN – JUL 2025 |
| 35d | 43"X24" Single Pedestal Teachers Desk - Steel Legs | Moy | JUN – JUL 2026 |
| 35e | 43"X24" Single Pedestal Teachers Desk - Steel Legs | Moy | JUN – JUL 2027 |
| 36 | 66x60" Group Study Adjustable Horseshoe School Table | Moy | JUL – AUG 2023 |
| 37 | 60" Dia. Prima Adjustable Flower Activity Table | Moy | JUL – AUG 2023 |
| 38 | 6'X4' Economy Whiteboard With Aluminum Frame | Moy | JUL – AUG 2023 |
| 39 | Maze Office Chair W/ Loop Arms | Moy | JUL – AUG 2023 |
| 40a | Junction Desk | Moy | JUN – JUL 2023 |

| | | | |
|-----|--|--------|----------------------|
| 40b | Junction Desk | Moy | JUN – JUL 2024 |
| 40c | Junction Desk | Moy | JUN – JUL 2025 |
| 40d | Junction Desk | Moy | JUN – JUL 2026 |
| 40e | Junction Desk | Moy | JUN – JUL 2027 |
| 41 | Wood Preschool Locker - 5-Section Offset Edge | Moy | JUL – AUG 2023 |
| 42 | 72x30x30"H Science Lab Table With Chem-Res Laminate Top | Moy | JUL – AUG 2023 |
| 43 | 60"X42" Planning Art Table With Laminate Top | Moy | JUL – AUG 2023 |
| 44 | 16.5-24" Grow With Me Adjustable Kids Wobble Chair | Moy | JUL – AUG 2023 |
| 45 | 24x48 Melamine Flip Top Table | Moy | JUL – AUG 2023 |
| 46 | Padded Poly Teacher Chair | Moy | JUL – AUG 2023 |
| 47 | Managerial L-Desk 3/4 Pedestal | Moy | JUL – AUG 2023 |
| 48 | H-Leg Racetrack Conference Table | Moy | JUL – AUG 2023 |
| 49 | Classic Birch 20-Cubby Storage Unit | Moy | JUL – AUG 2023 |
| 50 | Lunch Tables | Moy | JUN – JUL, Years 1-2 |
| 51 | Teacher Filing Cabinets | Cannon | JUN – JUL, Years 1-3 |
| 52 | Bulletin Boards | Moy | JUL – AUG 2023 |
| 53 | 35"W 4 Drawer/1 Door Base Unit | Moy | JUN – JUL 2024 |
| 54 | 24"W 1 Door Sink Base Unit | Moy | JUN – JUL 2024 |
| 55 | 24"W Single Kneespace Drawer W/(2) 5.5" | Moy | JUN – JUL 2024 |
| 56 | Epoxy Resin Drop-In Sink 16" X 12" X 8"D | Moy | JUN – JUL 2024 |
| 57 | Deck Mounted Mixing Faucet With 6" Rigid/Swing Gooseneck | Moy | JUN – JUL 2024 |
| 58 | Rear Enclosure Panel | Moy | JUN – JUL 2024 |
| 59 | 47"W 2 Drawer/2 Door Base Unit | Moy | JUN – JUL 2024 |
| 60 | Ada 36"W 2 Door Sink Base Unit Cabinet | Moy | JUN – JUL 2024 |
| 61 | 47"W X 30"H Hinged Framed Glass 2 Door Wall Unit | Moy | JUN – JUL 2024 |
| 62 | Epoxy Resin Ada Compliant Drop-In Sink 25" X 15" X 4.8"D | Moy | JUN – JUL 2024 |
| 63 | Floor Mt. Safety Station With 10" Orange Abs Plastic Shower Head; Eye Wash With Stainless Steel Bowl, 2 Gentle Spray Heads | Moy | JUN – JUL 2024 |
| 64 | Acid/Corrosive Cabinet Manual 2-Door 35"W X 36"H X 22"D, With 3/4" Leak-Proof Tray Top, Finish: Blue | Moy | JUN – JUL 2024 |
| 65 | 6' Bypass Hood Prewired/Preplumbed And Include A LTSW, BLSW, (2) Duplex, And Gooseneck Faucet | Moy | JUN – JUL 2024 |

| | | | |
|-----|---|--------|----------------------|
| 66 | 6' Fume Hood Top W/Cup-sink | Moy | JUN – JUL 2024 |
| 67 | Flammable Storage Cabinet, Manual 2-Door 35"W X 35-9/16"H X 22"D, Finish: Safety Yellow | Moy | JUN – JUL 2024 |
| 68 | 48" Wide By 24" Deep Motorized Adj Ht Bench | Moy | JUN – JUL 2024 |
| 69 | 48 X 24 Deep Fixed Ht Bench | Moy | JUN – JUL 2024 |
| 70 | 47"W 2 Door Sink Base Unit | Moy | JUN – JUL 2024 |
| 71 | Epoxy Resin Drop-In Sink 18" X 15" X 10.8"D | Moy | JUN – JUL 2024 |
| 72 | PE Equipment | Cannon | JUN – JUL, Years 2-5 |
| 73 | Art Supplies | Cannon | JUN – JUL, Years 2-5 |
| 74 | Classroom Supplies (Board markers, Pencils, Pen, Etc) | Cannon | JUN – JUL, Years 2-5 |
| 75 | Robotics Supplies | Combs | JUN – JUL, Years 2-5 |
| 76 | PLTW Supplies | Combs | JUN – JUL, Years 2-5 |
| 77a | Grade K Go Math | Combs | JUN – JUL 2023 |
| 77b | Grade 1 Go Math | Combs | JUN – JUL 2023 |
| 77c | Grade 2 Go Math | Combs | JUN – JUL 2023 |
| 77d | Grade 3 Go Math | Combs | JUN – JUL 2023 |
| 77e | Grade 4 Go Math | Combs | JUN – JUL 2024 |
| 77f | Grade 5 Go Math | Combs | JUN – JUL 2025 |
| 77g | Grade 6 Go Math | Combs | JUN – JUL 2026 |
| 77h | Grade 7 Go Math | Combs | JUN – JUL 2027 |
| 78a | Collab Literacy 2e Gr. K Class Pkg | Combs | JUN – JUL 2023 |
| 78b | Collab Literacy 2e Gr. 1 Class Pkg | Combs | JUN – JUL 2023 |
| 78c | Collab Literacy 2e Gr. 2 Class Pkg | Combs | JUN – JUL 2023 |
| 78d | Collab Literacy 2e Gr. 3 Class Pkg | Combs | JUN – JUL 2023 |
| 78e | Collab Literacy 2e Gr. 4 Class Pkg | Combs | JUN – JUL 2024 |
| 78f | Collab Literacy 2e Gr. 5 Class Pkg | Combs | JUN – JUL 2025 |
| 78g | Collab Literacy 2e Gr. 6 Class Pkg | Combs | JUN – JUL 2026 |
| 78h | Collab Literacy 2e Gr. 7 Class Pkg | Combs | JUN – JUL 2027 |
| 79a | IDR Gr. K-3, Essential Collection: Fiction And Nonfiction | Combs | JUN – JUL 2023 |
| 79b | IDR Gr. 4, Essential Collection: Fiction And Nonfiction | Combs | JUN – JUL 2024 |
| 79c | IDR Gr. 5, Essential Collection: Fiction And Nonfiction | Combs | JUN – JUL 2025 |
| 79d | IDR Gr. 6, Essential Collection: Fiction And Nonfiction | Combs | JUN – JUL 2026 |
| 79e | IDR Gr. 7, Essential Collection: Fiction And Nonfiction | Combs | JUN – JUL 2027 |

| | | | |
|-----|-----------------------------------|--------|----------------|
| 80 | SIPPS 4e Reading Specialist's Pkg | Combs | July, Annually |
| 81 | Consult Being A Reader | Combs | JUN – JUL 2023 |
| 82a | Kindergarten Packs STEM Scopes | Combs | JUN – JUL 2023 |
| 82b | 1st Grade Packs STEM Scopes | Combs | JUN – JUL 2023 |
| 83c | 2nd Grade Packs STEM Scopes | Combs | JUN – JUL 2023 |
| 83d | 3rd Grade Packs STEM Scopes | Combs | JUN – JUL 2023 |
| 83e | 4th Grade Packs STEM Scopes | Combs | JUN – JUL 2024 |
| 83f | 5 Grade Packs STEM Scopes | Combs | JUN – JUL 2025 |
| 83g | 6th Grade Packs STEM Scopes | Combs | JUN – JUL 2026 |
| 83h | 7th Grade Packs STEM Scopes | Combs | JUN – JUL 2027 |
| 84a | Social Studies K | Combs | JUN – JUL 2023 |
| 84b | Social Studies 1 | Combs | July, Annually |
| 84c | Social Studies 2 | Combs | July, Annually |
| 84d | Social Studies 3 | Combs | July, Annually |
| 84e | Social Studies 4 | Combs | JUN – JUL 2024 |
| 84f | Social Studies 5 | Combs | JUN – JUL 2025 |
| 84g | Social Studies 6 | Combs | JUN – JUL 2026 |
| 84h | Social Studies 7 | Combs | JUN – JUL 2027 |
| 85 | SEL Curriculum | Hassan | July, Annually |
| 86a | Instructional Coach K-3 Salary | Cannon | JUN – JUL 2024 |
| 86b | Instructional Coach K-3 Benefit | Cannon | JUN – JUL 2024 |
| 87a | Instructional Coach 4-6 Salary | Cannon | JUN – JUL 2025 |
| 87b | Instructional Coach 4-6 Benefit | Cannon | JUN – JUL 2025 |

The project manager will regularly track the progress of the execution during regularly scheduled meetings, at least monthly with the superintendent and school principal. The treasurer will regularly track expenditures versus the approved budget by line item to ensure project execution within the budget. A spreadsheet will be maintained that calculates the expenditures-to-date and the remaining balance by budget line item and by ED524 expenditures category. The

superintendent will also ensure that all tangible items are labeled and logged so all items purchased are tracked.

(ii) Return on Costs

The mission, vision, and intended qualities and values of Horizon are aligned directly with the three key objectives of this grant application.

The mission is: To foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused college and world.

The vision of Horizon is: All students will enter college ready to excel in STEM subjects.

Similar to all Concept network schools, Horizon values include:

- College Preparatory Curriculum with STEM Focus
- Community and Family Engagement
- Higher Standards and Expectations
- Data-driven Instruction Through Ongoing Assessment of Learning
- Increased Student Engagement
- Knowledgeable and Skilled Staff

The key objectives of this Horizon Science Academy Des Moines project are:

Objective #1: Implement Horizon’s STEM-focused educational model. Approaches include an extended school day/year, robotics clubs, science fairs, double Math class periods, and providing data-driven academic interventions to ensure student success.

Objective #2: Implement Horizon’s diverse, equitable, and inclusive (DEI) model.

Approaches include partnering with early childhood centers and non-profit organizations,

hosting open houses, participating in neighborhood association events, and providing data-driven behavior and SEL interventions to ensure student success.

Objective #3: Implement Horizon’s staff development and school culture model.

Sample approaches include clear teacher feedback and evaluation process, hiring instructional coaches, targeted instructional support, and competitive salary and benefits.

The items and activities noted above directly align with at least one objective, as noted in the table below.

| Objective #1 | Objective #2 | Objective #3 |
|---|---|---|
| 1 2 4 5 6 7 16-23 27 38 42 43 45 56 57 58 59 60-70 77-80 82-84 | 28 30 32 33 34 36 37 39 40 41 44 47 72-76 85 | 3 8 9 10-15 24 25 26 29 31 35 48-52 81 86 87 |

(iii) Key Project Personnel Time Commitments

On behalf of the Horizon Science Academy governing board, Dr. Christopher Murphy, Chief Strategic Growth & Communications Officer for Concept Schools, is the initial project director for this CSP grant application. If awarded the CSP grant, Dr. Murphy will turn over day-to-day oversight of the grant to Serdar Kartal, a Concept Schools regional superintendent who ensures that all of Concept Schools services are provided to Horizon. Laura Cannon is the school principal, oversees the professional development facilitated by Concept Directors and reports to Mr. Kartal. All key personnel are included in the table below.

| Name | Role | Organization | % of Time |
|------------------------|------------------------------------|------------------------------------|-----------|
| Dr. Christopher Murphy | Chief Strategic Growth Officer | Concept Schools | |
| Mr. Serdar Kartal | Superintendent | Concept Schools | |
| Mr. Halil Dulgeroglu | Treasurer | Concept Schools | |
| Mrs. Laura Cannon | Principal | Horizon Science Academy Des Moines | |
| Mrs. Sharida Combs | Director of Teaching & Learning | Concept Schools | |
| Ms. Adele Moy | Director of Operations | Concept Schools | |
| Ms. Idil Hassan | Director of School Culture & SEL | Concept Schools | |
| Ms. Tamara Lieb | Director of Elementary Education | Concept Schools | |
| Mr. Travis Jiskra | Director of Educational Technology | Concept Schools | |

(iv) Qualifications of Key Project Personnel

The key personnel noted in the table below have either been instrumental in the foundation of Horizon or its expected growth and success. Resumes are attached in Appendix B.

| Name | Role | Organization |
|------------------------|------------------------------------|------------------------------------|
| Mrs. Christine Hensley | Board Chairperson | Horizon Science Academy Des Moines |
| Dr. Christopher Murphy | Chief Strategic Growth Officer | Concept Schools |
| Mr. Serdar Kartal | Superintendent | Concept Schools |
| Mr. Halil Dulgeroglu | Treasurer | Concept Schools |
| Mrs. Laura Cannon | Principal | Horizon Science Academy Des Moines |
| TBD 1 | Assistant Principal | Horizon Science Academy Des Moines |
| TBD 2 | Instructional Coach 1 | Horizon Science Academy Des Moines |
| TBD 3 | Instructional Coach 2 | Horizon Science Academy Des Moines |
| Mrs. Sharida Combs | Director of Teaching & Learning | Concept Schools |
| Ms. Adele Moy | Director of Operations | Concept Schools |
| Ms. Idil Hassan | Director of School Culture & SEL | Concept Schools |
| Ms. Tamara Lieb | Director of Elementary Education | Concept Schools |
| Mr. Travis Jiskra | Director of Educational Technology | Concept Schools |

(v) Project Accounting Controls

As Horizon is entering its first year of operation, it has yet to complete a formal audit, however, by June 2024, it will contract with a Des Moines-based audit firm to review accounting policies and procedures and assist in the yearly audit. As part of the comprehensive services received by Concept Schools, a certified Concept treasurer prepares the annual budget and monthly reports for the governing board and provides general oversight of the school’s finance and accounting. The treasurer will support the superintendent and principal with financial management, as well as help develop and review Horizon’s financial policies manual. Horizon’s treasurer has several years of experience in charter school financial management and oversees two Concept charter schools in Indianapolis.

School Accounting

Horizon will adhere to the accounting guidelines of the Iowa Department of Education. Horizon will maintain records that adequately identify the source and application of funds, including this grant, if awarded. These records contain information pertaining to grant or subgrant awards, income, outlays or expenditures, assets, liabilities, off balance sheet obligations, and any other obligations or authorizations.

Grants, awards, donations, and program funding will be administered according to federal and state guidelines, including Code of Federal Regulations, Uniform Grant Guidance (OMNI), and the Education Department General Administrative Regulations (EDGAR). Concept's financial team provides support including tracking accounts payable and receivables, closing monthly accounts, providing, and preparing financial info for Form 990, analysis of monthly financial statements, preparation of finance presentations, attendance at regularly scheduled board meetings and finance subcommittee meetings, management of federal, state, and local grants, and assisting with the budgeting and audit process.

Internal Controls

Restricted Access: only authorized personnel have access to valuable and moveable assets.

Financial Data Security: Accounting software is accessible only to the treasurer and audit firm. Individual usernames and passwords are issued for each user, and users' functionality and access is limited according to their role with Horizon Science Academy.

Document Control: Accounting system documents are initiated and dated upon recording.

Records Retention: Records are maintained as long as required by IRS regulations, federal, state, or local grant requirements, audit requirements, and, if applicable, other legal needs.

Processing Controls: These controls identify errors before they are posted to the general ledger. The Concept financial team includes purchase managers, accounts payable personnel, payroll managers, and the like, that collaborate with the treasurer. Common processing controls include source document matching, clerical accuracy, and general ledger code checking.

Reconciliation Controls: These controls identify errors after transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers.

(vi) Programmatic Decision-Making Process

Horizon is part of a professional learning community that relies on academic, behavioral, and community-based data and input to make decisions. Like all Concept network schools, Horizon is a collaborative school where the principal empowers her administrative team, teachers, and staff to analyze data to help guide the decision-making process that relate to student academics, school culture, programming, and other community needs.

Like all Concept network schools, Horizon serves a student population that is mostly of color and low-income. Through Concept's collaborative professional development opportunities, Horizon will look to research and best-practices to inform new ideas, create to goals, and to monitor growth. Horizon has more than a dozen Concept network schools that serve similar elementary-aged students in which it will collaborate with in distance-based and web-based

professional learning communities for student data and curricular opportunities to be discussed and acted upon.

School improvement and student academic and behavioral growth are at the heart of each decision. The school relies on its governing board and parent/family surveys to help guide its community impact. Curricular decisions are made in collaboration between teachers, the regional director of teaching and learning, and the director of elementary education. School culture and SEL-related decisions are made in collaboration between teachers, principal, and Concept's Director of School Culture and SEL. Facilities and operational decisions are made in collaboration between the principal, superintendent, and director of operations.

Horizon utilizes a wide variety of ongoing assessments of learning. These assessments and the use of the data from the analysis of such assessments are key components of our school design, which is used by teachers throughout the year to adjust instruction according to student needs. The organizational structure at Horizon requires teachers to work in teams, plan together for lessons, analyze the data, and develop strategies to help students learn together.

At Horizon, data-driven decision-making will be put into effect by teacher teams. Professional Learning Community (PLC) teams meet weekly to discuss student performance (individual and group), academic issues, and how to adjust instruction considering current data. Changes might be made such as reassigning students in tutoring groups or re-teaching material, which students haven't mastered. These teams will be organized around grade levels and will be supported by the AP, Principal, and lead teachers. This practice fosters collegial relationships among the staff members.

Horizon will utilize assessments such as NWEA-MAP tests to measure learning growth annually. MAP tests provide highly accurate results that we use to:

- Identify the skills and concepts individual students have learned.
- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.

NWEA provides an in-depth analysis of student performance and compares it to the large national data pool. MAP reports provide evidence to determine if students are making expected gains. Horizon teachers will analyze the data reports from NWEA as grade level teams and develop specific strategies to address data indicators. Teachers will share their analysis and plans with the AP of Academics, who monitors implementation of the plans.

These tests will allow students, teachers, and school administrators to receive immediate feedback, ensuring quick responses. A school using these strategies does not have to wait several weeks, or even an entire summer, for results and tracking over time. Therefore, Horizon team members will not see failing results, but see red flags for certain students. The Horizon team will act accordingly to address students' learning deficiencies by offering after school tutoring, Saturday school, and peer tutoring and extra work to address deficiencies.

Teams of Horizon teachers will review the analysis from the interim assessments and develop specific strategies to address the students' learning deficiencies. This data-driven systematic approach also shifts the focus from teaching to learning, treats teachers as professionals, and fosters collegial relationships among the staff.

The systemic approach to utilizing instructional data to support student learning is part of the Multi-Tiered Systems of Support (MTSS) approach that Horizon employs. It is to be expected that all students have various levels of understanding of the core curriculum, and highly

skilled teachers, like those at Horizon, will diagnose abilities based on standards-based formative assessments. Levels of intervention, or tiers, vary in frequency and intensity. The higher the need of support, the higher the tier and frequency of that intervention.

Students will regularly be placed in differentiated learning situations where experiences and/or expectations may vary to ensure that all students are equitably challenged to either attain basic skills, meet standards, or be enriched. Teachers monitor student learning through standards-based assessments and other progress monitoring tools, and as students demonstrate regular mastery of skills, interventions are pulled back, so students are allowed to struggle appropriately.

(vii) Grant Administration Plan

As referenced earlier in this section in *(v) Project Accounting Controls*, Horizon's treasurer, a Concept employee, will monitor project expenditures. The treasurer will prepare required documentation and is certified to manage federal grants. The superintendent will also oversee grant administration as an actor of the governing board.

Together, these individuals will be responsible for related tasks including:

- Tracking activity completion and project expenditures on time and on budget
- Preparation for and participation in regularly scheduled meetings with the governing board and related key personnel to discuss progress of the grant, if awarded.
- Preparation and submission of an annual report, as required by the charter authorizer, Iowa Department of Education.
- Attend any required CSP meetings.
- Completing any other related tasks.

b. Continuation Plan

The budget for this project was developed with the intention of including one-time costs associated with the start-up of the school. Iowa currently provides no funding for start-up services or facilities for opening a charter school. An analysis of the proposed budget shows that a majority of the total project costs are associated with one-time activities. This will ensure that the project and school will remain financially sustainable beyond the scope of the CSP grant.

As further outlined in the charter application submitted to the Iowa Department of Education, Horizon's Five-Year Budget Projection (*Appendix G5*) includes a conservative estimate of the state-appropriated per pupil funding, additional revenue streams, and expected expenditures. During its first five years of operation, Horizon's student enrollment will increase from 190 K-3 students to 390 K-7 students. Any additional unexpected expenditures related to programming, facilities, or administration will be offset by this steady increase of 50 students per grade per year. If awarded the CSP grant, the funding allocated to the project activities and items will be freed up to entertain other governing board goals such as before and after school care, expanded community non-profit partnerships, student transportation, and facilities upgrades.

The Iowa Department of Education, the authorizing sponsor of Horizon Science Academy Des Moines, has a rigorous charter approval process and provides an extensive oversight process of Horizon (and all other state-authorized charters). Horizon has received overwhelming support for this CSP grant proposal from state representatives and Department of Education. Letters of Support are included in *Appendices C1-5* from Iowa Governor Kim Reynolds, US Senator Joni Ernst (IA), US Representative Zach Nunn (IA), Iowa Department of

Education Director Chad Aldis, and Mark Jacobs, board president and founder of a leading Iowa state charter advocacy group.

Given the support it has already received, Horizon is confident in its ability to manage school operations beyond the scope of the CSP grant, if awarded.

c. Project Design

(i) Project Rationale

The rationale for this project is outlined above in the Executive Summary. Again, below:

In 1992, Iowa was nationally ranked #3 in K-12 education, however, by 2019, it slid to 24th. The Nation's Report Card from National Center for Education Statistics reports that fewer than one third of Iowa 8th graders are proficient in Reading and Math. Further, only 20% of students who qualify for free and reduced lunch programming are proficient. While increases in K-12 spending mirror the national average, academics have not shown the expected outcome Iowa families deserve. Des Moines families have called for different educational opportunities.

Iowa Governor Kim Reynolds signed House Files 813 and 847 in 2021, which modified previous charter law to establish a founding group-state board model and to provide funding formula encouraging charter school growth. These acts allowed a founding group to apply to the State Board for approval to establish and operate a charter school within the boundaries of the state that operates as a new attendance center independently from a public school district.

The seeds for Horizon Science Academy Des Moines (Horizon) were sown on the beliefs that every child deserves the right to a high-quality free and public education and that charter schools play a significant role in the effort to improve educational outcomes for Iowa's public school students, especially among students of color and students from low-income families.

As its charter authorizer, the Iowa Department of Education unanimously approved Horizon in February 2023 to operate as a charter school for five years under Iowa Code § 256E. Horizon is historically the first charter school in Iowa to operate with an independent governing board overseeing its operations. *See Appendix G1: Charter Approval Letter.*

Based on the award-winning Concept Schools model, the mission of Horizon is to provide a safe and enriching learning environment where the whole student is nurtured and developed. Its small class sizes, extended school day and year, and science-based curriculum provide students with unique learning experiences and families with a new, free school choice.

Concept is a nonprofit management organization which provides comprehensive educational, operational, and financial services for charter schools. Concept currently manages thirty-four schools across the Midwest, serving 13,500 K-12 students. For over 20 years, Concept has implemented a model that develops early literacy skills and provides unique science and math STEM-focused learning opportunities. In middle and high school, students begin preparation for life beyond graduation through Concept's robust college prep program.

The Concept Schools academic model has proven to accelerate student learning, which prevents learning loss and closes achievement gaps. Students average 1.2 years of academic growth for every year enrolled in a Concept School. Concept students simply outperform students in traditional public schools. Additionally, close to 100% of graduating seniors are accepted to college and most receive scholarships.

Opening Fall 2023, Horizon will enroll 190 Kindergarten through 3rd-grade students living within the Des Moines Public Schools (DMPS) attendance zone, and it will expand yearly until it reaches K-12 and serves about 650 students by 2032. Roughly 66% of the DMPS student population is racially diverse, and about 76% qualify for free and reduced lunch programs.

Similarly, 85% of Concept students nationally are racially diverse, and about 85% qualify for free and reduced lunch programs. Horizon’s targeted population will mirror these profiles.

Horizon Science Academy Des Moines (Horizon) is applying for the FY23 US Department of Education Charter Schools Program Development Grant (84.282B: opening a charter school) and seeks competitive preference priority for promoting a high-quality educator- and community- centered school to support underserved students.

(ii) Goals, Objectives, and Outcomes

The project objectives and performance measures align directly with the rationale of the project. An overview of the objectives for this project include:

- a. Implement Horizon’s STEM-focused educational model,
- b. Implement Horizon’s diverse, equitable, and inclusive (DEI) educational model,
- c. Implement Horizon’s staff development and school culture model,
- d. Meet the associated and targeted goals, and
- e. Execute the project on time and within budget.

| Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|-----|----|
| | | Target | | | |
| | | # | Ratio | % | |
| 1a. Each year: Number of Horizon Science Academy Des Moines charter schools in operation. | GRPA | 1 | | | |
| 1b. Year 2: Percent of 4 th grade students proficient or better in language arts on state assessments | GRPA | | 50 | 100 | 50 |
| 1c. Year 3: Percent of 4 th grade students proficient or better in language arts on state assessments | GRPA | | 55 | 100 | 55 |
| 1d. Year 4: Percent of 4 th grade students proficient or better in language arts on state assessments | GRPA | | 60 | 100 | 60 |
| 1e. Year 5: Percent of 4 th grade students proficient or better in language arts on state assessments | GRPA | | 65 | 100 | 65 |
| 1f. Year 2: Percent of 4 th grade students proficient or better in math on state assessments | GRPA | | 50 | 100 | 50 |
| 1g. Year 3: Percent of 4 th grade students proficient or better in math on state assessments | GRPA | | 55 | 100 | 55 |

| | | | | | |
|---|---------|-----|-------|-----|-------|
| 1h. Year 4: Percent of 4 th grade students proficient or better in math on state assessments | GRPA | | 60 | 100 | 60 |
| 1i. Year 5: Percent of 4 th grade students proficient or better in math on state assessments | GRPA | | 65 | 100 | 65 |
| 1j. Each year: percent of students enrolled for full year who read at or above grade level and/or make at least one year of growth by end of school year as measured by Fountas & Pinnell (or similar) benchmarks | PROJECT | | 75 | 100 | 75 |
| 2a. Year 1: School enrollment | PROJECT | 190 | | | |
| 2b. Year 2: School enrollment | PROJECT | 240 | | | |
| 2c. Year 3: School enrollment | PROJECT | 290 | | | |
| 2d. Year 4: School enrollment | PROJECT | 340 | | | |
| 2e. Year 5: School enrollment | PROJECT | 390 | | | |
| 2f. Each year: percent of students who qualify for free/reduced-price lunch | PROJECT | | 30-70 | 100 | 30-70 |
| 2g. Each year: percent of students in largest racial/ethnic group | PROJECT | | <70 | 100 | <70 |
| 3a. Each year: teacher retention rate | PROJECT | | 90 | 100 | 90 |
| 3b. Year 2: percent of teachers that implement at least one plan designed in collaboration with instructional coach | PROJECT | | 60 | 100 | 60 |
| 3b. Year 3: percent of teachers that implement at least one plan designed in collaboration with instructional coach | PROJECT | | 65 | 100 | 65 |
| 3b. Year 4: percent of teachers that implement at least one plan designed in collaboration with instructional coach | PROJECT | | 70 | 100 | 70 |
| 3b. Year 5: percent of teachers that implement at least one plan designed in collaboration with instructional coach | PROJECT | | 75 | 100 | 75 |

d. Project Need

(i) Magnitude of the Problem

As noted above in the Executive Summary and Project Rationale sections:

In 1992, Iowa was nationally ranked #3 in K-12 education, however, by 2019, it slid to 24th. The Nation’s Report Card from National Center for Education Statistics reports that fewer than one third of Iowa 8th graders are proficient in Reading and Math. Further, only 20% of students who qualify for free and reduced lunch programming are proficient. While increases in K-12 spending mirror the national average, academics have not shown the expected outcome Iowa families deserve. Des Moines families have called for different educational opportunities.

Opening Fall 2023, Horizon will enroll 190 Kindergarten through 3rd-grade students living within the Des Moines Public Schools (DMPS) attendance zone, and it will expand yearly

until it reaches K-12 and serves about 650 students by 2032. Roughly 66% of the DMPS student population is racially diverse, and about 76% qualify for free and reduced lunch programs. Similarly, 85% of Concept students nationally are racially diverse, and about 85% qualify for free and reduced lunch programs. Horizon’s targeted population will mirror these profiles.

Once legislation allows for charter school growth and development, determining a location is based on several factors including the academic rationale of the neighboring traditional public schools, public support, facilities availability, and funding.

Des Moines was selected as the location for Horizon for several reasons. First, with a population of about 211,000, it is the largest city in Iowa, the County Seat, and home to the state capitol and Department of Education. Proximity to educational partners is key when looking for a collaborative relationship and support.

With roughly 33,000 K-12 students and about 65 schools, DMPS is the largest school district in the state. Academically, there are many high-quality schools, however many have struggled to perform at high levels for many years. The state rates public school performance on a scale ranging from (on the high end) Exceptional to High Performing to Commendable to Acceptable to Needs Improvement to Priority (on the low end).

According to a June 2023 analysis of Iowa’s School Performance [online index](https://iaschoolperformance.gov) (iaschoolperformance.gov), the breakdown of DMPS schools is noted in the table below.

| | Elementary Schools | Middle Schools | High Schools |
|--|---------------------------|-----------------------|---------------------|
| Total Number* | 38 | 10 | 5 |
| Needs Improvement | 10 | 5 | 0 |
| Priority | 4 | 3 | 5 |
| % of Struggling Schools | 37% | 80% | 100% |
| *Not including Special/Other School Models | | | |

More than one-third of all elementary schools, a large majority of middle schools, and *ALL* high schools in DMPS are rated by the Iowa Department of Education as either Needs-Improvement or Priority. This indicates that the problem of public education in Des Moines is a great one, and Horizon Science Academy Des Moines is poised to make a positive impact.

(ii) Magnitude of the Need for the Services to be provided

The Center for Research on Education Outcomes ([CREDO](#)), from Stanford University, recently released its 2023 National Charter School Study ([ncss3.stanford.edu](#)). Its primary research questions related to how charter public school students performed compared to traditional public school students, how charter management organizations (CMO), like Concept Schools, impact academic growth, and what are the trends of charter schools over time.

In short, from 2015-2019, the typical charter school student outpaced their traditional public school peers in both reading and mathematics. Student subgroups of Black or Hispanic, low-income, or English Language Learner students all outperform their peers from traditional public schools. Students enrolled in charter schools managed by non-profit CMOs perform better than students in independently operated charter schools.

Further, the target population of Horizon includes those referenced in the CREDO study, students enrolled in a Concept network school grow an average of 1.2 academic years for every year of attendance.

Concept Schools provides historically underserved communities with a rigorous education focused on science, technology, and math. The K-12 curriculum at Horizon is designed to ensure academic success and a 100% graduation rate and acceptance into college.

Concept implements a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies to meet the learning and behavioral needs of each student. Curriculum maps and unit plans aligned with state learning standards provide the framework for success.

Multi-Tiered Systems of Support (MTSS) is an instructional protocol in which staff members systematically assess, monitor, and support the academic and behavioral growth of all students. Response to Intervention (RTI) is a process by which academic goals of students who are not meeting academic goals with typical support from the classroom teacher are identified, supported with targeted interventions, and progress monitored. Positive Behavior Interventions and Supports (PBIS) is a school-wide approach to teaching positive behaviors that are regularly reinforced. The type, frequency, and intensity of academic and behavior interventions vary based on student needs.

All Concept network schools are non-selective public charter schools, and regardless of the academic, behavioral, or language service support a student may require, all students are encouraged to enroll. In accordance with the Individuals with Disabilities Education Act (IDEA) and state law, students with disabilities are supported in a supportive culture of collaboration to employ best practices, promote success, and close the achievement gap in their least restrictive environment. While some students may be supported with an Individualized Education Program, other students may be supported through a 504 Plan. In accordance with Section 504 of the Rehabilitation Act, the 504 Plan provides equal access to education for students with disabilities.

Students with limited proficiency in English achieve proficiency in the English language using the school's services and teaching methods. Horizon will ensure that ELL (English

Language Learner) students will not be excluded from curricular and extracurricular activities due to their language barrier.

Rather than adhering to a single teaching philosophy or instructional model, instructional practices draw upon best practices from the field and research. Concept teachers utilize a unique mix of research-based instructional strategies including:

- Direct teaching
- Differentiated instruction
- Problem-based learning
- Project-based learning
- Collaborative learning
- Data-driven instruction
- Transformational use of technology

Horizon will implement a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to compare students' progress over time with the school's goals. Teachers are trained to analyze assessment data and develop specific strategies to address students' learning needs. These assessments include:

- NWEA Tests
- STAR Tests
- SAT/ACT Practice Tests
- State Standardized Tests
- Concept-developed formative assessments

Like Horizon, most Concept network schools are in historically underserved and under-resourced communities. Embracing diversity and equity is at the heart of Concept's success. A

network-wide Equity Committee ensures schools create and implement an equity plan based on school needs that serve students and families at high levels. Equity plans encourage collaboration between teachers, staff, and school leaders in professional learning, curriculum development, and community engagement.

Concept's goals are to create a network that grants equal access to all students and supports teaching and learning in ways the school community can realize its full potential and live its authentic selves. Recognizing and embracing the full vision of equity is acknowledged for its complexity in practice and is essential for generations to come. Horizon’s charter school application (*Appendix G3*) outlines in greater detail how this project will support these students.

V. Application Requirements

The paragraphs in this section are numbered to align with the application requirements listed in the Notice Inviting Applications for this grant.

(a) School and Program Objectives

(1) The plan for Horizon Science Academy is comprehensively described in the charter application submitted to the Iowa Department of Education Office (*Appendix G3*). We established specific goals in the charter application that will be monitored to ensure that the educational needs of our students, including children with disabilities and English learners, are met.

(2) A description of the roles and responsibilities of partner organizations is provided in the table below.

| Service | Contractual Role | Partner Organization |
|-----------|---|------------------------------|
| Oversight | Charter authorizing and oversight responsibility for Horizon’s charter school contract and compliance with Iowa charter school statutes | Iowa Department of Education |

| | | |
|--|---|---|
| Academic, Financial, and Operational Services | Non-profit charter management organization | Concept Schools |
| Before and After School Enrichment Programming | Providing before school and after school care | TBD (Pending Board action, at time of application submission) |
| Food Service | Provides breakfast and lunch for students | TBD (Out for bid, at time of application submission) |
| Special Education Service | Assists with identification of children with disabilities and provides related supports and services to those identified children | Heartland Area Education Agency |

(3) The quality controls agreed to between Horizon and its authorizing sponsor, the Iowa State Board of Education are summarized below:

Iowa code requires the charter school to submit an annual report to assist the State Board in evaluating the charter school’s performance and compliance with the performance framework, as included in the charter school contract.

The performance provisions within the charter school contract shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the evaluation of the charter school by the State Board, without compromising individual student privacy. The performance framework shall include:

- Student academic growth and proficiency in English language arts on state assessments.
- Student academic growth and proficiency in mathematics on state assessments.
- Achievement gaps in both proficiency and growth on statewide outcome assessments between specified populations or groups of students, including groups based on gender, race, poverty, special education status, limited English proficiency, and gifted status.
- Benchmark status on early literacy approved screening measure(s) in grades K-3
- Attendance.

- Conditions for learning data (as required by Iowa’s state plan under the Every Student Succeeds Act).
- Enrollment attrition and mobility.
- Goals specified in the charter school’s mission.
- Financial performance and sustainability.
- Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

The charter school will be required to submit an annual report each year. The annual report is due to the Department on October 1 and shall include data for the prior school year.

Required content includes:

- The charter school’s mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- Student demographics, disaggregated by grade level and protected characteristics.
- Attendance statistics and dropout rate
- Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
- Financial performance, including projections of financial stability.
- The number and qualifications of teachers and administrators.
- Sustainability data, including enrollment trends, and staff, parent, and student satisfaction

(4) Iowa state code exempts charter schools from significant state laws that inhibit the flexible operation and management of public schools.

(5) A comprehensive description of how Horizon solicits and considers input from parents and other members of the community on the implementation and operation of the school is included in the Educator and Community engagement section of the project narrative.

(6) The planned activities and expenditures for this project are documented in the Management Plan section of this narrative and in the Budget Narrative. The maintenance of financial sustainability after the end of the grant is provided in the Continuation Plan section of this narrative.

(7) Plans for parent, family, and community engagement to operate Horizon are included in the Educator and Community Engagement section of the project narrative.

(8) At this time Horizon does not offer transportation. The school is strategically located in a Des Moines neighborhood that is located within several blocks of our targeted population and near public transportation.

(b) Educational Program

(1) The educational program for Horizon Science Academy Des Moines is comprehensively described in Section 8 of the Application to the Iowa Department of Education in *Appendix G3*.

(2) In SY2023-24, Horizon will open to serve students in grades K-3. Each school year, Horizon will add one grade level until SY2032-33 when it will serve Kindergarten through 12th grade students.

(3) The instructional practices for Horizon Science Academy Des Moines is comprehensively described in Section 9 of the Application to the Iowa Department of Education in *Appendix G3*.

- (c) The plans for Horizon Science Academy Des Moines to recruit, enroll, and retain students, including educationally disadvantaged students are detailed in Section 11 of the Application to the Iowa Department of Education in *Appendix G3*.
- (d) The plans for Horizon Science Academy Des Moines to recruit, enroll, and retain students, including educationally disadvantaged students are detailed in Section 13 of the Application to the Iowa Department of Education in *Appendix G3*. Horizon does not use a weighted lottery; however, preference is given for siblings.
- (e) A logic model for the project is included in the Project Design section of this narrative.
- (f) Refer to the budget narrative submitted with our application.
- (g) This project does not include a single-sex education program.
- (h) Horizon is just beginning its first year of operation and has not yet been audited.
- (i) Horizon does not need nor request any waivers of Federal, State or local statutory or regulatory requirements to implement the project proposed herein. Iowa state school code exempts charter schools from many laws applicable to traditional public school districts.
- (j) Horizon meets the definition of a charter school under section 4310(2) of the ESEA.
- It was approved as a charter school by the Iowa Department of Education and is consequently exempt from many state statutes for traditional school districts.
 - It is a public school operated under public supervision.
 - It operates in pursuit of a specific set of goals established by Horizon Science Academy Des Moines, Concept Schools, and agreed to by its sponsor, the Iowa Department of Education.
 - It provides a program of elementary education.
 - It is nonsectarian in all aspects of its operation.

- It does not charge tuition.
- It complies with applicable federal statutes.
- It is a school of choice and admits students on the basis of a lottery.
- It agrees to comply with the same Federal and State audit requirements.
- It meets all applicable Federal, State, and local health and safety requirements.
- It operates in accordance with State law.
- It has a written performance contract with the Iowa Department of Education.

(k) Charter Authorizing

(1) The authorized public charter agency for Horizon is:

Iowa Department of Education

Grimes State Office Building

400 E. 14th Street

Des Moines, IA 50319-0146

(2) A copy of the approved charter is included in Appendix G2.

(3) Documentation that Horizon provided notice to the Iowa Department of Education that it would be applying for a CSP grant is attached as Appendix G4.

(4) The proposed budget, including a description of post-award planning costs, is summarized in the ED524 submitted with this application and detailed in the budget narrative.

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Other Attachment File(s)

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Charter Schools Program Assurances – Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools

All applications for CSP Developer Grants must provide the assurances described below. These assurances are from section 4303(f)(2) of the ESEA and the 2022 NFP. The source of each assurance is provided in parentheses following each assurance.

As the duly authorized representative of the applicant, I ensure that:

- (a) Each charter school receiving funds through this program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions (Section 4303(f)(2)(A) of the ESEA);
- (b) The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA); and
- (c) The eligible applicant will ensure that each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
 - (1) Information on the educational program;
 - (2) Student support services;
 - (3) Parent contract requirements (as applicable), including any financial obligations or fees;
 - (4) Enrollment criteria (as applicable); and
 - (5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA).
- (d) Each applicant must provide an assurance that it has not and will not enter into a contract with a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, under which the management organization or its related entities exercises full or substantial administrative control over the charter school and, thereby, the CSP project. (2022 NFP)
- (e) Each applicant must provide an assurance that any management contract between a charter school and a for-profit management organization, including a nonprofit CMO operated by or on behalf of a for-profit entity, guarantees or will guarantee that—

- (1) The charter school maintains control over all CSP funds, makes all programmatic decisions, and directly administers or supervises the administration of the grant;
 - (2) The management organization does not exercise full or substantial administrative control over the charter school (and, thereby, the CSP project), except that this does not limit the ability of a charter school to enter into a contract with a management organization for the provision of services that do not constitute full or substantial control of the charter school project funded under the CSP (e.g., food or payroll services) and that otherwise comply with statutory and regulatory requirements;
 - (3) The charter school's governing board has access to financial and other data pertaining to the charter school, the management organization, and any related entities; and
 - (4) The charter school is in compliance with applicable Federal and State laws and regulations governing conflicts of interest, and there are no actual or perceived conflicts of interest between the charter school and the management organization. (2022 NFP)
- (f) Each applicant must provide an assurance that it will post on its website, on an annual basis, a copy of any management contract between the charter school and a for-profit management organization, including a nonprofit management organization operated by or on behalf of a for-profit entity, and report information on such contract to the Department, including—
- (1) A copy of the existing contract with the for-profit management organization or description of the terms of the contract, including the name and contact information of the management organization; the cost (i.e., fixed costs and estimates of any ongoing costs), including the amount of CSP funds proposed to be used toward such costs, and the percentage such cost represents of the charter school's total funding; the duration, roles and responsibilities of the management organization; the steps the charter will take to ensure that it pays fair market value for any services or other items purchased or leased from the management organization; and the steps the charter school is taking to ensure that it makes all programmatic decisions, maintains control over all CSP funds, and directly administers or supervises the administration of the grant in accordance with 34 CFR 75.701;
 - (2) A description of any business or financial relationship between the charter school developer or CMO and the management organization, including payments, contract terms, and any property owned, operated, or controlled by the management organization or related individuals or entities to be used by the charter school;
 - (3) The names and contact information for each member of the governing boards of the charter school and a list of management organization's officers, chief administrator, and other administrators, and any staff involved in approving or executing the management contract; and a description of any actual or perceived conflicts of interest, including financial interests, and how the applicant resolved

or will resolve any actual or perceived conflicts of interest to ensure compliance with 2 CFR 200.318(c); and

- (4) A description of how the charter school ensured that such contract is severable and that a change in management companies will not cause the proposed charter school to close. (2022 NFP)

- (g) Each applicant must provide an assurance that it will disclose, as part of the enrollment process, any policies and requirements (e.g., purchasing and wearing specific uniforms and other fees, or requirements for family participation), and any services that are or are not provided, that could impact a family's ability to enroll or remain enrolled in the school (e.g., transportation services or participation in the National School Lunch Program). (2022 NFP)

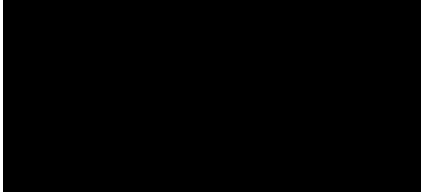
- (h) Each applicant must provide an assurance that it will hold or participate in a public hearing in the local community in which the proposed charter school would be located to obtain information and feedback regarding the potential benefit of the charter school, which shall at least include how the proposed charter school will increase the availability of high-quality public school options for underserved students, promote racial and socio-economic diversity in such community or have an educational mission to serve primarily underserved students, and not increase racial or socioeconomic segregation or isolation in the school districts from which students would be drawn to attend the charter school (consistent with applicable laws). Applicants must ensure that the hearing (and notice thereof) is accessible to individuals with disabilities and limited English proficient individuals as required by law, actively solicit participation in the hearing (i.e., provide widespread and timely notice of the hearing), make good faith efforts to accommodate as many people as possible (e.g., hold the hearing at a convenient time for families or provide virtual participation options), and submit a summary of the comments received as part of the application. The hearing may be conducted as part of the charter authorizing process, provided it meets the requirements above. (2022 NFP)

- (i) Each applicant must provide an assurance that it will not use any implementation funds for a charter school until after the charter school has received a charter from an authorized public chartering agency and has a contract, lease, mortgage, or other documentation indicating that it has a facility in which to operate. Consistent with sections 4303(b)(1), 4303(h)(1)(B), and 4310(6) of the ESEA, an eligible applicant may use CSP planning funds for post-award planning and design of the educational program of a proposed new or replicated high-quality charter school that has not yet opened, which may include hiring and compensating teachers, school leaders, and specialized instructional support personnel; providing training and professional development to staff; and other critical planning activities that need to occur prior to the charter school opening when such costs cannot be met from other sources. (2022 NFP)

Note: The Department recognizes that the charter approval process may exceed the 18-month planning period for CSP grants, as prescribed under section 4303(d)(1)(B) of the ESEA. In such a case, applicants may request approval from the Department to amend their application to

request an extension of the 18-month planning period. Under section 4303(d)(5) of the ESEA, the Secretary, in his discretion, may waive any statutory or regulatory requirement over which he exercises administrative authority, except the requirements related to the definition of “charter school” in section 4310(2) of the ESEA, provided that the waiver is requested in an approved application and the Secretary determines that granting the waiver will promote the purposes of the CSP. A grantee also may request approval from the Department, as appropriate, to amend its approved application and budget to cover additional planning costs that it may incur due to an unexpected delay in the charter approval process.

NAME OF AUTHORIZED OFFICIAL, TITLE



SIGN

ICIAL

APPLICANT ORGANIZATION

DATE SUBMITTED

CHRISTOPHER S. MURPHY, Ed.D.



Every child deserves the right to a high-quality, free, and personalized education.

PROFESSIONAL SKILLS

Change Management
Strategic Planning
Legislative Advocacy
Project Management
Charter School Growth

Data Collection & Analysis
Community Partnerships & Development
Training Planning & Facilitation
Communications & Media Relations
Charter School Market Analysis

PROFESSIONAL EXPERIENCE

- | | | |
|---|---|----------------|
| Concept Schools | Chief Strategic Growth & Communications Officer | 2016 - Present |
| <ul style="list-style-type: none">• Serve as member of executive leadership team, overseeing 30+ charter public schools which enroll 13,500 historically underserved K-12 students in 7 states across the Midwest• Oversee network Growth & Sustainability, Marketing, Media Relations, and Charter School Advocacy• Opened three new charter public schools in Minneapolis, MN, Columbus, OH, and Des Moines, IA by organizing Governing Board, securing facilities, and establishing community relations• Secured 100% of charter renewal agreements with community and state charter authorizers• Oversaw an increase of 50% in social media engagement and maintained an average of 97% student enrollment by implementing a strategic communications and marketing plans• Planned and facilitated regular training for roughly 150 network administrators and community engagement staff along through collaborative with fellow chief officers• Oversaw 8% decrease in unique student behavior incidences & 3% increase in student retention rates by providing at-risk students with data-driven therapeutic and social supports | | |
| Round Lake Area SD 116, IL | School Principal | SY2014 – 2016 |
| <ul style="list-style-type: none">• Served as academic, operational, and financial leader of the school• Increased access of tiered academic and behavioral interventions by 30%• Oversaw and evaluated up to 75 staff members | | |
| Kildeer School District 96, IL | Assistant Principal | SY2010 – 2014 |
| <ul style="list-style-type: none">• Assisted school principal as academic and operational leader• Implemented data-driven intervention system• Led implementation of district wide Social-Emotional Learning Standards | | |
| Lincolnshire-Prairie View SD 103, IL | STEM Curriculum Coordinator | SY2008 – 2010 |
| <ul style="list-style-type: none">• Served as an instructional coach in middle school science and mathematics• Led district math committee and spearheaded district-wide math curriculum adoption process | | |
| Grayslake School District 127, IL | High School Science Teacher | SY2006 – 2008 |
| Chicago Public Schools, IL | High School Science Teacher | SY2001 – 2006 |

EDUCATION

- | | | |
|----------------------------------|--|------|
| National-Louis University | Doctorate in Educational Leadership | 2014 |
| Northeastern Illinois University | Master of Arts in Educational Leadership | 2010 |
| DePaul University | Master of Science in Science Education | 2007 |
| Illinois State University | Bachelor of Arts in Geography-Geology | 2001 |

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Roger K. Brooks
Chairman of the Board and Chief Executive Officer
AmerUs Group

Roger K. Brooks is chairman of AmerUs Group's board of directors and chief executive officer of the company. Mr. Brooks' career with AmerUs Group began in 1959 when he joined Central Life Assurance Company as an actuarial assistant. Mr. Brooks became an officer of the company in 1962, and in 1972 was named president and chief operating officer.

In 1994, he negotiated the merger between Central Life Assurance Company and American Mutual Life Insurance Company, and was named chief executive officer of the combined company. In 1996, under the guidance of Mr. Brooks, American Mutual Life Insurance Company became the first mutual insurance company in the United States to reorganize as a stock insurance company, owned by a mutual holding company (American Mutual Holding Company). In 2000, Mr. Brooks led the company's demutualization efforts, converting the company from a mutual insurance holding company to a stock insurance company. Also in 2000, Mr. Brooks was responsible for negotiating the acquisition of Indianapolis Life Insurance Company, the first acquisition of a mutual life insurance company for stock.

Mr. Brooks graduated magna cum laude from the University of Iowa with a bachelor of science degree in mathematics in 1959, earning the distinction of Phi Beta Kappa and Kappa Mu Epsilon (national mathematics honor society) membership. He is a graduate of the Stanford Executive Program, Fellow in the Society of Actuaries and Member of the American Academy of Actuaries.

He serves on numerous boards, including the Belin-Blank Advisory Board, Des Moines Development, Downtown Partnership, Neighborhood Finance Corporation and the Downtown Events Group.

Mr. Brooks is a charter member of the Iowa Insurance Hall of Fame, a member of the Iowa Business Hall of Fame, and the 2004 recipient of the United Way of Central Iowa's Alexis de Toqueville Society award.

Sunnie Richer



PROFESSIONAL EXPERIENCE

DOEXTRA CORPORATON

1997-2015

Founder and Chairman

Doextra provided software, consulting and implementation services to companies for Customer Relationship Management systems with emphasis on sales and support functions.

The systems provide account management, forecasting, pricing, and customer support applications. Doextra is a Business Partner for leading CRM manufacturers, primarily Salesforce.com. Doextra was purchased by Brad Williams in 2011 and is now part of Ascend Technologies.

OPIS CORPORATION

1995-1997

President

Opis Corporation was a leading provider of Customer Support Software systems, with over 800 businesses utilizing its products. Richer had overall responsibility for running the company, which included sales, marketing, support, development and administration. Opis was purchased by SalesLogix in 1997 and the company went public 1999. The combined companies were purchased by SAGE in 2001.

BRENTON BANKS, INC.

1990-1995

Senior Vice President
Marketing & Technology

BRENTON BANKS, N.A.

1993-1995

Executive Vice President
Sales, Marketing, Office Administration

Brenton was a [REDACTED] holding company located in Iowa. Richer was responsible for technology, product development, advertising, training and customer service. Lead Bank responsibilities included management of retail branches. Brenton Banks was merged into Norwest Bank and then into Wells Fargo.

IBM CORPORATION

1974-1990

Worked in various sales, support, and management positions in Chicago and Des Moines.

Director, Opportunity Development (Chicago)

1988-1990

Responsible for major projects requiring systems integration and new technology.

Branch Manager (Iowa)

1983-1988

Responsible for sales, support and implementation activities for established and new customers. Covered multiple industries: manufacturing, government, insurance, finance, and media. Included broad product line from personal computers through mainframes and software. Branch employed 127 people and produced [REDACTED] in revenue.

Regional Marketing Manager (Chicago)

1981-1983

Sales support management position for leading edge technology.

Marketing Manager (Chicago) 1979-1981
Managed a unit of sales and technical support for multiple
Companies. Developed major new computer applications.

Marketing Representative (Chicago) 1973-1979
Responsible for sales in Midwest territory for Sears account, covering three major
Data centers.

PROFESSIONAL AND CIVIC ACTIVITIES

Greater Des Moines Foundation

Board of Directors 2017-Current
Executive Committee 2017-2021

Simpson College 1996-Current
Board of Directors; Endowment Committee
(Board Chair - June 2013 to 2017)

Children and Family Urban Movement 2012-Current
Reading Tutor, Volunteer, Board of Directors

United Way of Central Iowa
Executive Committee, Board of Directors 1991-2002
Chair of the Board 1998-1999 & 2001-2002

Greater Des Moines Chamber of Commerce Federation 1996-1998
(Currently Des Moines Partnership)
Board of Directors
Co-Chair for Project Destiny (10-year plan for Des Moines) 2003

Des Moines International Airport 1995-2000
Board of Directors

Prairie Meadows Board 2005-2011

Nexus 1983-Current
Executive Women's Alliance

Cimtechnologies 1991-1993
Chair, Board of Directors. Cimtech developed software for
manufacturing. Purchased by Engineering Animation and EDS.

Healthy Lifestars 2013-2015
Board of Directors

Mirabel Club (Arizona) 2014-2020
Board of Directors

(Also held leadership positions in YMCA and Governor's Task Forces)

EDUCATION

Stonier Graduate School of Banking

IBM Professional Education

MBA programs, sales & management training

Loyola University Chicago, BS

PERSONAL

Married to Roger Brooks with four adult sons and nine grandchildren

Interested in community activities (especially child literacy), athletics, traveling, reading, cooking/socializing.

PersSRRResume_8_2022_rev2

Christine L. Hensley



PROFESSIONAL EXPERIENCE

DES MOINES CITY COUNCIL 1994-2017

Elected to the Des Moines City Council Serving Ward 3 (covers Downtown, west and southwest areas of the City). Served 6 consecutive 4 year terms. Drove economic development throughout Downtown resulting in over [REDACTED] in projects throughout the area.

MIDWEST HOUSING EQUITY FUND 2012-2017

Oversaw Des Moines operations for Tax Credit Syndicator focused on affordable housing. Worked with developers in securing housing projects throughout the State of Iowa

BANK OF THE WEST 1998-2012

Vice President responsible for Community and Government Affairs. Responsible for 11 states in the Bank of the West footprint – Arizona, Iowa, Kansas, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota and Wisconsin. Responsible for Corporate initiatives that promoted growth and stability in the Bank's marketplaces, particularly as it related to affordable housing and economic development.

YWCA OF GREATER DES MOINES 1989-1998

Executive Director responsible for overall operations, management and fund development for the non profit agency. Oversaw a budget that grew from [REDACTED]. Program expansion included job training center, GED program, day care and resident program.

DELOITTE AND TOUCH, DES MOINES 1980-1989

Regional Recruitment/Personnel Director responsible for hiring, college relations, recruiting and budgeting in Des Moines with regional responsibilities for the Midwest as well a national responsibility at the University of Notre Dame, Illinois, Texas and Minnesota.

COOPERS AND LYBRAND 1967-1980

Office Manager responsible for hiring, office administration and budgeting for the Des Moines office.

COMMUNITY INVOLVEMENT AND BOARD POSITIONS

Served as President of the following boards: Iowa Student Loan Corporation (currently President), Iowa League of Cities, Neighborhood Finance Corporation, DART (Regional Transit Authority), Metro Advisory

Council, BRAVO, Rebuilding Together, Des Moines Symphony, Midwest Equity Fund and the YWCA of Greater Des Moines. Also served on the boards of the following: Greater Des Moines Partnership, Polk County Housing Trust Fund, Des Moines Art Center, Public Art Foundation Board, Trees Forever Lutheran Hospital and Home, Inc.

HONORS AND RECOGNITION

Honorary Doctorate Degree, Grandview University, 2017

Polk County Taxpayers Association, Community Leader 2018

Habitat for Humanity, Community Key Leader Award 2013

Iowa Women's Hall of Fame Inductee 2017

Iowa League of Cities Hall of Fame Inductee 2011

Women of Influence 2001

Greater Des Moines Leadership – Outstanding Alumni

EDUCATION

Drake University

St. Joseph Academy

Proven executive leadership in multi-sector system change and organizational transformation and growth
❖ Demonstrated ability to energize, convene, collaborate and lead in diverse settings ❖ Expertise in grassroots and system level analysis and problem solving ❖ Adept at transforming ideas into practical solutions that empower people and accelerate positive outcomes

PROFESSIONAL EXPERIENCE

Director, Iowa Department of Human Rights (DHR), State of Iowa ❖ 7/2011-Present

- ◆ Serve as chief executive officer and face of the department
- ◆ Direct the work of the three divisions of the department to ensure alignment and collaboration to fulfill DHR's mission
- ◆ Lead the development and implementation of state-wide strategies that expand the capacity of Iowa to provide reliable, relevant and responsive service to underrepresented populations in Iowa
- ◆ Develop and manage complex, strategic public-private alliances and partnerships
- ◆ Shepherded department through organizational change mandated by change in Iowa code
- ◆ Lead cross-sector collaborations for strategic planning, community assessment and visioning to create improvements in education, health and income outcomes for underrepresented populations in Iowa
- ◆ Serve as a member of the Governor's cabinet.

Director, Workforce & Education Initiatives, Community & Workforce Partnerships (CWP), Des Moines Area Community College (DMACC) ❖ 12/08-7/2011

- ◆ Direct workforce and transition education initiatives within the DMACC service area.
- ◆ Establish the necessary infrastructure for college workforce initiatives and connect them to the academic affairs and student services divisions of the college.
- ◆ Developed and incubated innovative educational initiatives designed to address unique needs and barriers of high-risk youth and adult learners.
- ◆ Assume administrative leadership for the CWP department in the absence of the Vice President.

Associate Provost, Student Services, Urban Campus, Des Moines Area Community College ❖ 6/97-12/08

- ◆ Lead development and implementation of student services strategies that support student success
- ◆ Direct all student services, academic support services and evening/weekend functions.
- ◆ Oversee student discipline and resolve grade appeals.
- ◆ Assume responsibility for the administration of the Urban Campus in the absence of the Provost.

Interim Provost, Urban Campus, Des Moines Area Community College ❖ 3/05-10/05

- ◆ Serve as Interim Chief Administrative Officer of the Urban Campus.
- ◆ Administer academic programs and oversee operations of facilities.
- ◆ Responsible for recruitment, hire and supervision of campus staff
- ◆ Represent the campus and college to promote college programs and services in the community.
- ◆ Maintain active contact with area education administrators, local businesses, service organizations and community leaders

Coordinator of Advising & Admissions, College of Business, Iowa State University ❖ 4/93-6/97

- ◆ Coordinated all advising and admissions into the professional programs, curriculum changes, and re-entries into the College.
- ◆ Coordinated learning teams for the College.
- ◆ Trained all faculty advisors.
- ◆ Taught an orientation class for incoming freshmen and transfer students.
- ◆ Approved all double majors and minors for the College of Business.
- ◆ Coordinated transfer relations with community colleges.
- ◆ Represented the Coordinator of Undergraduate Programs Office in her absence.

Academic Advisor, College of Business, Kansas State University ❖ 06/88-12/92

- ◆ Advised and guided approximately 500 business students in academic, career and personal decisions.
- ◆ Visited with prospective students interested in the College of Business.
- ◆ Assisted in the training of new advisors.

Director, International Student Services, University of Nebraska at Omaha ❖ 06/85-06/86

- ◆ Liaison between international students and the university administration.
- ◆ Led development and implementation of all international cultural and social events for the university.
- ◆ Organized and conducted orientation for incoming international students.

EDUCATION

Kansas State University, Manhattan, Kansas

Master in Business Administration 1992

Master of Science, Industrial/Organizational Psychology 1992

University of Nebraska at Omaha, Omaha, Nebraska

Bachelor of Arts, Psychology 1987

SELECT ACTIVITIES/AFFILIATIONS

- ◆ **Bravo Greater Des Moines**
 - Board Member, 2009-2016
 - Governance Committee Chair, 2013-2015
- ◆ **Chrysalis Foundation**
 - Board of Directors, 2005-2012; 2016-Present
 - Board Secretary, 6/2007 to July 2008
 - Board President, 6/2009 to 2011; 2018-2021
- ◆ **Des Moines Public Schools**
 - School Improvement Advisory Committee Member, 2007-2009
 - Teacher Quality Program Advisory Board Member, 2005-2008
 - COP 2000 Program Advisory Board Member, 1999-2003
- ◆ **Gateway Dance Theatre**
 - Board Member, 2006-2010
 - Chair, 2009
- ◆ **Immigrant Entrepreneurs Summit**
 - Planning Committee, 2009-Present
- ◆ **Iowa Asian Alliance**
 - Board of Directors 2005-2008 Chair, 2006-2007
 - Interim Executive Director, 2008
 - Chair Emeritus, 2008-Present
 - CelebrAsian, Chair 2011
 - VIP Director, 2014-Present
- ◆ **Iowa Asian Alliance Foundation**, President, 2005-2009
- ◆ **Iowa Board of Behavioral Science Examiners**, Board Member, 2008-2011
- ◆ **Iowa State University**
 - Chapter Advisor, Golden Key National Honor Society, 1993-1997
 - Facilitator, Total Quality Management Sponsored Program Team, 1995-1997
- ◆ **Iowa Women's Leadership Project**
 - Member, 2011-Present
 - Chair, 2016-Present
- ◆ **James B. Morris Scholarship Fund**
 - Board of Directors, 2005-2013
 - Vice President, Board of Directors, 2009-2010
 - President, Board of Directors, 2011-2012
- ◆ **United Way of Central Iowa**
 - Board of Directors, 1999-2005
 - Investment Committee Member, 2005-2009

AWARDS/RECOGNITION

- ◆ Des Moines Area Community College Foundation Community Service Award 2006
- ◆ Governor's Volunteer Award 2007
- ◆ Commission on the Status of Iowans of Asian and Pacific Islander Heritage Leadership Award 2009
- ◆ Business Record Women of Influence 2009
- ◆ Passport to Prosperity Award 2015

Carrie Bening



Experience

Community Volunteer, Des Moines, IA-1996 to present

Iowa CASA-Court Appointed Special Advocate, Work with children and families in the Foster system. Monthly visits with children, parents, social workers and attorneys. Advocate for the child by writing monthly reports and write reports and recommendations for court events. Attend court and when asked, take the stand in court.

*United Way of Central Iowa-CoChair Engagement of Women's Leadership Connection, CoChair Fundraising of Women's Leadership Connection, Book Buddies. *Puppy Jake Foundation, puppy training. *Rider Shoppe, sales at Roosevelt High School. *Home schooled a student from Africa in English.

Urbandale Middle School Special Education Teacher, Urbandale Schools; Urbandale, IA-1994-1996

Coordination of students schedules in grades 6-8 between the regular classroom and special education room.

G o m p
I L - 1
A t t e
b e h a

R u b y
I A - 1
T e a c
s k i l
a s a

Education

University of Northern Iowa, Cedar Falls, IA-15 hrs. certificate in Severe/Profound, summers 1990 & 1991

Drake University, Des Moines, IA-BSE, 1985-1988

Stephens College, Columbia, MO, 1984-85

Qualifications

Ongoing skill development

*Communicating with professionals in the Department of Human Services *Collecting monthly updates from therapists, parents and social workers *Enter details of case on CAMS program monthly and for court events *Advocating for the child *Helping young adults from other cultures *Organizing thoughts in a positive manor for the judge

Kittie D. Weston-Knauer



EDUCATION:

Master of Science, May 1973
Drake University, Des Moines, Iowa
Major: Secondary School Administration
Des Moines, Iowa 50311

Bachelor of Science, December 22, 1970
Drake University, Des Moines, Iowa
Major: Elementary Education
Minors: English, History and Special Education (EMR)
Des Moines, Iowa 50311

High School Diploma, May 31, 1966
Orangeburg High School
Orangeburg, South Carolina 29115

PROFESSIONAL EXPERIENCE:

Adjunct Professor, Drake University, 2009 to 2011
WRLD.tv, Owner and Independent Media Associate, 2009 to Present
Independent Consultant and Charter School Developer, 2008 to 2011
KWK Enterprise, Inc., Owner, Consulting Service, 2008-Present
Principal, Scavo Alternative High School, July 1, 1999, to June 29, 2007
Principal, Casady Alternative School, July 1, 1994, to June 30, 1999
Vice Principal, Callanan Middle School, 1987 to 1994
Dean of Students, Merrill Middle School, 1986 to 1987
Student Council advisor, Merrill Middle School, 1983 to 1986
Assistant girls' track coach, Tech High School, Spring 1980
Freshman girls' basketball coach, Tech High School, 1979 to 1980
Assistant girls' softball coach, Merrill Middle School, Spring 1977
Girls' basketball coach, Merrill Middle School, 1974 to 1979
Developmental reading and language arts teacher, Merrill Middle School,
1974 to 1987
Title I Reading teacher, Franklin, Meredith and Merrill Junior High
Schools, 1973 to 1974
Graduate Assistant, Reading and Study Skills Clinic, Drake University,
August 1972 to May 1973
Coordinator, Project CHESS, Drake University, September 1970 to
September 1973

PROFESSIONAL AFFILIATIONS:

National Association of Secondary School Principals, September 1994
to June 2007
School Administrators of Iowa, September 1991 to 2007
Des Moines School Administrator, September 1987 to 2007
Des Moines Secondary Vice-Principals' Association, August 1987 to June 1994
International Reading Association, 1980 to 1987
Iowa Women in Educational Leadership, 1985 to 1986

**PAST and PRESENT
AFFILIATIONS
and
ACTIVITIES:**

Keynote Speaker, Forum on Aging and BMX Expo, October 2022
Keynote Speaker, Juneteenth High Tea, Jenks, OK, June 2022
Keynote Speaker, Southeast Valley High School, Gowrie, Iowa, May 2021
Keynote Speaker, Cycle Works Bike Shop, Lincoln, NE, March 2021
Community Policing and Code Enforcement Policy and Practice Review
Committee, September 2020 to March 2022
Keynote Speaker, Children and Family Urban Movement 50th Anniversary, 2019
Children and Family Urban Movement Volunteer, September 2018-May 2019
Represented DePuy Synthes Companies of Johnson & Johnson, Inc. in an
ATTUNE® Knee commercial, speaking at Johnsons & Johnson events
representing the patient perspective including Joint Reconstruction Sales
Meetings, the Johnson & Johnson Credo Day, and the WW Global Services
Leadership Team Meeting, 2017-2021
Keynote Speaker, Scavo Alternative High School Graduation, May 2013
Des Moines Bicycle Collective Bike Camp, 2012 to Present
Riverfront YMCA Board of Managers, July 2010-June 2012
Creative Visions, Men and Women of Visions facilitator, June to August 2008
Chrysalis Foundation Board, November 2003 to June 2007
Disproportionate Minority Confinement Committee, June 2003 to June 2005
and 2008 to 2016
Polk County Action Planning Committee, March 2003 to 2006
Young Women's Resource Center Board, August 2001 to June 2004
**Polk County Judicial Magistrate Appointing Commission, March 2001 to
present**
Visiting Nurse Services Board, September 2000 to 2006
President Des Moines Metro BMX Club, October 1999 to 2009
**Initiated and followed through with the development of a national caliber
BMX track (1999-2001). To this day, over 1,700 racers from throughout
the nation race at 80/35 BMX late April through October each year.**
Parental Responsibility Project Polk County Steering Committee,
January 1999 to April 2000
Creative Visions Board member, December 1998 to July 2001
Des Moines Register/YMCA Dream Team Mentor, November 1998 to
August 2001 and January 2013 to August 2018
Mayors' Select Committee, Socio-Economic focus Group,
July 1998 to January 1999
West Des Moines Community School District Community Advisory
Committee on Diversity, May 1996 to May 1997
Greater South Side Neighborhood Association, October 1996 to present
Juvenile Issues Committee, September 1995 to December 1999
Creative Visions Advisory Council member, October 1996 to November 1998
Drake University National Commission II, December 1993 to May 1994
North Central Association of Colleges and Schools evaluation teams
for Davenport's J.B. Young Junior High School (April 1991), Cedar
Rapids Washington High School (April 1997) and Des Moines
Roosevelt High School (April 1999)
NAACP ACT-SO contest middle school coordinator, November 1990 to
June 1992
Roosevelt High School Foundation Association Board of Directors
member, 1990 to 1993
Day Care for Exceptional Children board member and personnel
Committee member, August 1990 to March 2001
Orchard Place Board Secretary, August 1990 to June 1991
Orchard Place Board of Directors, August 1989 to June 1991
Cub Scout Pack 75 assistant den mother, 1987 to 1989

"I Am Somebody" project coordinator, Des Moines Links,
September 1987 to May 1988
State and National Autism Society member, 1986 to 2000
Des Moines Cycle Club, 1985 to 2014
Hanawalt Elementary School Building Advisory Committee, 1985 to 1989
Polk County Association for Retarded Citizens, member 1984 to 1990
Sunday School teacher, First Unitarian Church, 1981 to 1985
Member, First Unitarian Church, 1979 to present
Volunteer coach of basketball, softball, and soccer for the Greater Des
Moines Olympic Development Program, Julia B. Mayer Center,
YWCA, South Ridge Soccer, South Suburban YMCA, 1972-1984

**PAST and PRESENT
STATE
AFFILIATIONS
and
ACTIVITIES:**

Commissioner of the Iowa State BMX (bicycle motocross) Association,
January 2002 to December 2003, January 2005 to December 2005,
January 2007 to December 2009
Mental Health and Developmental Disabilities Commission, November,
2002 to September 2003
Board of Directors of Planned Parenthood of Greater Iowa, August
1995 to June 2001
Iowa Commission on the Status of African Americans Middle School
Planning Committee, 1993 to 1996
Iowa Board of Parole Board Member, 1992 to 1994

NATIONAL AFFILIATION:

National Bicycle League (NBL) Board of Directors, 2010-2011

**HONORS
and
AWARDS:**

Hip Hope Inc.'s Executive Mold, Microsoft Office Leadership Development
Powered by Microsoft Certificate of Appreciation, August 2020
Capital City Steppers, Des Moines, IA, Community Service Award,
April 28, 2018
Hip Hope, Inc. *Many Shades of Colour* Know Your Worth Award, March 3, 2018
**Renamed Middle School Wing of the Jesse Franklin Taylor Education Center,
Casady Building the Kittie Weston-Knauer MAC Wing, February 2, 2017**
The Chautauqua Park and Mondamin Presidential Neighborhood
Associations 2014 Community Improvement Award
YMCA Leadership Award, June 2012
TheGrios 100 History Makers in the Making, February 2011
Iowa Juneteenth Observance Liberty Award, June 17, 2010
National Bicycle League, 2009 National Volunteer of the Year
YWCA Women of Achievement Award, June 13, 2007
Drake University Service Learning Partner, May 2006
African American Leadership Coalition Certificate of Appreciation,
September 21, 2005
Partners Unlimited, It's All About You Award, December 2004 and 2005
The Principals' Partnership Senior Partner Certificate, July 2004
**Alpha Kappa Alpha Sorority, Inc., Iota Zeta Omega Chapter
Outstanding African American Woman of Achievement in the
Area of Education, March 21, 2002**
Des Moines Area Religious Council Hope in the Center Outstanding
Service To Youth Community Appreciation Award, October 2001
Drake Medal of Service, Drake University, September 14, 2001
Young Women's Resource Center Visionary Woman, 2000
Des Moines Police Citizen Academy, 1997

Minority Youth Service Award for Outstanding Contributions Through Education, 1996
Drake University School of Education 1996 Outstanding Alumni Award
Des Moines School Administrators, A Leader of Leaders on Future Technology, 1995
Services and Support of "Teens Speak Out," Iota Zeta Omega Chapter, Alpha Kappa Alpha Sorority, Inc., Des Moines, Iowa, 1982

**JUST
for the
FUN
of it**

National Bicycle League Motocross (BMX) affiliation and racer, 1986-2011
World #7, July 26-29, 2007, 51 & Over Women's Cruiser Class, Victoria, Vancouver, British Columbia, Canada
National #7, 2008, 51 & Over Women's Cruiser Class
State #1, 2008, 51 & Over Women's Cruiser Class
National #8, 2009, 50 & Over Women's Cruiser Class
State #1, 2010, 50 & Over Women's Cruiser Class
National #3, 2010, 55+ Women's Cruiser Class
National #8 2011, 55+ Women's Cruiser Class

USA BMX racer, 1990 to Present
State #1, 2011, 51 & Over Women's Cruiser Class
National #8, 2011 51 & Over Women's Cruiser Class
Gold Cup Midwest Championship #3 2012, 51 & Over Women's Cruiser Class
State #1 2012, 51 & Over Women's Cruiser Class
State #2 2013, 51 & Over Women's Cruiser Class
Eastern Divisional Finals #2 2014, 56+ Women's Cruiser Class
Gold Cup Midwest Champion 2014, 56 & Over Women's Cruiser Class
State #1 2014, 56+ Women's Cruiser Class
National #7 2014, 56+ Women's Cruiser Class
Gold Cup Midwest Champion 2015, 56 & Over Women's Cruiser Class
State #1 2015, 56 & Over Women's Cruiser Class
National #3 2015, 56 & Over Women's Cruiser Class
Gold Cup Champion South Central 2016, 56 & Over Women's Cruiser Class
National #5 2016, 56 & Over Women's Cruiser Class
Qualified for Worlds, 40 & Over Women's Cruiser Class, Austin, Texas, April 21, 2017
Gold Cup Champion South Central 2017, 56 & Over Women's Cruiser Class
National #8 2017, 56 & Over Women's Cruiser Class
Gold Cup Champion South Central 2018, 56 & Over Women's Cruiser Class
National #10 2018, 56 & Over Women's Cruiser Class
Gold Cup #2 South Central 2018, 56 & Over Women's Cruiser Class
State #1 2019, 56 & Over Women's Cruiser Class
Gold Cup #2 North Central 2019, 56 & Over Women's Cruiser Class
National #4 2019, 56 & Over Women's Cruiser Class
State #1 2020, 56 & Over Women's Cruiser Class
Gold Cup #2 North Central 2020, 56 & Over Women's Cruiser Class
National #4 2020, 56 & Over Women's Cruiser Class
State #1 2021, 56 & Over Women's Cruiser Class
Gold Cup #2 North Central 2021, 56 & Over Women's Cruiser Class
Gold Cup #2 South Central 2021, 56 & Over Women's Cruiser Class
Gold Cup #3 South East 2021, 56 & Over Women's Cruiser Class
State #1 2022, 56 & Over Women's Cruiser Class
Gold Cup #2, North East 2022, 56 & Over Women's Cruiser Class

31 RAGBRAI's between 1985 and 2018 (Register's Annual Great Bike Ride
Across Iowa, sponsored by Des Moines Register Media)

FAMILY:

Husband: Max Ross Knauer, III (Deceased August 2, 2019)

Sons: Max Ross Knauer, IV (Kelli, Wife)

Joseph Patrick (J.P.) Knauer

Grandchildren: Zari Knauer (13)

Max Ross Knauer, V (9)

Dexter Joseph Knauer (2)

Sue A. Cronin



PROFESSIONAL EXPERIENCE

| | |
|--|-----------|
| Elementary Education Educator, Kindergarten teacher, Ames Community School District | 1985-2011 |
| Professor Kindergarten Methods, Iowa State University | 1996-1998 |
| Kindergarten teacher, Ballard Community School District. | 1977-1980 |
| Kindergarten teacher, Fairfield Community School District. | 1976-1977 |
| Title 1 Reading teacher, Ottumwa Community School District | 1976-1977 |

COMMUNITY INVOLVEMENT

Served on the Mary Greeley Hospital Auxiliary Board. Chairperson for the Annual Fundraising Mary Greeley Ball. Served as President of the Northwood Elementary PTO. Sunday school teacher, Collegiate Methodist Church. Served as Co-Chair for several Ames High School events. Currently a docent for Terrace Hill and serving on the board of directors for Electronic Engineering Company.

EDUCATION

Drake University, Masters of Science of Education, Des Moines, Iowa

William Penn College, Bachelor of Science in Elementary Ed., Oskaloosa, Iowa

East High School, Des Moines, Iowa



OBJECTIVE

Committed to leading and supporting staff with instructional leadership, and building systems to support student achievement, and building transformation. Confident in supporting staff with tools and coaching to use an equity lens to provide access and high expectations for all students' success.

EDUCATION

Drake University, Des Moines, Iowa

Masters of Science in Education: Educational Leadership
Evaluator License 2017

Morningside University, Sioux City, Iowa

Masters of Science in Education: Special Education
Endorsements:
● Instructional Strategist II 2014

Upper Iowa University, Fayette, Iowa

Bachelor of Arts: Elementary Education 2008
Endorsements:
● Reading
● Language Arts
● Instructional Strategist I

EXPERIENCE

CAPITOL VIEW ELEMENTARY - DES MOINES PUBLIC SCHOOLS 2021-2023

PRINCIPAL

- Evaluations
- Lead teachers in coaching and implementation of grade level instruction
- Monitor student achievement using data based decisions
- Allocations and staffing decisions
- Daily supervision of safety, procedures, expectations, and routines
- Title School: Support with purchasing, funding, and implementation
- Budget for building for fiscal year
- Support staff in SEL and Equity implementation and learning
- Support teachers in implementing district curriculum: Zones of Regulation, 2nd Step, EL, Skills Block, OG, and IM Math.
- Support Child Study Team in decision making and data analysis
- Communicate, meet, and engage with families to support school based decisions meeting monthly

- Support ELL/Sped sub groups to analyze data and support instructional shifts to support student growth:
 - ELL
 - Exited 24 students after ELPA testing
 - Used Be Glad strategies during school wide professional development to support meeting learners needs
 - Walk Throughs focused on strategies shared during professional development with feedback
 - Special Education
 - Looked at data to determine instructional shifts
 - Adjusted support and began pushing into classrooms for support
 - Collaborated and created a special education PLC

Capitol View Elementary

2020-2021

Associate Principal

- Support teachers with online training for canvas and strategies for virtual instruction
- Create schedules and rosters to align with each return to learn shift
- Lead for anti-racism planning committee: provide PD, resources, and tools
- Attendance team monitor: communicate with parents, collect data, attendance contracts, home visits
- Leadership and coaching collaboration
- Tier 2/3 Team
- Lead for academic problem solving
- Integrated Services Team and Collaboration
- Evaluations

King Elementary School - Des Moines Public Schools

2017-2020

Associate Principal

- Develop and support systems for daily routine, schedule and procedure of the building
- Lead member of master and grade level schedules team
- Created a system for student problem solving and support, along with meeting with CST team weekly
- Developed and supported a platform and structure for special education and extended core teams to meet for PLC
- Trained as a coach for No Nonsense Nurture C3 Education
 - Increase student engagement and on task behavior
 - Collect student evidence of learning and understanding to determine instruction
- Member of the instructional team: walk throughs, data analysis, FAST roll ups, conditions for learning, rigor walks, planning and preparing professional development, attend network data review and planning
- Advisory Lead: student and parent engagement and activities
- Tier 1 administration support/conditions for learning
- Created a system for scheduling, planning, and implementing conferences to increase attendance and family engagement
- Tier 2/3 Behavior Lead
- Attended Coaching for results training
- Help to develop and monitor school improvement plan

- Collaboration with the New York Leadership Academy to provide professional development and application within the building

Edmunds Elementary School - Des Moines Public Schools

2014-2017

Behavior Strategist

- Support student and teachers with school wide structure and routines
- Develop and build relationships with students, families, and staff
- Collaborate with teachers to develop behavior plans and classroom management systems
- Social skills instruction and restorative circles
- Yoga for classrooms
- Communicate with parents, families, and community stakeholders
- Model and support teachers in the classroom with instructional strategies and Classroom management implementation
 - Coach and observe after modeling for continued support
- Lead staff in professional development monthly regarding behavior
- Collect and analyze data weekly and report to staff
- Using Infinite Campus provide resolutions to all behavior referrals
- Tier 1 behavior lead
- Tier 2/3 behavior team - support interventions, social skills groups, and other supports needed for students

Smouse Opportunity School- Des Moines Public Schools

2012-2014

Behavior Interventionist

- Supported students and staff in the building with behavior support and Interventions
- Coached and mentor teachers
- Member of the leadership team
- Modeled structures and routines for teachers and staff
- Led professional development
- Supported teachers with instruction in small groups
- Inputted behavior data to district
- Collaborated with teachers to develop and implement interventions
- Supported teachers with IEP writing, meetings, and data collection

Smouse Opportunity School - Des Moines Public Schools
Instructional Strategist II: Classroom Teacher

2008-2012

- Taught and instructed curriculum to students with emotional and behavior needs in grades 1, 2, 3, and 4
- Data teams leader
- Helped with creation and implementation of common formative assessments
- Implemented and collected data for student IEP's
- Differentiated instruction while teaching multiple grade levels and instructional levels
- Helped to unpack standards and develop "I am learning" statements

RELATED EXPERIENCE

- CPI Trainer - Crisis Prevention Institute Trainer
- Coaching for Results
- Intensive Literacy Support Team
- Orton Gillingham Training (3 Day)
- MTBF - Multi Tiered Behavior Framework Team Member
- District Teacher Mentor Training
- 21st Century Summer School 5th grade teacher
- IIRP - Restorative Practice Training
- Presenter for Poverty Simulation
- Lead Teacher for Extended Learning Reading Program - Des Moines Public School
- Instructional Coach for Pilot Summer Reading Program - Summer 2017

OTHER DES MOINES PUBLIC EXPERIENCES AND TRAINING

- Standards Institute Training
- Associate Principal Leadership Cohort
- C3 Education Coach
 - Classroom management and student academic data collection
- ESSA/SAMI training
- Integrated Services Team member/training
- PBIS Lead for building
 - PBIS Convention Chicago
- COSBOC Conference
 - New York
 - Des Moines Cultural Proficiency
- AUSL Training



- Chicago

References available upon request



Education

- M. Ed. : Educational Leadership, American College of Education, Indianapolis, IN (2012)
M. Ed. : Computer Based Education, Department of Curriculum Studies , University of Johannesburg, Johannesburg, South Africa (2005)
B. Ed. : Biology Teaching, Faculty of Education, Middle East Technical University, Ankara, Turkey (1999)

Certification

Illinois type 75 Illinois Administrative certificate (2013)
Standard type 09 illinois teaching certiate with endorsement in science and biology content areas (grades 6-12)

Administrative Experience

Concept Schools Illinois-Iowa Region,
Superintendent, 2022-Current

Horizon Science Academy Belmont, Chicago, IL
Founding principal, 2013-2022

Science Academy of Chicago, Chicago, IL
School principal, 2010-2013

Science Academy of Chicago, Chicago, IL
Vice Principal, 2009-2010

Concept Schools , Chicago, IL
Science Instructional Coordinator. 2007-2009

Horizon International High School, Johannesburg, South Africa
Vice Principal, 2002-2005

Feza Secondary School, Dar Es Selaam, Tanzania
Vice Principal, 2000-2002

Teaching Experience

Science Academy of Chicago, Chicago, IL
Mathematics Teacher, 3-5 grades, 2009-2010

Chicago Math and Science Academy, Chicago, IL
Mathematics Teacher, Algebra 1, 2007-2008

Science Teacher, 7-8 grades, 2007-2008

Horizon International High School, Johannesburg, South Africa

Biology Teacher, 8-12 grades, 2002-2005

Feza Secondary School, Dar Es Salaam, Tanzania

Biology Teacher, 8-10 Grades, 2000-2002

COURSES AND SEMINARS

- Microsoft Certified Professional Microsoft
- College counselling Illinois Charter School Organization

PROFESSIONAL MEMBERSHIPS

- : American Educational Research Association
- : National Science Teachers Association

Tamara A. Lieb

Professional Experience

Director of Primary Education

2019 - Present *Concept Schools Central Office, Schaumburg, Illinois*

Job Summary: Provide leadership and support to a network of 34 schools throughout seven states by developing and implementing curriculum, assessments, and providing high-quality professional development to staff.

- Research, create, plan, and implement curriculum in all core subjects and provide instructional guidelines for all elementary schools in the network
- Design and deliver professional development sessions to all K-2 staff
- Collaborate and communicate with stakeholders consistently to provide instructional best practices, detailed data analysis of student performance, and strategic improvement plans to increase learning of all students
- Observe and coach K-2 staff in instructional strategies and classroom management

School Educator

2008 - 2019 *Tioga Elementary School; W.A. Johnson Elementary School-Bensenville School District 2
Dundee Highlands Elementary School-Community Unit School District 300*

Job Summary: Facilitate the collaboration of parents, students, teachers and administrators to ensure the successful education and development of a diverse student population.

- Rebuilt reading and math curricula in compliance with the state-mandated Common Core Standards, which were adopted for use by all second-grade teachers and specialists in the district
- Developed the standardized assessment rubric to be used in quantitatively evaluating student growth and informing areas of focus as required by the Performance Evaluation Act of 2010
- Selected as a demonstration classroom teacher on multiple occasions to facilitate learning of new district initiatives
- Coordinated and organized all grade-level meetings and acted as the main source of communication between grade level concerns and administration as Professional Learning Community Coach for the second-grade cohort of teachers

Professional Learning Community Coach

2016 - 2019 *Tioga Elementary School-Bensenville School District 2*

Job Summary: Work with administration, team members, and other Professional Learning Community Coaches to ensure that student needs are met within the district in a collaborative learning environment.

- Provided leadership to team of second-grade teachers by driving impactful decisions as the team lead
- Led weekly team meetings with a focus on developing agendas that coordinate ongoing activities with established data-driven goals
- Served as a member on the district's Professional Development Council to provide insightful feedback to assistant superintendent
- Aligned team goals to school district's vision in order to help individuals grow professionally and improve district performance
- Assisted administration in decision making to simultaneously meet the needs of students and faculty

Client Relations Representative

2000 - 2008 *Animal House Veterinary Hospital, St. Charles, Illinois*

Job Summary: Served as a point of contact for clients, maintained a telecommunication system, kept a safe and clean reception area, and assisted in daily financial operations.

- Answered multiple phone lines and directed calls
- Checked patients in and out
- Scheduled and confirmed appointments for a six-doctor practice
- Performed other clerical duties such as photocopying, filing, and faxing
- Executed purchases and credits at the front desk
- Assisted in keeping financial accounts
- Greeted and directed all visitors, including clients, vendors, and job candidates

Education

2007 *Bachelor of Science-Education*
Northern Illinois University– DeKalb, IL

2004 *Associate in Arts*
Elgin Community College – Elgin, IL

Idil M. Hassan M.Ed, E.dS

“Education is one thing no one can take away from you.” —Elin Nordegren

CERTIFICATIONS, LICENSES & COACHING QUALIFICATIONS

Licensed IDI Qualified Administrator **2021 – Present**

Licensed to administer the IDI that specializes in the assessment and development of intercultural competence based on the Intercultural Development Inventory (IDI)

Certified SWIS National Facilitator – PBIS **2017 – Present**

Completed certification training to be a local resource to schools interested in or are currently utilizing SWIS as their behavioral collection and analysis system. I can take schools through the process from completing readiness requirements for SWIS and submitting account paperwork to conducting initial training and providing ongoing support for their school district.

Certified Trainer in CPI- Nonviolent Crisis Prevention Trainer **2016 – Present**

Completed a certification program with a focus on prevention that equips staff with proven strategies for safely diffusing anxious, hostile, or violent behavior at the earliest possible stage.

Certified Trainer in No Nonsense Nurturing A Transformative Teacher **2015 – Present**

Completed a certification program that empowers teachers to take a no-nonsense yet nurturing approach to managing their K-12 classrooms – one that promotes the academic success of all students. Based on in-depth research analyzing the practices of teachers achieving high levels of performance in diverse environments, hundreds of thousands of teachers across all grade levels in urban and rural schools throughout the country have successfully utilized this model.

PBIS Minnesota (MRIP) State Coach- Metro Region **2020 – Present**

Serve as a metro region PBIS State Coach and directly support schools, districts, and/or regions to build and sustain evidence-based practices. I help coach metro schools in the beginning and further implement their PBIS program in their school with fidelity.

K-12 Principal Administrator License, Minnesota File Number: 1005795 **2020 - Current**

EDUCATION

Education Specialist Degree E.dS

2019
Concordia St Paul University, School of Education, Education Administration Licensure Degree Saint Paul, MN

Masters of Education in Curriculum and Instruction-M.Ed

2015
Trinity Washington University, School of Education, Teaching for Change Washington, D.C

Bachelor of Arts in Marketing and Journalism-B.A | Minor in Public Relations

2011
The University of Saint Thomas, College of Liberal Arts Saint Paul, MN

EXPERIENCE

Concept Schools, Charter School Management Company| Schaumburg, IL **July 2022 – Present**

Director, Social Emotional Learning & School Culture

- Support, coach, and train 31 schools in 7 states around social emotions learning, school culture, and climate.
- Oversee student and family-focused social/emotional services and programs.
- Evaluate the Social Emotional Learning (SEL) curriculum, programs, and assessment tools.

PR/Award # S282B230006

- Collaborate with Concept Schools Academic Directors (CSAD) in researching and implementing an evidence-based social-emotional curriculum.
- Partner with academic directors and other leadership team members to build an integrated approach to SEL and academics.
- Provide professional development for staff on how to teach and model SEL curriculum expectations and strategies.
- Design and support the development and articulation of a Multi-Tiered System of Supports (MTSS), both academically and behaviorally, including Positive Behavior Intervention and Supports (PBIS) systems at all schools that reflect and amplify Concept Schools' vision of equity and inclusive practices.
- Assist in promoting and maintaining a positive and effective school climate by ensuring that all interactions with staff, students, parents/caregivers, and the public are prompt, efficient, helpful, and friendly.
- Identifies resources and activities that connect and engage families in support of student learning.
- Support relationship building that fosters strong partnerships with community organizations and enhances the effectiveness of communication between families, program staff, and service providers.
- Serve as a liaison between families and service providers to provide benefits, promotions, discounts, coupons, etc., for parents/caregivers.

Minnesota Math and Science Academy | St. Paul, MN

2020 – June 2022

Secondary (6-12) Assistant Principal

- Assisted the principal in creating and implementing the comprehensive distance learning plan (CDL) for COVID.
- Served as a lead on the COVID safety committee and created the safety plan for in-person return for secondary.
- Served as lead on restructuring school-wide programming during COVID for the secondary school.
- Served as an instructional leader by monitoring the implementation of professional development in classrooms and grade level/content area meetings per the school improvement plan.
- Implemented and monitored school-wide behavioral expectations (PBIS) and policies, including monitoring attendance trends, overseeing truancy interventions, addressing safety and welfare issues by holding meetings with parents, investigating incidents, documenting findings, contacting proper authorities, and conforming to legal requirements and regulations.
- Created partnerships with parents and the community. Collected and analyzed student assessment data. Collaborated and developed the master schedule. Run day-to-day operations of grades 6-12.
- Supervised employees, including serving as an instructional leader assigning and directing work, interviewing, evaluating performance, disciplining, and resolving issues.
- Implemented instructional and assessment strategies by attending meetings (PLC), facilitating discussions amongst teachers and staff, and working with the Principal to plan professional development.
- Addressed building management concerns by working with the custodial staff, office staff, and teachers, including implementing school-wide safety and emergency protocols.

College Prep Elementary School | St. Paul, MN

2016 – 2020

Director of Development

2018 – 2020

- Oversaw meetings and cultivated prospective families for enrollment.
- Identified, recruited, trained, guided, and inspired recruiters to become more involved in CPE and enrollment.
- Managed, developed, and led a small team of employees and outsourced contractors as part of a strong marketing team to perform at an even higher level— eventually building a complete, high-performance marketing organization.
- Proposed marketing tactics and developed action plans for team execution using existing and new marketing methods.
- Developed advertisements, direct mail, and all other outbound communications for the district.
- Created brand awareness of CPE in the market and overall knowledge and understanding of the need for real-time, event, and data-driven applications.
- Created brand marketing and business development incentives to attract new families, retain existing ones, and increase awareness of CPE.
- Ensured all social media strategies were aligned with CPE's goals, consistent in the market, and present on existing platforms such as Facebook, LinkedIn, Twitter, Instagram, and others.
- Designed and distributed written and graphic content in the logo, newsletters, e-newsletters, webpages, blog content, and other media-form messages.
- Administered the PBIS program, served as the primary PBIS contact Administrator, and attended weekly meetings
- Spearheaded the enforcement of all safety protocols (drills, alarms, training, etc.).
- Employed all discipline rules and policies (student handbook, SWIS, PBIS, student discipline, etc.)
- Supported staff members and provided continuous coaching and development. Supported the Child Study Team and Response to Intervention Program

- Supervision of faculty and staff: Hiring/orientation, evaluating, working through concerns and classroom management, planning and directing meetings, staff development, training, and in-services, communication: listening, feedback, and encouragement for all staff.
- Supervision of students: Orientation, counseling, discipline, due process, data gathering, student recognition, and securing student services with outside agencies.
- Communication and public relations with parents, business leaders, and community members. Listen and respond to parent concerns with sensitivity.
- Conducted parent and student meetings and attended all after-school activities.
- Curriculum/Instruction: Assisted in the selection, training, and implementation of district standards and initiatives, scheduling, implementation of goals, and choice of instructional materials. Analyze test data, and determine ways to improve instruction and student goals.
- Designed and implemented programming for Title 1, assisting with programming for ELL students, etc.
- Facilities: Assisted in the supervision of custodial staff, creating and implementing safety and crisis response plans, and maintaining facility and equipment.
- Assisted the Principal with developing and managing the school budget.
- Made presentations to students, staff, patrons, and peers at conferences.
- Developed the school's yearly and monthly calendars and organized and oversaw the scheduling for staff and students.

Dean of Students

2016 – 2017

Day-to-Day Operations:

- Collaborated with the Principal, SPED Coordinator, and Executive Director to ensure the school's safe and efficient daily operation.
- Created, maintained, and implemented school-wide discipline and reward policies and practices. Develop and administer disciplinary procedures per school policies and state laws; receive referrals and confers with students, parents, teachers, and community agencies; respond to and resolve parent, student, and staff concerns and complaints; serve on discipline or expulsion panels as assigned. Serve as a resource, coach, and support for teachers on classroom management issues.
- Communicated with parents/guardians regarding behavior or disciplinary issues for K-6 students. Facilitate designing and implementing behavioral plans for students with necessary team members.
- Participated in IEP meetings with the principal, teachers, parents, and special education staff as needed. Work collaboratively with all teachers to support parent meetings regarding behavior. Update student handbook school policies as necessary.
- Maintained and analyzed all SWIS data and met with teachers monthly to discuss their data and offer the next steps.
- Facilitated monthly student honor assembly. Serve as the point of contact and facilitator of school culture initiatives.
- Provides periodic reports to the Executive Director and the School Board on matters pertaining to school safety/ school behavior and culture initiatives.

Safety and Security:

- Ensured program compliance with applicable state and federal regulations.
- Planned and coordinated yearly drills in compliance with state regulations.
- Point of contact with the Executive Director for all outside emergency agencies related to the building.

KIPP Minnesota (K-1 Elementary Founding Year) | Minneapolis, MN**March 2016 – Sept 2016****Founding Primary School Operations Manager***Office Operations:*

- Daily attendance system management. Completed daily attendance and enrollment, withdrawal, and discipline data.
- Work with bus contractors to create routes for students. Dispersed information to parents about routes and made changes as necessary.
- Managed inventory and ordering of office supplies. Created and maintained online and paper calendars.
- Administered first aid and medications to students according to school standards.
- Collected all student records, including immunization records, home language surveys, emergency contact forms, and media release forms.
- Developed and managed student progress reports and report cards. Manage collection, dispersal, security, and organization of all cumulative student records.

Finance & Purchasing:

- Led the school opening/start-up process for the founding year to ensure that doors were ready to open by ordering

furniture, equipment, and instructional supplies and ensuring that student services (e.g., food service, transportation) were ready.

- Worked closely with the principal to develop the school's annual budget.
- Managed the school purchasing process by establishing clear systems for staff to request items, placing orders with vendors, tracking delivery, and coding and submitting purchase orders, invoices, and reimbursement requests; approved school purchases under a specific financial threshold
- Served as the first school-based point of contact regarding finance and worked with outside vendors regarding purchasing and finances.
- Oversaw all aspects of food service, including quality, managing staff/vendors, meal tracking, compliance, and meal delivery
- Oversaw all aspects of transportation, including vendor management, arrival and dismissal procedures, and setting and managing staff duty schedules
- Owned logistics of communications and external relations through parent letters, weekly staff notes, surveys, and visitors

Student Recruitment and Enrollment: Oversaw student enrollment process and assisted with student recruitment. Lead family welcomes interviews and orientations. Assisted with the school marketing efforts, distribution of flyers, invitations, and other parent communication as it relates to the student recruitment process.

Perry Street Preparatory Public Charter School (PreK- 12) | Washington, DC

2012 – 2016

Dean of Students

2013-2016

- *Day-to-Day Operations:* Assisted the Principal in providing instructional leadership to the school. Worked with the Principal to establish a safe and secure learning environment for students. Developed plans for emergencies in collaboration with other administrators, staff, and public safety agencies. Directed the work of yard duty staff and crossing guards. Planned and debriefed emergency drills. Updated school safety plan.
- *Student Culture:* Ran student culture professional development sessions for all staff to include topics such as building relationships, upholding behavioral plans, issuing consequences productively, and proactive and reactive de-escalation strategies. Observed students/teachers across the school and gave feedback on consistent behavior expectations, relationship building, and implementation of behavioral plans. Responded to behavior infractions and served as the first point of contact with families to discuss the next steps.
- *Manage Student Behavior System:* Managed the referral system and delegated caseloads. Analyzed discipline data (suspensions, class removals, etc.) to generate action steps and behavioral plans. Developed and administered disciplinary procedures per district policies and state laws; received referrals and confers with students, parents, teachers, community agencies, and law enforcement; responded to and resolved parent, student, and staff concerns and complaints; served on discipline or expulsion panels as assigned.

Director of Summer Programs

Summer 2014/ Summer 2015

- Responsible for the total programming of our summer enrichment programs that enrolls over 150 scholars in grades Pre-K through 8. Developed grade-appropriate, standards-based curriculum for scholars. Recruited, trained, and supervised all staff for the summer enrichment program.

Family Engagement Specialist/McKinney Vento- Homeless Liaison

2013 – 2015

- Trained teachers and faculty members on home visits for families.
- Built trusting relationships between parents, staff, and the school by continuously assisting parents to become advocates for their children and assisting school personnel in properly and effectively communicating with stakeholders.
- Developed, led, and identified outside resources to deliver workshops that strengthen the ability of the parents to participate and support their children's success in school and our program.
- Effectively and efficiently monitored all of the records for the McKinney-Vento families regarding health forms, attendance, grades, and engagement.
- Created and marketed yearly family and community engagement events and facilitated and staffed events.
- Managed outside organizations that partnered with the school and families.

Middle School English Teacher (6-8)

2012-2013

- Taught content and skills in English language, literature, composition, reading, and journalism to middle school students utilizing common core state standards. Developed lesson plans and supplementary materials for daily lessons.

ADELAIDE MOY



PERSONAL STATEMENT

I believe that STEAM can be learned not just via books but thru hands-on activities I would like the opportunity to work with every student who is interested in learning STEAM. The ability to have a class not just be educational, but being fun and engaging, promotes a curiosity to “Tinker”.

EXPERIENCE

Technology Teacher

August 2013 - Present

Horizon Science Academy – Belmont, Chicago, Illinois

- Provide individual instruction, as well as instruction to a class of students from 10-55 in a hybrid teaching environment via Zoom.
- Provide and Implement a technology curriculum for students in grades K-8.
- Identify and implement various resources for students who may need additional assistance in the classroom.
- Share information regularly with parents, colleagues, and students regarding their progress in class.
- Facilitated students working together in pairs using problem-solving skills to build and code a Lego’s EV3 Robot.
- Makerspace – Facilitated small groups of students working on creating paper circuits with copper tape and LEDs, Simple Toy Bristlebot and Elastic band paddle boats, LED Lanterns

Technology Teacher – Summer

June– July 2022 - Present

Triton College – River Grove, IL

- Provide weekly summer classes in the following topics:
Scratch / Jr Gadgets / EV3 Robotics Legos/ Gadgets for Girls

System Support Consultant - Part Time

September 2009 – 2013

Best Networks, Chicago, Illinois

- Provided training to small businesses on how to utilize various automation tools.
- Configure, Install and perform hardware/ software upgrades for small business in a standalone/networked environment.
- Removed Viruses, Spyware, Adware and Trojans from infected desktops and laptops systems using a variety of software tools used to remove viruses.
- Troubleshoot and resolve slow internet connectivity issues

Openview System Administrator

October 2004 – May 2009

Grainger, Niles , Illinois

- Responsible for translating monitoring requirements by creating, updating, maintaining and deploying policies to approximately 150+ SAP systems that would alert and notify support staff that monitored thresholds are either below/above values defined in policies using Openview for Unix.
- Documented and tested failover procedures to failover our Primary OVOU server to our secondary OVOU server in Kansas City.
- Generated reports in Openview Reporter for various departments on system performance on Windows and Solaris systems.
- Work with other teams in resolving incidents reported in Openview Service Desk.

Educational Apps:

Lego Robotics (EV3)
Scratch
Google Suite
Google Classroom

Educational Certification:

Google Certified Educator Level 1

Mentoring:

CYSP – Young Scholars Mentor
Robotics Coach – EV3 – 5 years

Skilled in:

AVG Anti-Virus
Groupwise
Openview Operations for Unix
Oracle SPI
SAP SPI
Openview OVO/OVPA Agent
Openview NNM
Openview Reporter
Openview Service Desk
MS Office Suite
Word
Excel
PowerPoint
Project
Microsoft Outlook
msconfig
Putty - SSH
Remedy
Spybot Search & Destroy
Symantec Anti-Virus
TeamViewer
Visio
Suse Linux
Windows
/3.0/3.1/98/XP/Vista/7/10

Bachelor in Business Administration

Loyola University, Chicago, Illinois

Sharida Combs, EdS.

Determined Servant Leader ✦ Certified Director of Curriculum and Instruction ✦ Passionate Community Advocate



EDUCATION/DEGREES

- **Indiana Wesleyan University** *December 2022*
Educational Specialist (EdS): District Administration
- **Indiana Wesleyan University** *October, 2016 graduate*
Master's Degree-Educational Leadership: P-12 Director of Curriculum and Instruction
- **Ball State University** *December, 2015*
Gifted and Talented Education, School of Psychology
- **Indiana University** *December, 2010*
Bachelor's Degree in Elementary Education

CERTIFICATIONS AND LICENSES

- *Educational Specialist Degree*
-School Superintendent License
- *Education Administration Licenses:*
-Principal (P-Age 22, Illinois)
-District Administration: Director of Curriculum and Instruction (P-12th Grade, IN)
- *Teaching Specializations (PEL in Indiana and Illinois for Elementary through Secondary Ed)*
-Learning Behavioral Specialist 1 (IL);
-Mild Interventions (Special Education) (IN)
-Reading Specialist Endorsement (IN); Reading Teacher (IL)
-Gifted and Talented (High Ability Education) Certification (IN and IL)
-Advanced Placement Coordinator (training)

Sharida Combs, EdS.

Determined Servant Leader ✦ Certified Director of Curriculum and Instruction ✦ Passionate Community Advocate



WORK EXPERIENCE

Concept Schools

October 2022-Present

Regional Director of Teaching and Learning

- Coordinate the district's academic program, grades K-12, in conjunction with the CSAD, superintendent, principals, department heads, and teachers
- Develop and evaluate the district's educational/instructional program to ensure conformance to state, authorizer, and school board standards
- Assist the superintendent in the district's long-range planning for instruction and serve as a consultant to staff/principals regarding instruction
- Work collaboratively with CSAD to understand how all concept academic department curricula and resources align with State standards and create/update documents that show the mapping of curricular resources and assessment tools for the district
- Work with the district superintendent and school principals to create a school calendar, assessment calendar, and academic events calendar
- Facilitate training and implementation of Danielson Framework for teaching with the administrative team and teaching staff
- Hire, on-board, manage, and support the development of the regional instructional coaches
- Manage data collection systems for teacher evaluation and student proficiency and recommend district-wide direction as a result of the analysis of student achievement data
- Direct the development of the District Improvement Plan and supervise the writing of School Improvement Plans
- Provide leadership in seeking grant funds and assist in writing and implementing grants to support Board priorities and district direction
- Provide direction and leadership to the school admin team for effective implementation of district-wide SEL, Equity, MTSS, and PLC initiatives and programs
- Provide guidance and support in regards to Special Education, ESL, and high ability students
- Coordinate district-wide professional development programs and assist individual building principals in addressing their needs
- Represent the district within the community forums for the purpose of maintaining ongoing community support for the district Mission, educational goals, and/or assisting with issues related to the school community

Sharida Combs, EdS.

Determined Servant Leader ✦ Certified Director of Curriculum and Instruction ✦ Passionate Community Advocate



WORK EXPERIENCE

Phalen Leadership Academies National Network

November 2019-October 2022

Lead Instructional Specialist/College and Career Programming

- Oversee the planning, implementation, execution and evaluation of programming for a portfolio of schools
- Lead instructional design and curricula improvement efforts to ensure programming objectives are met
- Perform School Quality Reviews to monitor all academic programming, assessments, teacher efficacy, and mentoring programs
- Create action plans for regional schools' programming, student achievement and educator efficacy outcomes
- Build the instructional leadership capacity of principals and teachers with a focus on instructional design, data analysis, and aligned interventions
- Evaluate core and supplemental instructional resources to ensure quality and optimize student engagement for special populations
- Lead and monitor the network-wide college and career persistence strategy that aligns from elementary to post secondary
- Create systems for progress monitoring KPIs and work with external partners and district leaders to enhance instructional and cultural practices of College, Career and Technical Education
- Collaborate with school leaders to develop, implement, and evaluate a comprehensive professional development plan that aligns to school improvement goals-- including impactful professional learning that is led by teachers, for teachers and includes the development of Professional Learning Communities in each school
- Provide academic coaching and career advising services to school leaders, teachers, and students
- Engage educators in goal setting, planning, and the development of action plans that will assist schools with meeting performance targets
- Supervise and coordinate assessment preparation based on data and school improvement goals
- Direct and train team members on proper administration and interpretation of Cognitive Abilities Test and other gifted/learning behavior scale results to determine best placement
- Design and facilitate professional learning opportunities for educators and partners that are cyclic and easily accessible
- Plan and manage complex projects that transcend across states and cross-functional teams

Sharida Combs, EdS.

Determined Servant Leader ✦ Certified Director of Curriculum and Instruction ✦ Passionate Community Advocate



WORK EXPERIENCE

Phalen Leadership Academies

August, 2017-November 2019

Assistant Principal and Exceptional Learners Coordinator

- Provided administration of instructional program and campus level operations
- Served as an academic advisor for new educators as well as students in the Gifted and Talented program
- Managed all building staff and provided supervision to students
- Maintained discipline and morale of students by carrying out the provisions of the Student Rights and Responsibilities in a consistent and fair manner
- Delivered instructional coaching and high quality professional development to teaching staff
- Observed employee performance utilizing the state teacher effectiveness model and Standards for Success; record observations, align and conduct evaluation conferences
- Led K-12 data conversations to support school improvement goals and ensure the continuity of learning targets
- Supervised reporting and monitoring of grading, student attendance and enrollment efforts
- Designed Title I intervention programs and trained instructors on school-wide initiatives
- Disaggregated the district's norm-referenced test data to identify students for Gifted and Talented Program
- Completed grant applications to secure resources to increase scholar engagement and enhance cultural programs
- Collaborated with K-12 teachers and district administrators to design accelerated instructional material for curriculum compacting
- Incorporated problem-based learning experiences to enhance engagement and promote self-directed learning
- Formed parent and teacher committees to support the growth of exceptional learners: SPEC ED and GT
- Administered and interpret Cognitive Abilities Test and other gifted/learning behavior scale results to determine best educational placement

Drexel Foundation for Excellence/American Quality Schools

August, 2010-August 2017

Certified Classroom Teacher (2010-2014) ; Special Populations Lead Teacher (2014-2017)

- Led teachers in implementing designated curriculum for English Language Arts, Mathematics, Science and Social Studies
- Led teacher and student advocacy initiatives to maintain communications with parents concerning their child's progress and the school's programs
- Assisted teachers with unpacking standards to understand and align curriculum expectations
- Collaborated across grade levels to create assessments that can be used to improve teaching and learning
- Participated in the multi-disciplinary team evaluations and designed Teaching the Whole Child supports
- Served as a classroom teacher: planned and implemented a program of study aligned to state standards to meet the individual needs, interests, and abilities of students

Educational Background

- **University of Northern Iowa, May 2010**
Master of Business Administration

- **Gazi University, June 2005**
Bachelor of Science, Mechanical Engineering

Working Experience

- **CSMS: Treasurer** **Schaumburg**
July 2010 -
 - Manage the school's financial resources, including budgeting, accounting, and financial reporting.
 - Prepare and develop the school's annual budget in collaboration with the school administration, ensuring alignment with educational goals and objectives.
 - Monitor budget versus actual throughout the year.
 - Apply, monitor and manage all applicable federal, state and private grants,
 - Prepare regular financial reports for the school administration and relevant stakeholders, providing analysis and insights on the financial health of the institution.
 - Ensure compliance with financial policies, procedures, and regulations set forth by the school district, state, and federal authorities.
 - Collaborate with auditors and internal control teams to facilitate audits and implement financial controls to prevent fraud or mismanagement.
 - Assist in long-term financial planning, capital budgeting, and forecasting for the school's future needs and initiatives.
 - Communicate financial information and updates effectively to the school administration, staff, parents, and other stakeholders as necessary.
 - Stay updated with relevant financial regulations, laws, and best practices in the education sector to ensure compliance and continuous improvement.
 - Manage and monitor accounts payable, purchasing to ensure all regular accounting related services such as payroll, purchase orders, bill payments and monthly bank reconciliations are completed on time and correct.
 - Analyze the financial details of past and present operations to identify development opportunities and areas where improvement is needed.
 - Respond and resolve routine internal and external inquiries of school admin.
 - Help to develop financial policies and procedures as needed.

- **Turkish Military: Control Engineer**

Turkey
August 2006–July 2007

- Collaborate with project teams to design and engineer control systems for construction processes, including building automation systems, HVAC systems, lighting control systems, and other related systems
- Integrate control systems with various components and subsystems within the construction project, such as mechanical, electrical, and plumbing systems.
- Control technical documentation, including control system specifications, as-built drawings, user manuals, and project reports.
- Collaborate with other construction professionals, including architects, engineers, contractors, and project managers, to coordinate control system-related activities and ensure smooth project execution.
- Developed necessary parts of the manufacturing projects.
- Selection of materials based upon quality for new constructions.

- **Ileri Makine Ltd. Company: Production Manager**

Turkey
June 2005–July 2006

- Analyze existing manufacturing processes and identify opportunities for improvement in terms of efficiency, productivity, quality, and cost-effectiveness.
- Develop production schedules, capacity plans, and resource allocation strategies to meet production targets and customer demands.
- Select, install, and maintain appropriate equipment, machinery, and tools required for the production process, ensuring smooth operations and minimal downtime.
- Supervise and coordinate production activities, ensuring adherence to safety protocols, quality standards, and production schedules.
- Implement quality control measures to monitor and maintain product quality, including conducting inspections, implementing testing procedures, and addressing quality issues.
- Identify and implement process improvements, lean manufacturing principles, and cost-saving measures to enhance production efficiency and reduce waste.
- Monitor production costs, analyze variances, and propose cost-saving measures to optimize production budgets and financial performance.
- Manage production-related projects, including process improvements, equipment upgrades, and facility expansions, ensuring timely and successful project completion.

- **Professional Skills**

- **Technical Programs** : QuickBooks, Bill.com, Komputrol
- **Software Packages**: MS Office, MS Project



KIM REYNOLDS
GOVERNOR

OFFICE OF THE GOVERNOR

ADAM GREGG
LT GOVERNOR

June 15, 2023

The Honorable Miguel Cardona
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

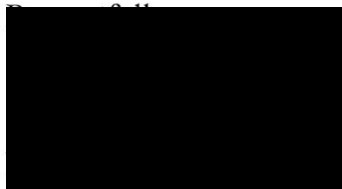
Dear Secretary Cardona:

Please accept this letter of support for Horizon Science Academy Des Moines (Horizon) concerning its application for a federal Charter Schools Program grant. Horizon is the first charter school in Iowa to operate with an independent governing board overseeing its operations since my administration expanded charter school growth opportunities through legislation in 2021.

I believe that every child deserves the right to a high-quality free and public education. I believe that charter public schools play a significant role in the effort to improve educational outcomes for Iowa's public school students, especially among students of color and students from low-income families.

Horizon received unanimous approval in January 2023 from the Iowa State Board of Education to operate as a charter school for five years. Horizon will open this Fall and serve about 200 students in grades Kindergarten through 3rd grade. Each year, the school will add an additional grade level and 50 students through 2032 when it will serve about 700 K-12 students. Horizon is managed by Concept Schools, a non-profit charter management organization that provides comprehensive academic, operational, and financial services to more than 30 Midwestern schools.

I ask that you give this application your full consideration and I look forward to a favorable response.



Governor of Iowa

Cc: Christine Hensley, Board Chairperson, Horizon Science Academy Des Moines
Dr. Christopher Murphy, Chief Growth Officer, Concept Schools
Laura Cannon, Principal, Horizon Science Academy Des Moines



IOWA

Department of Education

Chad L. Aldis, Director

Kim Reynolds, Governor
Adam Gregg, Lt. Governor

June 23, 2023

The Honorable Miguel Cardona
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

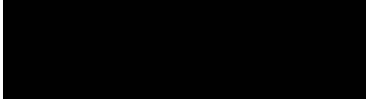
Dear Secretary Cardona:

I am writing to express my support for the Charter School Program (CSP) Grant application submitted by Horizon Science Academy Des Moines (Horizon). Horizon will offer an innovative education rich in math, science and technology, which I believe will boost student academic growth in an underserved community.

One of the first independently-governed charter schools to open under recent Iowa legislation, Horizon will serve approximately 200 Kindergarten through 3rd grade students in 2023-2024 and plans to add one grade level each year. As there is currently no start-up or facility funding available to Iowa charter schools, the CSP grant will provide essential support for Horizon's successful launch.

Thank you for your consideration of Horizon's application and your commitment to supporting high-quality educational opportunities for all students.

Sincerely,


Chad L. Aldis
Director

Creating excellence in education through leadership and service

Grimes State Office Building | 400 E. 14th St. | Des Moines, IA 50319-0146

Fwd: From the Office of Senator Ernst (Intranet Quorum IMA00247827)

6 messages

Chris&Steve Hensley [REDACTED]

Tue, Jun 27, 2023 at 7:40 AM

To: Christopher Murphy [REDACTED]

Senator Ernst's letter. She has contacted the department of Education directly.

Sent from my iPhone

Begin forwarded message:

From: "Office of Senator Ernst(imailagent)" [REDACTED]**Date:** June 27, 2023 at 7:22:47 AM CDT**To:** [REDACTED]**Subject:** From the Office of Senator Ernst (Intranet Quorum IMA00247827)

JONI K. ERNST
IOWA
CHAIRMAN,
REPUBLICAN POLICY COMMITTEE
WASHINGTON, DC OFFICE
260 RUSSELL SENATE OFFICE BUILDING
WASHINGTON, DC 20510
[REDACTED]
WWW.ERNST.SENATE.GOV

United States Senate

COMMITTEES
ARMED SERVICES
AGRICULTURE, NUTRITION
AND FORESTRY
SMALL BUSINESS
AND ENTREPRENEURSHIP

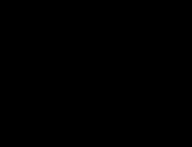
Dear Mrs. Hensley,

Thank you for contacting me to request assistance with your grant application for Horizon. I appreciate the detail you provided to demonstrate how these grant funds would be utilized.

In order to be most helpful, I have contacted the Department of Education directly and requested full consideration of your grant application. As your United States Senator, it is an honor to ensure Iowans are considered for federal grants to better our communities and the services provided.

Thank you again for reaching out with your request. If you have any questions, please do not hesitate to contact Emily Covey in my Des Moines office at 733 Federal Building, [210 Walnut Street, Des Moines, IA](#) or by phone at [REDACTED]. Emily may also be reached by email at [REDACTED].

Sincerely,



Joni K. Ernst
United States Senator



Mark M. Jacobs

June 28, 2023

The Honorable Miguel Cardona, Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary Cardona:

I am writing to express my support for the application submitted by Horizon Science Academy to the U.S. Department of Education for the Charter Schools Program Developer grant program.

By way of background, I am a native Iowan. I previously served as CEO of a Fortune 500 company as well as Board Chair for KIPP Houston Public Schools. After I retired, I moved back to my home state of Iowa.

As you may know, Iowa had historically one of the strongest K-12 education systems in the country. However, student outcomes have been stagnant over the last thirty years and today Iowa ranks in the middle of the pack. In 2013 I founded Reaching Higher Iowa, with the goal of restoring Iowa's leadership position in K-12 education. I believe that high-quality public charter schools have an important role to play in increasing student achievement, particularly those students who have traditionally been underserved—students of color and those growing up in low-income households. To that end, I worked with Governor Reynolds to successfully revamp Iowa's charter school law in 2021 and make sure we had a legislative framework where public charter schools could thrive.

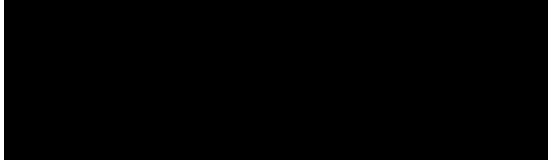
I subsequently founded Great Public Schools for Iowa to serve as an advocacy organization to identify, recruit and support developers of public charter schools. Since the Iowa charter school legislation was passed, we have engaged in discussions with large number of charter school developers. Through these efforts, I became acquainted with Concept Schools. Over the last two years I have had an active dialogue with Concept and provided input to them as they considered opening a school in Iowa. As I have learned more about the organization, I have been impressed with their consistent and outstanding student academic outcomes.

I personally know several of the Horizon Science Academy board members, including Board Chair Christine Hensley. The board consists of highly-respected community leaders and education advocates and positions the school for success.

One of the obstacles that public charter schools face in Iowa is the lack of startup and facility funding. A CSP grant award to Horizon Science Academy would provide essential support for its successful launch. The bottom line is that this funding has the potential to positively transform public education in Iowa.

I ask that you give this application your full consideration and encourage you to support Horizon Science Academy's application.

Sincerely,



Mark M. Jacobs

Congress of the United States
House of Representatives
Washington, DC 20515-1503

June 30, 2023

The Honorable Miguel Cardona
Secretary, U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

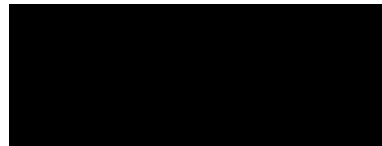
Dear Secretary Cardona:

Please accept this letter of support for Horizon Science Academy Des Moines (Horizon) regarding its application for a federal Charter Schools Program grant. Horizon is the first charter school in Iowa to operate with an independent governing board overseeing its operations since I supported the passing of legislation in 2021 expanding charter school growth opportunities.

Horizon is managed by Concept Schools, a non-profit charter management organization that provides academic, operational, and financial services to more than 30 midwestern schools. Horizon received unanimous approval in January 2023 from the Iowa State Board of Education to operate as a charter school for five years. Horizon will open this fall and serve 190 students in grades Kindergarten through 3rd grade. Each year, the school will add an additional grade level and 50 students through 2032 when it will serve approximately 650 Kindergarten through 12th grade students.

I believe that every child deserves the right to a high-quality, free, and public education. I also believe that charter public schools play a significant role in the effort to improve educational outcomes for Iowa's students. I support their application, and I urge you to give it full and fair consideration.

Respectfully,



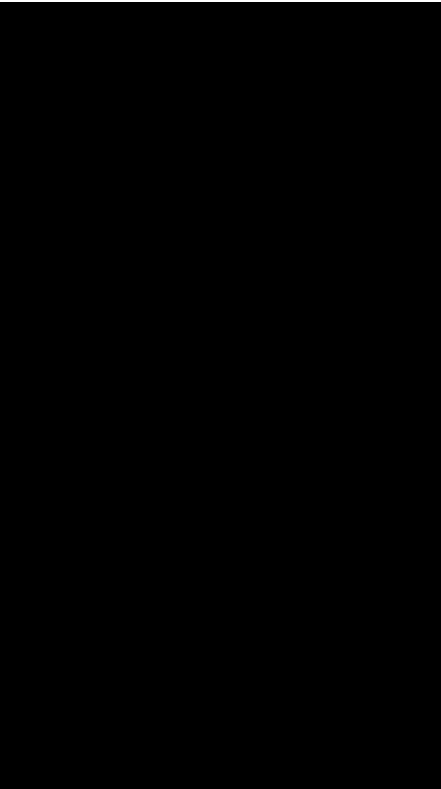
Zach Nunn
Member of Congress

Cc: Christine Hensley, Board Chairperson, Horizon Science Academy Des Moines
Dr. Christopher Murphy, Chief Growth Officer, Concept Schools
Laura Cannon, Principal, Horizon Science Academy Des Moines



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

HORIZON SCIENCE ACADEMY DES MOINES
4801 FRANKLIN AVE
DES MOINES, IA 50313



Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements



IOWA

Department of Education

Ann Lebo, Director

Kim Reynolds, Governor
Adam Gregg, Lt. Governor

February 27, 2023

Horizon Science Academy Des Moines Charter School
Christopher Murphy
Chief Strategic Growth & Communications Officer,
Concept Schools
1336 Basswood Rd.
Schaumburg, IL 60173

Dear Charter School Founding Group:

This letter is official notification that Horizon Science Academy Des Moines Charter School has been approved to operate a charter school for five school budget years, beginning July 1, 2023, based on the authority pursuant to [Iowa Code chapter 256E](#). This letter contains information on charter school monitoring and reporting, next steps, student reporting, payments and billing. When making inquiries for information from Iowa Department of Education (Department) staff, please copy the charter school primary contact Janet Boyd at [REDACTED].

Monitoring and Reporting:

[281 IAC 19.13\(2\)](#) requires the charter school to submit an annual report to assist the State Board in evaluating the charter school's performance and compliance with the performance framework, as included in the charter school contract.

The performance provisions within the charter school contract shall be based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the evaluation of the charter school by the State Board, without compromising individual student privacy. The performance framework shall include [\(281 IAC 19.10\(1\)\)](#):

- a. Student academic growth and proficiency in English language arts on statewide outcome assessments.
- b. Student academic growth and proficiency in mathematics on statewide outcome assessments.
- c. Achievement gaps in both proficiency and growth on statewide outcome assessments between specified populations or groups of students, including groups based on gender, race, poverty, special education status, limited English proficiency, and gifted status.
- d. Benchmark status on early literacy approved screening measure(s) in grades kindergarten through three.
- e. Attendance.
- f. Conditions for learning data (as required by Iowa's state plan under the Every Student Succeeds Act).

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- g. Enrollment attrition and mobility.
- h. Postsecondary readiness for students in grades 9 through 12.
- i. Goals specified in the charter school's mission.
- j. Financial performance and sustainability.
- k. Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

The charter school will be required to submit an annual report each year. The annual report is due to the Department on October 1 and shall include data for the prior school year. Required content ([281 IAC 19.15\(1\)](#)) includes:

- a. The charter school's mission statement, including a vision statement and goals, as well as data measuring goal attainment.
- b. Student demographics, disaggregated by grade level and protected characteristics.
- c. Attendance statistics and dropout rate (average daily attendance, dropout rate, student mobility).
- d. Graduation data, including four-year and five-year graduation rates, credit accrual, and number of students on track for graduation.
- e. Student achievement, including annual academic growth and proficiency, including Iowa statewide assessment of student progress (ISASP) data, other assessment data, and aggregate assessment test scores.
- f. Financial performance, including projections of financial stability.
- g. The number and qualifications of teachers and administrators.
- h. Sustainability data, including enrollment trends, staff satisfaction, and parent and student satisfaction

For questions about monitoring, please contact Janet Boyd at [REDACTED] or [REDACTED].

Next Steps:

The charter School should complete the following:

- 1. Fulfill the terms of Iowa Code 256E, Iowa Administrative Code rule 281.19 and the approved contract (see attached contract approved by the State Board).
- 2. Establish the charter school as a [non-profit](#) entity with the State of Iowa and provide related IRS non-profit entity status from the Internal Revenue Service.
- 3. Send [W9](#) form to [REDACTED]
- 4. If the charter will be a subrecipient of federal funds from the Department, send the federal Unique Entity Identifier (UEI) to [REDACTED].
- 5. Ensure the charter school's student information system can report data to the Department as required.
- 6. Complete the EFT [Direct Deposit](#) form and send it to the contact on the form.
- 7. Request a school number from the Department:
 - Founding group - State Board model: Send an email to [REDACTED] with a request to be set-up as an entity in the Iowa Education Portal. Once that is completed, request a new school number through the School Information Update application.
- 8. Insurance and facility use:
 - Charter must obtain insurance coverage in the name of the charter.

Required Reporting: The charter is required to complete a number of reports and applications using the school number assigned (above) through the Iowa Education Portal.

- **Student information**
 - [Student Reporting](#) - Each charter school is required to submit student level data via SIF using a Student information System (SIS) during the following annual collections: by August 4 (for initial payments), Certified Enrollment (October), Winter SRI (January), and Spring SRI (June).
 - For questions regarding student reporting, please contact Margaret Hanson at [REDACTED] or Rachel Kruse at [REDACTED]
- **Staff information and other data forms (BEDS)**
 - [Fall BEDS Staff](#) - Each charter school is required to submit staff data (positions, salaries, benefits) using the Fall BEDS Staff application in the Iowa Education Portal. The application is open in October, with a deadline of October 30.
 - [Fall and Spring BEDS](#) - Non-student level data will be collected in the fall (October) and spring (May-June) in the BEDS applications in the Iowa Education Portal.
 - For questions regarding staff or BEDS reporting, please contact Shelly Wolterman at [REDACTED].
- **Financial information**
 - Certified Annual Report ([CAR](#)), Special Education Supplement, and Annual Transportation Report, Due September 15 following the close of the school year
 - COA (CAR practice application) may be accessed throughout the year to check account coding
 - Account coding questions may be directed to Jina Brincks at [REDACTED]
 - Billing by the charter school - Actual [special education](#) costs for services approved by the IEP team are billed to the district of residence by February 15 and July 15 through the Department's Tuition and Billing application found in the Iowa Education Portal.
 - Questions related to special education billing in the Tuition and Billing application may be directed to Bill Roederer at [REDACTED]
- **Pupil Transportation Services**
 - If transportation services are provided, the school is also required to complete the following applications: Vehicle Information System and Driver Authorization.
 - Drivers are required to be authorized.
 - Vehicles used to transport pupils are required to be inspected twice annually.
 - Questions relating to pupil transportation can be directed to Max Christensen at [REDACTED]
 - Specific inspection questions may be directed to the central region bus inspector, Verlan Vos at [REDACTED]
- **Student Meals**
 - If the charter will be providing a school lunch program, please contact Kala Shipley at [REDACTED]

State payments:

- State aid payments will be made monthly, beginning in September (September-June) on a per pupil basis, prorated where applicable. Initial payments will be made using estimated enrollments provided by August 4; reconciliation will occur, at minimum, based on actual student enrollment data as reported through the above SRI collections.
 - The State payment schedule can be found [here](#), and is updated annually with the new payment schedule.

- Kassandra Cline is your resource for Department-issued payment calculations and reconciliations. Kassandra may be reached at [REDACTED]
- Information regarding other available federal funding such as Title I can be found [here](#).
 - For questions regarding federal funds, please contact Jillian Dotson at [REDACTED]

Additional Department Resources:

If you have any general questions about your charter school, please contact Janet Boyd at [REDACTED]

Sincerely,

[REDACTED]
Tina Wahlert, Chief
Bureau of School Improvement

CC: Ann Lebo, Director
Kimberly Buryanek, Administrator, Division of Learning and Results Division
Kassandra Cline, Chief, Bureau of School Business Operations
Jillian Dotson, Chief, Bureau of Federal Programs
Jay Pennington, Chief, Bureau of Information and Analysis Services
Kala Shipley, Chief, Bureau of Food and Nutrition
Thomas Mayes, General Counsel
Rachel Bosovich, Attorney II
Eric Heitz, Administrative Consultant, Bureau of School Improvement
Janet Boyd, Consultant, Bureau of School Improvement
Margaret Hanson, Consultant, Bureau of Information and Analysis Services
Rachel Kruse, Consultant, Bureau of Information and Analysis Services
Christine Hensley, Horizon Science Academy Board
Roger Brooks, Horizon Science Academy
Sunnie Richer, Horizon Science Academy

CHARTER CONTRACT

[FOR THE OPERATIONS OF HORIZON SCIENCE ACADEMY DES MOINES]

PARTIES

THIS CHARTER SCHOOL AGREEMENT (hereafter “Charter” or “Agreement”) is entered into pursuant to Iowa Code 2022, Section 256E.6, with an effective date of July 01, 2023, by and between the State of Iowa Board of Education (hereafter “State Board” or the “Authorizer”), an agency of the State of Iowa whose mission is to review and evaluate charter school applications and to authorize charter schools throughout the State, and to ensure the highest standards of accountability and oversight charter schools, and the Horizon Science Academy Des Moines Governing Board (hereafter “Applicant” or “Name”), an Iowa not-for-profit corporation established to create and operate Horizon Science Academy Des Moines (hereafter “School” or the “Charter School”), a charter school within the boundaries of the State of Iowa that operates as a new attendance center independently from a public district.

RECITALS

WHEREAS, pursuant to Iowa Code chapter 256E, Iowa Administrative Code chapter 19, the people of the state of Iowa modified and established charter school programs and made appropriations, effective as January 19, 2022, (as amended, the “Act”); and

WHEREAS, pursuant to Section 256E.5 of the Act, the State Board has the authority and is recognized to be an “authorizer” otherwise empowered to approve applications to establish charter schools in the State of Iowa and to enter into Charter Contract pursuant to Section 256E.6 of the Act, with applicant setting forth the terms and conditions under which the School is to operate and be governed; and

WHEREAS, on November 1, 2022, the Horizon Science Academy submitted an application for establishment and operation of the School pursuant to 256E.5 of the Act, and

WHEREAS, the State Board approved this application on January 12, 2023 in compliance with Section 256E.5, *et seq.* of the Act, and

NOW, THEREFORE, in consideration of mutual promises, representations, warranties, and other considerations recited in this agreement and for other good and lawful considerations, the receipt and sufficiency of which is hereby acknowledged, the State Board and the Horizon Science Academy agree to the Terms and Conditions of this contract.

ARTICLE 1. DEFINITIONS

1.1. Certain Definitions: For purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever initially capitalized, shall have the meaning set forth in this section:

"*Applicable Law*" means all state and federal law applicable to Iowa charter schools and any regulations implemented pursuant thereto.

"*Charter School Act*" means the Iowa Code chapter 256E, as amended, and any rules adopted pursuant thereto.

"*Attendance Center*" means a school building that contains classrooms used for instructional purposes for elementary, middle, or secondary school students.

"*Charter School*" means a school established in accordance with Sections 256E of the Act.

"*Department*" means the State of Iowa Department of Education.

"*Education Service Provider*" means an education management organization, charter school management organization, or other person with whom a charter school contracts for educational program implementation or comprehensive management.

"*Founding Group*" means a person, group of persons, or education service provider that develops and submits an application for a charter school to the state board under Sections 256E of the Act.

"*Governing board*" means the independent board of a charter school whose members are elected or selected pursuant to the charter school contract, subject to the requirements of Section 256E.7, subsection 10 of the Act.

"*State Board*" means the state board of education.

1.2. Captions: The captions and headings used in this Contract are for convenience only and shall not be used in construing the provisions of this Contract.

1.3. Gender and Number: The use of any gender in this Contract shall be deemed to be or include the other genders, including neuter, and the use of the singular shall be deemed to include the plural (and vice versa) wherever applicable.

ARTICLE 2. PURPOSE, VISION, MISSION

2.1 Purpose: This contract outlines the roles, powers, responsibilities, and performance expectations governing Horizon Science Academy establishment and operation of the School, which is a part of the state's public education program. The purpose(s) of the School are to:

- 2.1.1** Improve student learning, well-being, and postsecondary success.
- 2.1.2** Increase learning opportunities for students in areas of need, including but not limited to science, technology, engineering, and math (STEM), and science, technology, engineering, arts, and math (STEAM).
- 2.1.3** Increase opportunities for work-based learning, early literacy intervention, and serving at-risk populations.
- 2.1.4** Accelerating student learning to prevent learning loss during the COVID-19 pandemic and other significant disruptions to student learning.
- 2.1.5** Encourage the use of evidence-based practices in innovative environments.
- 2.1.6** Require the measurement and evaluation of program implementation and learning outcomes.
- 2.1.7** Establish models of success for Iowa schools.
- 2.1.8** Create new professional opportunities for teachers and other educators.
- 2.1.9** Investigate and establish different organizational structures for schools to use to implement a multi-tiered system of support for students.
- 2.1.10** Allow greater flexibility to meet the educational needs of a diverse student population and changing workforce needs.
- 2.1.11** Allow for the flexible allocation of resources through the implementation of specialized school budgets for the benefit of the schools served.
- 2.1.12** Allow greater flexibility for districts and schools to focus on closing gaps in student opportunity and achievement for all students from preschool through postsecondary preparation [Iowa Code § 256E.1(3)].

2.2 Vision: The vision of Horizon Science Academy Des Moines is: All students will enter college ready to excel in STEM subjects.

2.3 Mission: The mission of the Horizon Science Academy Des Moines is: To foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused college and world.

ARTICLE 3. ESTABLISHMENT OF THE CHARTER SCHOOL

3.1 The Charter School: The State Board, as an Authorizer under the Act, hereby authorizes the Horizon Science Academy to establish a charter school pursuant to the Act and this Charter Agreement.

3.2 Name: The name of the Charter School shall be Horizon Science Academy Des Moines.

3.3 Opening Date: For the purpose of this Agreement, the opening date of the Charter School shall be July 1, 2023.

3.4 Target Location: The School location will be established at a later date. This location shall not be changed or amended unless specifically approved by the State Board.

3.5 Charter Agreement: This Charter Agreement is a legally binding document and consists of this signed Agreement, the Application, which is incorporated herein by reference, submitted by the Applicant, and all applicable State and Federal statutes, regulations, and rules, as they may be amended from time to time.

3.6 Compliance with Other Laws: The School, through its Governing Board, shall comply with all applicable federal laws and regulations, including, but not limited to, such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records as applicable. The School, through its Governing Board, shall also comply with all applicable health and safety laws and regulations, whether federal, state, or local.

3.7 Monitoring and Oversight: The State Board shall monitor the School for compliance with applicable laws, rules, and regulations. Failure to comply with applicable laws and rules may result in corrective measures being taken by the State Board as provided in statute, regulation, rule, or this Charter, which may include termination of the Charter. To permit the State Board as the Authorizer hereunder to fulfill its oversight function under the Act and ensure that the School is in compliance with all applicable laws, regulations, and the terms and conditions of this Charter, the School agrees to cooperate with all requests for reports, audits, formal and informal investigations, formal and informal visits and inspections of books and records of the School.

ARTICLE 4. TERM, RENEWAL, REVOCATION

4.1 **Term of Agreement:** This Agreement shall commence on July 1, 2023, and shall expire at midnight, June 30, 2028, unless terminated or extended pursuant to the terms hereof.

4.2 **Renewal of Agreement:** The Agreement may be renewed for periods of time not to exceed an additional five years. No later than October 1, 2027, and no earlier than January 1, 2027, the governing board of the School shall submit a written proposal to the State Board in accordance with Iowa Administrative Code 281.19.13 (256E), setting forth proposed terms of renewal of the Agreement. A renewal or denial shall be approved by resolution of the State Board within 60 days following the filing of the renewal application.

4.3 **Expedited Renewal:** If the School has been evaluated and graded to be in the exceptional category on the attendance center rankings, or the highest rated category under a succeeding evaluation system, under the evaluation and grading required under Iowa Code section 256E.9(5), for the immediately preceding two school years, and the School is in compliance with the current charter school contract and all provisions of Iowa Administrative Code Chapter 19, the School's application renewal under subrule 19.13(8) shall be renewed for an additional period of time equal to the length of the original charter school contract or the most recent renewal of the contract, whichever is longer, unless the State Board provides written notice to the School of the state board's rejection of the expedited renewal within 60 days of the filing of the application. The state board shall not reject an expedited renewal application unless the state board finds exceptional circumstances for the rejection or seeks material changes to the charter school contract.

ARTICLE 5. GOVERNANCE

5.1 Governance: The School shall be governed by its Governing Board in a manner that is consistent with the terms of this Contract so long as such provisions are compliant with state, federal, and local law. The Governing Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the Contract, and approval of the School's budgets.

The Governing Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract. Nothing herein shall prevent the Governing Board from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the School. However, such delegation will not relieve the Governing Board of its obligations under the law or this Contract, should the School fail to satisfy those obligations.

5.2 Governance Documents: The School and Governing Board shall maintain legal status and operate in accordance with the terms established by state and federal laws.

5.3 Non-Profit Status: In order to fulfill the charter school's public purpose, a charter school established under this chapter shall be organized as a nonprofit educational organization. The Charter School shall at all times maintain itself as an Iowa general not-for-profit corporation capable of exercising the functions of the Charter School under the law of the State of Iowa, shall remain in good standing under the laws of the State of Iowa, and shall timely make all required filings with the office of the Iowa Secretary of State.

5.4 Composition: The composition of the Governing Board shall at all times be determined by and consistent with the Articles and Bylaws and Applicable Law. In carrying out their responsibilities, the law imposes on Governing Board members the fiduciary duties of care, loyalty, and obedience to the law. A majority of the membership of each charter school's governing board shall be residents of the geographic area served by the charter school. Each member of the governing board who is not a resident of the geographic area served by the charter school must be a resident of this state.

5.5 Change in Status or Governance: The Governing Board shall not alter its legal status, restructure or reorganize without first obtaining written authorization from the State Board. The Governing Board shall notify the state board of any minor, non-material, modification of the School's Bylaws within fifteen (15) business days of approval by the Governing Board. The Governing Board shall notify the state board of any changes to the Board Roster and Disclosures within fifteen (15) business days of their taking effect and provide an amended Board Roster and Disclosures. If, at any time, the governing board fails to operate in accordance with the terms of its Bylaws it shall immediately notify the state board of that failure.

5.6 Conflicts of Interest: The Governing Board adopted a “Conflicts of Interest Policy” and a “Code of Ethics” for all governing board members. These are attached to this agreement as “Attachment 3: Conflict of Interest Policy and Code of Ethics” and shall at all times comply with its provisions. Any amendment to Attachment 3: Conflict of Interest Policy and Code of Ethics must be adopted by the Governing Board. Any approved changes may be made without amendment to this agreement.

5.7 Hiring of Family Members: The school governing board shall adopt a policy regarding the hiring of family members to avoid nepotism in hiring and supervision. The policy shall include but is not limited to disclosure to the governing board of potential nepotism in hiring and supervision. Any person subject to the policy with a conflict shall not be involved in the hiring decision or supervision of a potential employee.

5.8 Affiliation: Individuals compensated by an education service provider are prohibited from serving as a voting member on the governing board of any charter school unless the state board waives such prohibition.

5.9 Operation by Education Service Provider: If the charter school is operated by an education service provider, the governing board of the charter school shall have access to all records of the education service provider that are necessary to evaluate any provision of the contract or evaluate the education service provider’s performance under the contract.

5.10 Posting the School’s Annual Budget: The governing board shall post the charter school’s annual budget on the charter school’s Internet site for public viewing within ten days of approval of the budget. Each posted budget shall continue to be accessible for public viewing on the Internet site for all subsequent budget years.

ARTICLE 6. GENERAL OPERATING POWERS AND DUTIES

6.1 General Compliance: The School and the Governing Board shall operate at all times and shall be in compliance with the Agreement, Charter School Act, all other applicable laws, codes, or regulations, from which the Charter School is not otherwise exempt, and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or need for special education services.

6.2 Operating Powers: A charter school shall have all the powers necessary for carrying out the terms of the charter school contract including but not limited to the following, as applicable:

- 6.2.1** Receive and expend funds for charter school purposes.
- 6.2.2** Secure appropriate insurance and enter into contracts and leases.
- 6.2.3** Contract with an education service provider for the management and operation of the charter school so long as the governing board retains oversight authority over the charter school.
- 6.2.4** Incur debt in anticipation of the receipt of public or private funds.
- 6.2.5** Pledge, assign, or encumber the charter school's assets to be used as collateral for loans or extensions of credit.
- 6.2.6** Solicit and accept gifts or grants for charter school purposes unless otherwise prohibited by law or by the terms of its charter school contract.
- 6.2.7** Acquire from public or private sources real property for use as a charter school or a facility directly related to the operations of the charter school.
- 6.2.8** Sue and be sued in the charter school's own name.
- 6.2.9** Operate an education program that may be offered by any non-charter public school or school district.

6.3 Exemptions: The Charter School is exempt from all state statutes and rules and any local rule, regulation, or policy, applicable to a non-charter school, except that the charter school shall do all of the following:

- 6.3.1** Meet all applicable federal, state, and local health and safety requirements (including but not limited to mandatory reporting of child abuse under Iowa Code section 232.69, investigation of abuse by school employees under 281—Chapter 102, and seclusion and restraint under 281—Chapter 103) and laws prohibiting discrimination on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or disability. If approved under Iowa Code section 256E.4 and rule 281—

19.7(256E), the charter school shall be subject to any court-ordered desegregation in effect for the school district at the time the charter school application is approved, unless otherwise specifically provided for in the desegregation order.

- 6.3.2 Operate as a nonsectarian, nonreligious school.
- 6.3.3 Be free of tuition and application fees to Iowa resident students between the ages of 5 and 21 years.
- 6.3.4 Be subject to and comply with Iowa Code chapters 216 and 216A relating to civil and human rights.
- 6.3.5 Provide special education services in accordance with Iowa Code chapter 256B.
- 6.3.6 Be subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit shall be consistent with the requirements of Iowa Code sections 11.6, 11.14, 11.19, and 279.29, and Iowa Code section 256.9(20), except to the extent deviations are necessary because of the program at the school. The department, the auditor of the state, or the legislative services agency may conduct financial, program, or compliance audits.
- 6.3.7 Be subject to and comply with the requirements of Iowa Code section 256.7(21) and the educational standards of Iowa Code section 256.11, unless specifically waived by the state board during the application process.
- 6.3.8 Provide instruction for at least the number of days or hours required by Iowa Code section 279.10(1), unless specifically waived by the state board as part of the application process.
- 6.3.9 Comply with the requirements of the Act Chapter 19.
- 6.3.10 Conduct governing board meetings in a manner that is open to the public. The governing board shall be a governmental body for purposes of Iowa Code chapters 21 and 22. All records, documents, and electronic data of the charter school and of the governing board shall be public records and shall be subject to the provisions of Iowa Code chapter 22 relating to the examination of public records.

6.4 **Admissions:** The school shall not discriminate in its student admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, the school may limit admission to students who are within a particular range of ages or grade levels or on any other basis that would be legal if initiated by a school district. Priority for enrollment may be given to siblings of pupils enrolled in the Charter School and to pupils who were enrolled in the Charter School the previous school year, unless expelled for cause.

6.5 Age, Grade Range: The school may provide instruction to pupils in grades K through 7.

6.6 Enrollment: The school shall enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students must be accepted by lottery. Upon enrollment of an eligible student, the charter school shall notify the public school district of residence not later than March 1 of the preceding school year. Using the lottery process required herein, the Charter School shall establish a waiting list of students who shall be offered the opportunity to enroll at the Charter School if additional space later becomes available. The Charter School shall not permit dual enrollment of any student at both the Charter School and another public school or nonpublic school. The Charter School shall serve up to 415 students in grades K through 7. Once a student has enrolled, the student remains enrolled for the academic year unless there is a documented voluntary withdrawal, transfer, reassignment, or disciplinary suspension or expulsion. During the term of this Agreement, if the Charter School seeks to change its enrollment projection to accommodate additional students, it may submit its proposal to the State Board for review and consideration.

6.6.1 Maximum Enrollment Review: As necessary, the maximum enrollment of the School will be adjusted annually by the Governing Board in consultation with the State Board and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

6.6.2 Decrease in Enrollment: The School shall immediately report a decrease in enrollment of 20%, or more, to the State Board. The enrollment benchmark is based on the School's annual budget that is annually submitted to the State.

6.6.3 Student Transfer and Exits: Any student exiting the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states the reason for the transfer or exit and that the student's transfer or exit is voluntary. If the School is unable to obtain a signed form from the student's parent or guardian, the School shall complete the form with the information available.

ARTICLE 7. EMPLOYMENT

7.1 No Employee or Agency Relationship: Neither the School, its employees, agents, nor contractors are employees or agents of the State. The State or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

7.2 Discrimination: Instructional staff, employees, and volunteers shall possess all applicable qualifications as required by state or federal law. The School will not discriminate in program benefits, participation, employment, or treatment on the basis of race, age, color, religion, or national origin, and will comply with the provisions of Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., prohibiting discrimination on the basis of gender.

7.3 Personnel Policies: Upon request, the Charter School shall provide the State Board with copies of its personnel policies and procedures including the qualifications required by the School in the hiring of teachers, school administrators, and other school employees as well as a description of staff responsibilities.

7.4 Administrators: The chief administrator of the charter school shall be one of the following:

7.4.1 An administrator who holds a valid license under Iowa Code chapter 272.

7.4.2 A teacher who holds a valid license under Iowa Code chapter 272.

7.4.3 An individual who holds authorization to be a charter school administrator issued by the board of educational examiners under Iowa Code chapter 272.

7.5 Teachers: A charter school shall employ or contract with teachers, as defined in Iowa Code section 272.1, who hold valid licenses with an endorsement for the type of instruction or service for which the teachers are employed or under contract.

7.6 Criminal Background Checks: The School's Governing Board agrees to conduct thorough background checks on all of its employees and volunteers who may have significant unsupervised contact with students, consistent with state law. In addition, the state board may conduct criminal history checks on any School personnel or director, or Governing Board member when it is deemed necessary to protect the financial integrity of the School or the health and safety of students or

employees. The Charter School shall not knowingly employ and shall not permit its subcontractors to knowingly employ any individual (i) for whom a criminal background investigation has not been initiated or (ii) who has been convicted for committing or attempting to commit one of the offenses enumerated in Iowa Administrative Code (Revised) Chapter 282-25.3.

ARTICLE 8. EDUCATIONAL PROGRAM, PERFORMANCE FRAMEWORK

8.1 Educational Program Terms and Design Elements: The school shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein. The School is required to implement, deliver, support, and maintain the design elements and education program terms described in the application. Design elements include, but are not limited to, the mission, vision, objectives and goals, and the educational program terms identified in the application.

8.2 Performance Framework: The Charter School shall be held accountable by the State Board in accordance with the Performance Framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the evaluation of the School by the state board, without compromising individual student privacy. Performance Framework, as adopted by the State Board, shall be incorporated herein as "Attachment 4: Performance Framework." The parties agree that the performance framework may be re-negotiated from time to time as necessary to comply with any and all changes to applicable state or federal law. The parties further agree to work diligently and in good faith to renegotiate the Performance Framework if it becomes necessary.

8.2.1 The performance framework shall include:

- a. Student academic growth and proficiency in English language arts on statewide outcome assessments.
- b. Student academic growth and proficiency in mathematics on statewide outcome assessments.
- c. Achievement gaps in both proficiency and growth on statewide outcome assessments between specified populations or groups of students, including groups based on gender, race, poverty, special education status, limited English proficiency, and gifted status.
- d. Benchmark status on early literacy approved screening measure(s) in grades kindergarten through 3.
- e. Attendance.
- f. Conditions for learning data (as required by Iowa's state plan under the Every Student Succeeds Act).
- g. Enrollment attrition and mobility.
- h. Postsecondary readiness for students in grades 9 through 12.
- i. Goals specified in the charter school's mission.
- j. Financial performance and sustainability.
- k. Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

8.2.2 Annual Performance Targets: The school and the State Board agreed upon the performance targets that are incorporated herein as "Performance targets." The performance targets are designed to help the School meet applicable federal, state, and local standards. The

performance targets may be amended by mutual agreement after the charter school is operating and has collected initial achievement data for the charter school’s students. See targets below.

| Performance Indicator | Measure | Annual Target |
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| Student Academic Proficiency – English Language Arts | Percent of student proficient/advanced proficient on ISASP and/or DLM assessment | 48% of students will meet or exceed the ELA proficiency score as measured by the ISASP 5% of students will score in the “Advanced” achievement level |
| Student Academic Proficiency – Mathematics | Percent of student proficient/advanced proficient on ISASP and/or DLM assessment | 43% of students will meet or exceed the Math proficiency score as measured by the ISASP 3% of students will score in the “Advanced” achievement level |
| Achievement gaps in Student Academic Proficiency - English Language Arts | Percent of student proficient/advanced proficient on ISASP and/or DLM assessment by: <ul style="list-style-type: none"> ● gender ● race/ethnicity ● poverty ● special education status ● limited English ● gifted | 2023-2024-N/A Addressing Achievement Gaps after first year of ISASP Participation: During the Fall of each academic year, students will participate in Universal Screening to determine areas of growth in English Language Arts as related to IOWA Core Standards. Teachers will engage in PLCs to analyze the previous year’s ISASP data triangulated with teacher observation data and Universal Screeners. Individual Learning Plans will be created by the MTSS and High Ability Team. HSADSM will report achievement gaps disaggregated by gender, race, poverty, special education, ELL, and gifted populations to the Iowa Department of Education by Sept 15th of each year. |
| Achievement gaps in Student | Percent of student | 2023-2024-N/A |

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| <p>Academic Proficiency - Mathematics</p> | <p>proficient/advanced proficient on ISASP and/or DLM assessment by:</p> <ul style="list-style-type: none"> ● gender ● race/ethnicity ● poverty ● special education status ● limited English ● gifted | <p>Addressing Achievement Gaps after first year of ISASP Participation: During the Fall of each academic year, students will participate in Universal Screening to determine areas of growth in Mathematics as related to IOWA Core Standards. Teachers will engage in PLCs to analyze the previous year's ISASP data triangulated with teacher observation data and Universal Screeners. Individual Learning Plans will be created by the classroom teacher and MTSS team.</p> <p>HSADSM will report achievement gaps disaggregated by gender, race, poverty, special education, ELL, and gifted populations to the Iowa Department of Education by Sept 15th of each year.</p> |
| <p>Student Academic Growth - English Language Arts</p> | | <p>N/A 2023-2024 will be first year participation for Gr3</p> |
| <p>Student Academic Growth - Mathematics</p> | | <p>N/A 2023-2024 will be first year participation for Gr3</p> |
| <p>Achievement gaps in Student Academic Growth - English Language Arts</p> | | <p>N/A 2023-2024 will be first year participation for Gr3</p> |
| <p>Achievement gaps in Student Academic Growth - Mathematics</p> | | <p>N/A 2023-2024 will be first year participation for Gr3</p> |
| <p>Benchmark status on early literacy approved screening measure(s) in grades kindergarten through 3</p> | | <p>HSADSM will promote instructional and assessment practices that are evidence based and aligned to the state department's Early Literacy</p> |

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| | | <p>Implementation Guidance.</p> <p>HSADSM Charter will utilize the approved screeners within Renaissance STAR Assessment Suite to universally screen students in grades K-3.</p> |
| Attendance | Percent of students chronically absent | Students will be in attendance in school at least 95% of the academic calendar year. |
| Conditions for Learning data | Conditions for Learning composite score | <p>HSADSM Charter will use the research-based 5 Essentials Survey tool to measure students' views on culture and climate within the school.</p> <p>Target: 75% of students will "strongly agree" that HSADSM has a Supportive Environment</p> |
| Enrollment attrition and mobility | | Retain 95% of all students entering the charter each year. |
| Post-secondary readiness for students in grades 9-12 | Not applicable | N/A |
| Financial performance and sustainability | <ul style="list-style-type: none"> ● Revenues less expenditures. ● Projections vs actuals | The charter will provide financial data to the DE on quarterly basis or as requested. |
| Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract | Charter school citations (if any) logged into Consolidated Accountability and Support Application (CASA) | The charter will comply with all applicable laws, regulations and terms of the charter contract. |
| Goals specified in the charter school's mission. (This is required per 19.10(2) The charter school needs to add a performance element here or refer to how the currently existing framework data elements addresses its mission.) | <p>Mission: To foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM focused college and world.</p> | Student learning and success in HSADSM Charter is a high priority. The mission of all Concept network schools focuses on preparing all students for postsecondary school success through rigorous learning experiences focused on STEM and college preparation. |

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| | | <p>HSADSM Charter understands that foundational literacy is pivotal to student success. Therefore, programming for early literacy interventions will provide students with a 90+ minute reading block and differentiated instruction to accelerate student learning to prevent learning loss and close achievement gaps between peers.</p> <p>Goal 1: By the end of each reporting year, 60% of students in grades K-3 will meet or exceed their individual growth goal as evidenced by STAR Early Literacy Assessment</p> <p>Goal 2: 100% of students will engage in STEM focused, project-based learning experiences and courses</p> <p>Goal 3: By the end of each reporting year, 75% of students will “strongly agree” that HSADSM has a Supportive Environment as evidenced by the 5 Essentials Survey</p> <p>HSADSM offers more instructional time in math and science with highly qualified subject expert teachers and promotes cross-discipline, project-based learning, and hands-on extracurricular activities. Its STEM-focused culture encourages curiosity, problem-solving, forward-thinking, and robust literacy, so students can enter college and the world equipped with the 21st-century skills they will need.</p> |
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8.2.3 The State Board is responsible for collecting, analyzing, and reporting all data from state assessments and other state data sources in accordance with the performance framework. However, all efforts shall be made by all parties to eliminate or reduce duplicative data reporting requirements.

8.2.4 The School shall be evaluated and ranked by the department pursuant to the attendance center performance ranking system developed and adopted by the department.

8.3 **Standardized Tests:** The School shall administer such standardized tests of academic proficiency as are provided for in the Proposal and the State Board's policies and procedures and shall participate in State assessments required by the Act.

8.4 **Assessments:** The School shall participate in and properly administer the academic assessments required by the State Board, and Applicable Law, as well as those assessments that are an essential design element of the educational program as required in Attachment 4: Performance Framework. The School shall comply with all assessment protocols and requirements as established by the State Board of Education, maintain test security, and administer the tests consistent with all relevant state requirements.

8.5 **Graduation Requirements for High Schools:** The School's curriculum shall meet or exceed all applicable graduation requirements as established by the State Board of Education.

8.6 **Site Visits:** The School shall grant reasonable access to, and cooperate with, the State Board, its officers, employees and other agents, including allowing site visits by the State Board, its officers, employees and other agents, for the purpose of allowing the State Board to fully evaluate the operations and performance of the School pursuant to the Performance Framework and the Charter Schools Law. Where possible, the State Board shall provide the School with at least 24 hours prior notice of such site visits.

8.7 **Monitoring:** The state board shall monitor the performance and compliance of the charter school, including collecting and analyzing data according to the Agreement in order to meet the requirements of the Act. Such oversight may include inquiries and investigations of the charter school so long as the activities are consistent with the intent of the Act, adhere to the terms of the Agreement, and do not unduly inhibit the autonomy granted to the School. Any performance report resulting from an inquiry or investigation under this rule shall, upon conclusion of such action, be included in the annual report required under Iowa Code section 256E.12.

8.8 **Annual Report:** The School shall submit an annual report to assist the state board in evaluating the charter school's performance and compliance with the performance framework. Such a report shall include information regarding student achievement, including annual academic growth and

proficiency, graduation rates, and financial performance and sustainability. The reports are public records, and the examination, publication, and dissemination of the reports are governed by the provisions of Iowa Code chapter 22. The annual report is due to the department October 1 and shall include data for the prior school year.

8.9 English Language Learners: The School shall at all times comply with all Applicable Law governing the education of English language learners. The School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall employ and train teachers to provide appropriate services to English language learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English language learners.

8.10 Students with Disabilities: The School shall provide services and accommodations to students with disabilities required by Applicable Law and with any relevant policies thereafter adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 et seq.) (the “IDEA”), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.) (the “ADA”), section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) (“Section 504”), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team.

8.11 Curriculum. The curriculum established by the Charter School shall be consistent with the Proposal and as otherwise modified or supplemented herein. The Charter School shall notify the State Board of any material change in its curriculum subsequent to the date of this Agreement. If the Charter School proposes to change the curriculum in a manner that would materially alter the Charter School's educational plan, it shall submit its proposal to the State Board for review and consideration prior to implementation of the new curriculum.

8.12 School Year; School Days; Hours of Operation: Instruction shall commence in the 2023-2024 school year and subsequent school years on dates established by the Charter School, provided that the beginning date of instruction shall be no earlier than August 1 and no later than September 15 of each school year. The days and hours of operation of the Charter School will be established by the Charter School.

8.13 Student Discipline: The Charter School shall implement a system of uniform student discipline that is consistent with applicable law. The Charter School shall provide the State Board with a copy of its student discipline policy.

8.14 Pupil Transportation: The Charter School shall meet the transportation needs of its students in the manner as set forth in the Proposal and in the Conditions.

8.15 School Calendar: No later than July 1 prior to the commencement of each academic year during which this Agreement is in effect, the Charter School shall submit to the State Board its school calendar for such academic year and the following summer session. During the term of this Agreement, if the Charter School seeks to change its school year calendar to accommodate a year-round school educational model, it may submit its proposal to the State Board for review and consideration.

ARTICLE 9. SCHOOL FACILITIES

9.1 Accessibility: The School facilities shall conform with Applicable Law governing public school facility access.

9.2 Health and Safety: The School facilities shall meet all Applicable Laws governing health, safety, occupancy, and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment. Any known change in status or lapse into non-compliance with this provision must be immediately reported to the State Board.

9.3 Location: The School shall provide evidence that it has secured a location that is acceptable to the State Board by March 1, 2023. The School may move its location(s) only after obtaining written approval from the State Board, subject to such terms and conditions as may be specified.

9.4 Construction/Renovation and Maintenance of Facilities: The School will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it (to the extent agreed upon in any such lease). The School will be responsible for ensuring compliance with all accessibility requirements contained in Applicable Law.

9.5 Inspections: The State Board will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Agreement and all Applicable Law.

9.6 Impracticability of Use: If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct/renovate or upgrade a facility cannot be secured, the School shall be responsible for securing an alternative facility.

ARTICLE 10. FINANCIAL OPERATIONS/ACCOUNTABILITY

10.1 Financial Management: The Charter School shall operate in accordance with GAAP or other generally accepted standards of fiscal management, provided that the Charter School's accounting methods shall comply in all instances with any applicable governmental accounting requirements.

10.2 Budget and Cash Flow: The Charter School shall prepare and provide to the State Board a copy of its annual budget and cash flow projections for each fiscal year by no later than July 1 of such fiscal year. The fiscal year for the Charter School shall begin on July 1 of each year and end on June 30 of the subsequent year.

10.3 Non-Commingling: Assets, funds, liabilities, and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization unless approved in writing by the State Board.

10.4 Location and Access: The School shall maintain, or cause to be maintained, books, records, documents, and other evidence of accounting procedures and practices which sufficiently and properly reflect all direct and indirect costs of any nature expended in the performance of this Agreement. These records shall be subject at all reasonable times to inspection, review, or audit by personnel duly authorized by the State Board, the Office of the State Auditor, and federal officials so authorized by law, rule, regulation, or contract. The financial records must be maintained for immediate access by the State Board and reasonable access by the public as required by law.

10.5 Tuition and Fees: The Charter School shall not charge tuition to any student, unless such student would otherwise be liable for tuition costs under the Act. The Charter School may, to the extent permitted by law, charge a reasonable fee per student for workbooks, textbooks, instructional materials, classroom supplies, and any required student activities, all provided that students eligible for a fee waiver in accordance with the School's Fee Waiver Policy are not prevented from attending school or any field trip as a result of being unable to pay such fees. The fee referenced above does not apply to student activities, summer school activities, after school activities or any other activities at the Charter School where the activity is not part of the curriculum and participation of the students and/or parents is voluntary.

10.6 Outside Funding: The Charter School may accept gifts, donations, or grants, provided that no such gifts, grants, or donations may be accepted if contrary to applicable law or to the terms of this Agreement.

10.7 School Funding: The School will receive funding in accordance with the provisions of Chapter 19 (256E) of the Act and associated rules and procedures.

10.8 Annual financial report: The school shall submit a certified Annual Report consistent with the requirements of IAC 281—Chapter 19. The annual financial report is due to the department by September 15.

10.9 Annual Audits: The Charter School shall cause a Financial Statement Audit to be performed annually at its expense by an outside independent auditor retained by the Charter School and reasonably acceptable to the State Board. The Financial Audits shall include, without limitation:

10.9.1 An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable);

10.9.2 A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with Government Accounting Standards;
and

10.9.3 A report on compliance with requirements of applicable laws and regulations, including the audit requirements contained in the Performance Framework.

The Financial Audits shall be made available to the State Board no later than December 1 of each year during the term of this Agreement, beginning with December 1, 2024.

ARTICLE 11. INSURANCE AND LEGAL LIABILITIES

11.1 Insurance: The School will maintain adequate insurance necessary for the operation of the School, including but not limited to property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, and errors and omissions insurance covering the Board, School, and its employees with policy limits as set forth below:

- 11.1.1** Comprehensive general liability: [REDACTED]
- 11.1.2** Officers, directors, and employees' errors and omissions: [REDACTED]
- 11.1.3** Professional liability insurance: [REDACTED] per occurrence, plus [REDACTED] for sexual molestation claims. Coverage must include coverage from claims of sexual molestation and corporal punishment and any sub limits must be approved by the State Board.
- 11.1.4** Data Breach Insurance: [REDACTED]
- 11.1.5** Property insurance: As required by landlord or lender
- 11.1.6** Transportation/Motor vehicle liability (if appropriate): [REDACTED] per occurrence, which must include coverage for bodily injury and property damage; any sub limits must be approved by the State Board. In addition, collision and comprehensive insurance against physical damage including theft shall be provided with a maximum deductible of [REDACTED] for collision and [REDACTED] for comprehensive coverage except when the cost of the coverage would exceed the value of the vehicle during the contract period.
- 11.1.7** Fidelity/Crime Coverage: [REDACTED]
- 11.1.8** Worker's Compensation and Employers' Liability Insurance: Workers' Compensation insurance as required by state law (can be provided by an authorized risk retention group or a commercial insurance company). Employers' Liability insurance for employee accidents or diseases. (Employers' Liability Insurance Limits: [REDACTED] per employee; Aggregate Limit for disease - [REDACTED])

11.2 Insurance Certification: The school shall, by August 1st of each year, provide the State Board with proof of insurance as required by state law and State Board policy.

11.3 Risk Management: Within 24 hours of knowing, or reasonably should have known, of any pending or threatened claims or charges the School will inform the Director of the Iowa Department of Education with all notices of claims. In addition to satisfying its indemnification obligations, the School

will cooperate fully with the State Board in the defense of any claims asserted against the State Board, its board members, agents or employees arising from or related to the operation of the School and comply with the defense and reimbursement provisions of all applicable insurance policies.

11.4 Limitation of Liabilities: In no event will the State of Iowa, or its agencies, officers, employees, or agents, including, but not limited to the State Board, be responsible or liable for the debts, acts or omissions of the School, its officers, employees, or agents.

11.5 Indemnification: To the fullest extent permitted by law, the School shall indemnify, defend and hold harmless the State Board, State, agencies of State and all officials, agents and employees of State, from and against all claims for injuries or death arising out of or resulting from the performance of the contract by the Schools' agents, employees, representatives, or contractors. The School's obligation to indemnify, defend, and hold harmless includes any claim by Schools' agents, employees, representatives, or any contractor or its employees. The School expressly agrees to indemnify, defend, and hold harmless the State Board and State for any claim arising out of or incident to School's or any contractor's performance or failure to perform obligations under the contract. The obligation of indemnification includes all attorney fees, costs, and expenses incurred by the State Board and/or State in defense of any suits, actions, grievances, charges and/or proceedings. This obligation shall survive the term of this contract.

11.6 Disclaimer of Liability: The parties expressly acknowledge that the Charter School is not operating as the agent, or under the direction and control, of the State Board except as required by law or this Agreement, and that the State Board assumes no liability for any loss or injury resulting from: (1) the acts and omissions of the Charter School, its directors, trustees, agents, subcontractors or employees; (2) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the condition of such building or buildings; or (3) any debt or contractual obligation incurred by the Charter School. The Charter School acknowledges that it is without authority to, and will not, extend the faith and credit of the State Board to any third party.

ARTICLE 12. COMPREHENSIVE CHARTER SCHOOL MANAGEMENT CONTRACT

12.1 Concept Schools NFP: The School, in its application, identified Concept Schools NFP, an Illinois-based non-profit charter management organization, to be its managing organization.

12.2 Management Contract: Since the Proposal contemplates entering into a contract with Concept Schools NFP under which Concept Schools NFP will provide all or a substantial portion of the comprehensive services necessary to manage and operate the School, then the Charter School may, no later than 120 days prior to the Opening Date, enter into a legally binding and enforceable agreement (the "Management Contract") with Concept Schools NFP (the "Management Provider"), subject to the approval of the State Board.

12.2.1 The Management Contract shall set forth with particularity inter alia, (i) the contingent obligations and responsibilities of each party in the event that the contract must be modified in order to obtain or maintain the School's status under federal law as a 501(c)(3) entity, (ii) the extent of the Management Provider's participation in the organization, operation and governance of the Charter School, and (iii) the total costs of all services, if possible represented as a percentage of school revenue.

12.2.2 No later than thirty (30) days prior to entering into the Management Contract, the School shall provide a copy of the Management Contract in proposed final form to the State Board. The Management Contract shall not be effective until the School is notified by the State Board that the Management Contract meets its approval.

12.2.3 The Charter School shall not enter into any contract for comprehensive school management services to be performed in substantial part by any other entity not identified as such in the Proposal without receiving prior written approval from the State Board.

ARTICLE 13: NONCOMPLIANCE, TERMINATION, AND DISSOLUTION

13.1 Noncompliance or Unsatisfactory Performance: If the School's performance under the charter school contract or compliance with applicable laws or rules is unsatisfactory, the State Board shall notify the charter school of the perceived problem and provide a reasonable opportunity for the school to remedy the problem, unless the problem warrants revocation, in which case the revocation provisions apply.

13.2 Corrective actions and sanctions: The state board may take appropriate corrective actions or impose sanctions, other than revocation, in response to deficiencies in the school's performance or compliance with applicable laws and rules. Such actions or sanctions may include requiring the school to develop and execute a corrective action plan within a specified time period.

13.3 Revocation/Termination or Nonrenewal by the State Board: A charter school contract may be revoked at any time or not renewed if the state board determines that the charter school did any of the following:

- 13.3.1** Committed a material violation of any of the terms, conditions, standards, or procedures required under the charter school contract or this chapter.
- 13.3.2** Failed to meet or make sufficient progress toward the performance expectations set forth in the charter school contract.
- 13.3.3** Failed to meet generally accepted standards of fiscal management.
- 13.3.4** Violated a provision of law from which the charter school was not exempted.

13.4 Contract Revocation and Nonrenewal Standards and Procedures: The State Board shall develop charter school contract revocation and nonrenewal standards and procedures that do all of the following:

- 13.4.1** Provide the charter school with timely notice of the possibility of revocation or nonrenewal and of the reasons therefore.
- 13.4.2** Allow the charter school a reasonable period of time in which to prepare a response to any notice received.
- 13.4.3** Provide the charter school an opportunity to submit documents and give testimony challenging the decision to revoke the charter school contract or the decision to not renew the contract.
- 13.4.4** Allow the charter school the opportunity to hire legal representation and to call witnesses.
- 13.4.5** Permit the audio or video recording of such proceedings described in paragraphs 13.4.3 and 13.4.4

13.4.6 Require a final decision to be conveyed in writing to the charter school.

13.5 Reasons for Revocation or Nonrenewal: A decision to revoke or not renew a charter school contract shall be by resolution of the state board and shall clearly state the reasons for the revocation or nonrenewal.

13.6 Termination by the School: Should the School choose to terminate this Contract before the end of the Contract term, it must provide the State Board with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the State Board. The School must comply with the State Board's termination protocol.

13.7 Dissolution: Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the State may supervise the winding up of the business and other affairs of the School; provided, however, that in doing so the State will not be responsible for and will not assume any liability incurred by the School under this Contract. The Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the school shall survive the term of this contract.

13.8 Disposition of Assets upon Termination or Dissolution: All assets, including tangible, intangible, and real property in use by the School but originally owned by the state or assets purchased using at least 25 percent of public funds are the property of the state and shall be returned to the state upon termination or dissolution, in accordance with State Board policy and governing law. School owned assets, including tangible, intangible, and real property, remaining after paying the School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, will be disposed of in accordance with governing state and federal law. This provision shall survive the term of this contract.

ARTICLE 14: MISCELLANEOUS PROVISIONS

14.1 Merger: This Contract, and all Attachments, exhibits, and amendments thereto, contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the Parties hereto.

14.2 Amendments: This Agreement may be amended only by written consent of the parties hereto and, in the case of material amendments, only after submission of such amendments to, and approval by, the State Board and, in the case of revisions meeting the standard of materiality under the relevant provisions of the Act, certification by the State Board in accordance with the Act.

14.3 Governing Law and Enforceability: This Contract shall be construed and interpreted in accordance with the laws of the state of Iowa without regard to its conflicts of laws provisions.

14.4 Severability: If any provision of this Contract or any application of this Contract to the School is found contrary to law or invalid, such provision or application will have effect only to the extent permitted by law and the invalidity shall not affect the validity of the other terms or conditions of this Agreement.

14.5 No Waiver: The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.

14.6 No Third-Party Beneficiary: This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.

14.7 Non-Assignment: Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment.

14.8 Records Retention: School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim, or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved. This provision shall survive the term of the Contract.

14.9 Confidential Information: The parties recognize that they are both bound by the requirements of the Family Educational Rights and Privacy Act Regulations (FERPA), (20 U.S.C. § 1232g; 34 C.F.R. § 99), and they will safeguard such information in accordance with the requirements of FERPA. The parties further recognize that some of the information exchanged under this agreement will be confidential. The term confidential information as used in this Contract means any and all information provided by one party to the other that is exempt from mandatory disclosure under the terms of the state public disclosure laws.

14.10 Counterparts; Signature by Facsimile: This Agreement may be signed in counterparts, which shall together constitute the original Agreement. Signatures received by facsimile by either of the parties shall have the same effect as original signatures.

14.11 Superseder: This Agreement supersedes and replaces any and all prior agreements and understandings between the State Board and the [Name]. To the extent that any conflict or incompatibility exists between the Application as incorporated herein and the other terms of this Agreement, such other terms of this Agreement shall control. Notwithstanding anything in this Agreement to the contrary, the Charter School does not consent to comply with any laws, regulations, or policies from which it is exempted under the Charter Schools Law.

ARTICLE 15: NOTICE

15.1 Notice: Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery, emailing, or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

**Christine Hensley, Horizon Science Academy Des Moines Governing Board Chair
2821 SW 30th
Des Moines, IA 50321**

With copies to:

**Sunnie Richer & Roger Brooks, Founding Group Members
4621 Park Dr
West Des Moines, IA 85265**

**Dr. Christopher Murphy, Founding Group Member
Concept Schools
1336 Basswood Dr
Schaumburg, IL 60173**

**President of Iowa State Board of Education, John Robbins
Iowa Department of Education
400 East Grand
Des Moines, IA 50319**

15.2 Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted. If a notice is received on a weekend or on a national or Iowa State holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have made and entered into this Agreement as of the effective date hereof.

IOWA BOARD OF EDUCATION

John Robbins

Feb 9, 2023

By:
Title: President

Date:

Horizon Science Academy Des Moines Governing Board

Title: Chair

2/9/23

Date:

Signature:

Email:







SBE and Horizon Science Academy DSM Charter Contract

Final Audit Report

2023-02-09

| | |
|-----------------|--------------------------|
| Created: | 2023-02-09 |
| By: | Carol McMains [REDACTED] |
| Status: | Signed |
| Transaction ID: | [REDACTED] |

"SBE and Horizon Science Academy DSM Charter Contract" History

-  Document created by Carol McMains [REDACTED]
2023-02-09 - 10:06:44 PM GMT-[REDACTED]
-  Document emailed to [REDACTED] for signature
2023-02-09 - 10:08:35 PM GMT
-  Email viewed by [REDACTED]
2023-02-09 - 11:08:19 PM GMT-[REDACTED]
-  Signer [REDACTED] entered name at signing as John Robbins
2023-02-09 - 11:15:01 PM GMT-[REDACTED]
-  Document e-signed by John Robbins [REDACTED]
Signature Date: 2023-02-09 - 11:15:03 PM GMT - Time Source: server-[REDACTED]
-  Agreement completed.
2023-02-09 - 11:15:03 PM GMT



Charter School Application: Founding Group- State Board Model

IOWA DEPARTMENT OF EDUCATION

Instructions

The required criteria and evaluation of charter school applications shall be completed pursuant to Iowa Code chapter 256E, and are detailed in the Application Guidance to Create a Founding Group-State Board Model Charter School. Please carefully read the guidance before beginning this application. For items that require attachments please utilize designated appendices. **It is highly recommended that potential applicants seek technical assistance from the Iowa Department of Education (Department) prior to beginning a charter school application.** Contact information is available within the guidance, application, and the [Charter School Webpage](#).

Introduction

This application is to only be submitted by an independent founding group* wishing to establish and operate a Founding Group-Iowa State Board of Education (State Board) model charter school within the boundaries of the state that operates as a new attendance center (i.e., school building) independently from a public school district.

*"Founding group' means a person, group of persons, or education service provider [or "an education management organization, charter school management organization, or other person with whom a charter school contracts for educational program implementation or comprehensive management"] that develops and submits an application for a charter school to the state board under this chapter" (Iowa Code § 256E.2(4)-(5)).

Application Submission Requirements

For an application to be reviewed, the founding group must complete and submit this form with all its required attachments by November 1, 11:59 pm of the school year preceding the establishment of the charter school. **Each question on the form is required and incomplete applications may not be reviewed for approval.** The founding group must submit the completed application form, and all its attachments, via email to [REDACTED] or by mail to:

Iowa Department of Education
Attention: Janet Boyd, Charter School Consultant
400 East 14th Street
Des Moines, Iowa 50319-0146

Technical Assistance Available by Request

It is strongly encouraged that applicants contact the Department to receive technical assistance before completing the application. If the independent founding group wishes to utilize technical assistance, it must contact Janet Boyd at [REDACTED] before submission. Once an application is submitted, it is considered final, and no additional changes will be accepted.

Additional Guidance

For additional information on the requirements and evaluation process, see the Founding Group-State Board application guidance on the [Charter Schools webpage](#).

2021-2022 Charter School Application: Founding Group-State Board Model

Please note that all information submitted in the charter school application is public information.

Applicant Contact Information

| | | | |
|----------------|--------------------|---------------|-------------------|
| First Name: | <u>Christopher</u> | Last Name: | <u>Murphy</u> |
| Email Address: | <u>[REDACTED]</u> | Phone Number: | <u>[REDACTED]</u> |

1. Executive Summary

1.1. Provide an executive summary of the proposed charter school.

Briefly summarize the proposed charter school's ability to meet the charter school purposes outlined in Iowa Code section 256E.1, subsection 3, (see the Purposes of Charter Schools section of the guidance).

Concept Schools partnered with two retired business and community leaders to form a founding group that developed and submitted this application for a charter school to the Iowa State Board of Education under Iowa Code § 256E.

For more than 20 years as a nonprofit charter management organization, Concept Schools has implemented a comprehensive service public charter school management model that, among other things, values STEM education, college-preparation, and community engagement. Parents and the community of Des Moines, Iowa deserve a new high-quality, non-selective, and tuition-free public-school option. Concept Schools plans to bring that choice in the form of the K-12 charter school: **Horizon Science Academy Des Moines**.

Part of the state's public education program, Horizon Science Academy Des Moines is aligned with the purposes of charter schools as outlined in Iowa Code § 256E.1(3).

The mission of all Concept network schools focuses on preparing all students for postsecondary school success through rigorous learning experiences focused on STEM and college preparation.

Concept network schools increase opportunities for work-based learning, early literacy intervention, and serve at-risk populations. Our curriculum has been proven to accelerate student learning, which prevents learning loss and closes achievement gaps between peers.

As part of its comprehensive services, Concept Schools provides sustained professional support for staff to ensure they are effectively trained in a variety of research-based teaching and learning strategies across all content areas. Student academic and behavioral growth and proficiency are regularly measured and monitored through a Multi-Tiered Systems of Support approach that involves teachers, administrators, and parents. Students are then provided targeted interventions and challenges to ensure that all students are effectively supported to achieve at their highest levels.

In addition to academic services, Concept Schools provides its schools with comprehensive financial and operational services. These include budget preparation, purchasing, payroll management, human resource, and health and benefits packages. By centralizing these services, Concept network schools like Horizon Science Academy Des Moines are freed up to invest energies towards establishing and maintaining positive relationships with its community and enriching the lives of Des Moines youth.

1. Executive Summary

Given the demands of the workforce across the nation, there is an increased need for schools with a particular focus on science, technology, engineering, and mathematics, or STEM. Students in the communities where most Concept network schools are often styled as high-risk. A steep decline in test scores is observed in schools in these regions, and we believe that Horizon Science Academy Des Moines (HSADSM) will fill a great need in this community with our strong academic programs focused on STEM and college and career readiness.

Roughly 66% of the Des Moines Public Schools student population is racially diverse, and about 76% qualify for free and reduced lunch programs. Similarly, 85% of Concept students are racially diverse, and about 85% qualify for free and reduced lunch programs. Over the years, Concept network schools have developed a positive reputation within their communities as safe and secure locations where students are regularly challenged to think critically and develop their academic and social skills all while maintaining their own language and culture.

Concept will base HSADSM on a proven and successful existing school design. Concept established its first school in Ohio in 1999 and has since expanded to 31 charter public schools spread across the Midwest. All Concept-managed schools are in urban low-income settings serving predominantly minority students.

Each school start-up is more successful than last, as effective strategies are implemented, and concerns are addressed in a proactive fashion. Such growth is also in line with Concept's strategic plan, which was developed through a process by Concept Schools Board of Directors and staff members. Therefore, Concept Schools is fully capable of handling such expansion operationally and financially.

Over the years, Concept Schools has collaborated with local school boards to successfully receive initial approval for a charter school from ten different charter authorizers in six Midwestern states. Our reputation is strong, and our support goes well beyond the start-up services required to open a school. 100% of our charter renewal applications have been approved.

Through the years, HSADSM will grow from a school serving about 200 K-3 students to a K-12 school serving about 650 students. HSADSM will have unique characteristics including a small school environment with a maximum of 20 students in in kindergarten sections and 25 students 1st through 12th grade, personalized education, data-driven instruction and ongoing assessment of learning, higher standards and expectations, increased student engagement, college preparatory & STEM-focused curriculum, academic and social support programs, high parental involvement, and community partnerships.

Part of its mission to provide a world-class education, a Concept-managed HSADSM will create an effective learning environment of higher standards and expectations with a rigorous college preparatory curriculum that focuses on science, technology, engineering, and mathematics. HSADSM will be such an effective learning environment in which:

- Teachers, parents, and students work together to develop young people who are confident and achieve academic excellence in a powerful college prep curriculum.
- Students do not question “whether” they will go to college, but instead ask “when” and “where”.
- Students understand that with hard work, dreams are possible; and
- Students develop the skills in math, science, and technology necessary to become bold inquirers, analytical thinkers, and ethical leaders.

These efforts, combined with an emphasis on collaboration between the Iowa Department of Education, Concept, the HSADSM Founding Board, and the HSADSM staff and community, will foster the environment necessary to effect positive educational change.

Concept has earned a reputation for establishing safe and challenging learning environments for all students. The accolades that Concept network schools have received over the years include earning Blue Ribbon School Awards by the U.S. Department of Education, the Federal Title I Distinguished School Award, Excellent and Excellent with Distinction ratings by the state Departments of Education, being named among the highest-performing charter

1. Executive Summary

management organizations across the United States in Stanford University's 2013 Center for Research on Education Outcomes study, and being portrayed in the research about high-performing schools such as "Needles in Haystack" of the Fordham Foundation.

Schools within the Concept network are regularly recognized as the best charter schools in their states. Notably, Horizon Science Academy McKinley Park was named as the #1 charter elementary and middle school in Illinois, and Michigan Math and Science Academy Dequindre was named the top high school in Michigan.

Serving roughly 13,500 students, Concept-managed schools are in historically underserved communities across the Midwest. Regardless of their background, students in Concept network schools perform significantly higher than those of typical district schools. High schools within the network have nearly 100% college acceptance rates, and graduates are regularly accepted to top-tier universities such as MIT, Notre Dame, the universities of Harvard, Chicago, Cornell, Northwestern, Brown, Purdue, and Iowa.

2. Proposed Vision and Mission

2.1. Describe the vision of the proposed charter school.

Describe the overall purpose and intention of the proposed charter school.

The vision of Horizon Science Academy Des Moines is:

- All students will enter college ready to excel in STEM subjects.

In order to achieve the mission and vision, Horizon Science Academy Des Moines values:

- Respect - all members of the school community, including families, staff, and students, have equal worth and should be treated with respect
- Responsibility - all families, staff, and students have choices, and teachers, parents, and students should be responsible for their actions
- Integrity - belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy
- Courage - having the courage to try new things expands minds and causes families, staff, and students to reach beyond their own expectations
- Curiosity - the ability to wonder and create connections stimulates learning. Inquiry will be fostered on the part of families, staff, and students
- Effort - success is accomplished when families, staff, and students are willing to do what it takes to accomplish their vision of the future

Characteristics of HSADSM include:

- College Preparatory Curriculum with STEM Focus
- Personalized Education
- Higher Standards and Expectations
- Data-driven Instruction Through Ongoing Assessment of Learning
- Increased Student Engagement
- Knowledgeable and Skilled Staff

2.2. Describe the mission for the proposed charter school and identify the targeted student population(s) and community(ies) the proposed charter school intends to serve.

Describe the mission and objectives of the charter school, including the targeted student population(s) and community(ies) to be served.

2. Proposed Vision and Mission

The mission of the Horizon Science Academy Des Moines is:

- To foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused college and world.

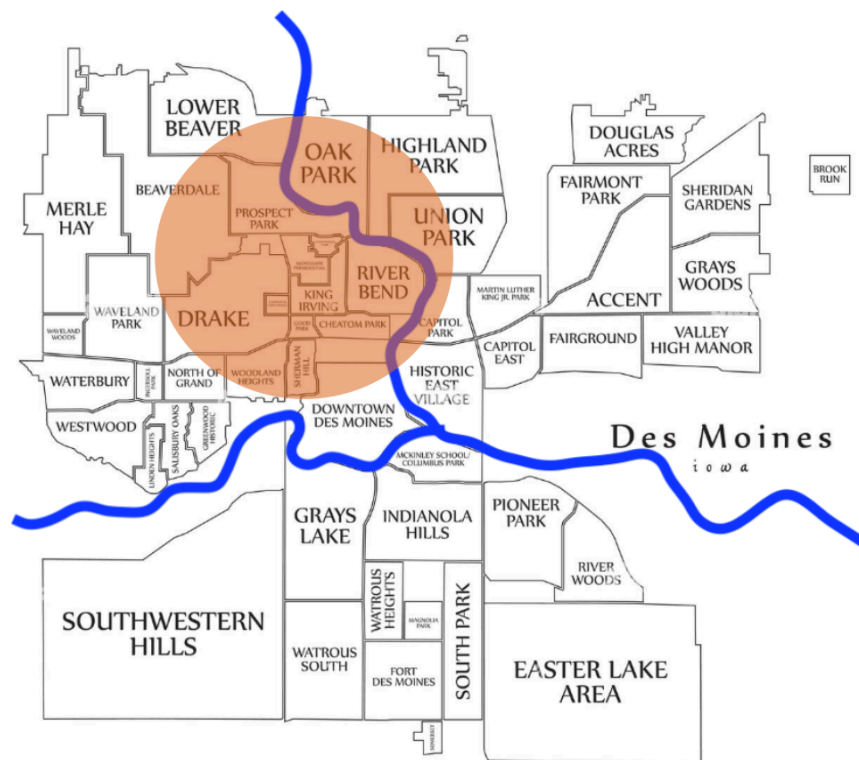
Concept Schools has a 20-year history of successfully providing a high-quality, charter public education to historically underserved communities. Across Concept's 31 network schools, nearly 85% of students are racially diverse and about 85% qualify for free and reduced lunch programs.

Horizon Science Academy Des Moines intends to serve a similar population. HSADSM will provide educational opportunities to students and families that they may otherwise not have access to. Through researching the socioeconomics, demographics, and successes of schools within Des Moines, and collaborating with community leaders, founding group members, and governing board members, HSADSM is confident that neighborhoods noted below will be ideal locations to not only support student learning, but to enhance their communities.

3. Proposed Location

3.1. What is the address (Street Address, City, Zip Code) of the proposed charter school? Or, if not yet identified, describe the proposed geographic area within the state where the charter school is proposed to be located.

The founding group is collaborating with CBRE Hubbell to identify a facility within the near northwest quadrant of Des Moines, and within the attendance zone of Des Moines Public Schools.



HSADSM has targeted several neighborhoods in the near northwest quadrant, including, Drake, Prospect Park, King Irving, Sherman Hill, Cheatom Park, River Bend and Oak Park.

4. Proposed Grade Levels and Enrollment

4.1. Select each grade level that would be served during the five-year duration of the charter school contract by placing a mark in the first column below (Check all that apply). For each grade level selected, indicate the minimum, planned, and maximum enrollment for each year of the charter school contract.

4.1 HSADSM Initial Grade Levels Served

| Grade | Yes / No | Grade | Yes / No |
|-------|----------|-------|----------|
| PreK | No | 6 | Yes |
| K | Yes | 7 | Yes |
| 1 | Yes | 8 | No |
| 2 | Yes | 9 | No |
| 3 | Yes | 10 | No |
| 4 | Yes | 11 | No |
| 5 | Yes | 12 | No |

The proposed grade levels and enrollment of HSADSM would continue to expand following the initial 5-year charter term, adding 50 students per grade level each school year. HSADSM would ultimately serve at least 640 students across grades K-12 beginning in Fall 2032.

4.2. Download, complete, and upload the [4.2 enrollment table template](#)—to indicate the minimum, planned, and maximum enrollment for each year of the charter school contract—for each grade level selected in 4.1. [Upload]

4.2 HSADSM Enrollment Table Template

| x | Grade | Year 1 Enrollment | Year 2 Enrollment | Year 3 Enrollment | Year 4 Enrollment | Year 5 Enrollment |
|---|--------------|-------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| x | K | Min: 20 Planned: 40 Max: 40 | Min: 40 Planned: 40 Max: 40 | Min: 40 Planned: 40 Max: 40 | Min: 40 Planned: 40 Max: 40 | Min: 40 Planned: 40 Max: 40 |
| x | 1 | Min: 25 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 |
| x | 2 | Min: 25 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 |
| x | 3 | Min: 25 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 |
| x | 4 | Min: 0 Planned: 0 Max: 0 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 |
| x | 5 | Min: 0 Planned: 0 Max: 0 | Min: 0 Planned: 0 Max: 25 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 |
| x | 6 | Min: 0 Planned: 0 Max: 0 | Min: 0 Planned: 0 Max: 0 | Min: 0 Planned: 0 Max: 25 | Min: 50 Planned: 50 Max: 50 | Min: 50 Planned: 50 Max: 50 |
| x | 7 | Min: 0 Planned: 0 Max: 0 | Min: 0 Planned: 0 Max: 0 | Min: 0 Planned: 0 Max: 0 | Min: 0 Planned: 0 Max: 25 | Min: 50 Planned: 50 Max: 50 |
| | TOTAL | Min: 95 Planned: 190 Max: 190 | Min: 240 Planned: 240 Max: 265 | Min: 290 Planned: 290 Max: 315 | Min: 340 Planned: 340 Max: 365 | Min: 390 Planned: 390 Max: 415 |

5. Evidence of Need and Community Support

5.1 and 5.2 should address how the independent founding group gathered, engaged, and assessed the community's need and support for the proposed school. Evidence may include survey results, minutes from community meetings, summarized public comments, or any other documentation of community need and support for the proposed charter school.

5.1. Describe the evidence supporting the need for the proposed charter school.

[A Harris Poll](#) (May 2022) continues that about 83% of parents of color want more public charter schools. 74% of all parents (78% of low-income) would consider sending their child to a public charter school if one were available. Public charter schools have been proven to have a positive impact on their communities. Concept network schools establish partnerships with local organizations to provide a variety of community resources. For example:

- Horizon Science Academy Columbus Middle School partners with the National Youth Advocacy Program for our school-based clinical mental health services, Westerville Area Resource Ministry for food donations and additional resources, and the Girl Scouts Club for student activities. It also collaborates with Nationwide Children's Hospital with its *Signs of Suicide* program.
- HSA Dayton schools partner with Dayton Children's Hospital Youth and Family Resource Connection Services to provide school families with medical and behavioral resources
- Noble Academy Columbus received a [REDACTED] from Ohio State University to provide English-language learners instructional support and to increase our ELL community engagement
- Several schools in Columbus partner with the Central Ohio Manufacturing Partnership to help guide career-technical educational pathways
- Chicago schools partner with local city aldermen to utilize school facilities for community events, meetings, and health and social service support
- Gateway Science Academy in St. Louis partners with the mayor's office to promote the city's services including city-wide summer school programs.

When seeking growth opportunities, Concept Schools reviews several aspects of a community to determine the need for a new charter school. The educational statutes must allow for charter growth. When Iowa Governor Kim Reynolds signed House File 813 and HF847 in 2021, the acts modified former charter law to establish a founding group-state board model and to provide funding formula encouraging charter school growth. These acts allowed a founding group to apply to the State Board for approval to establish and operate a charter school within the boundaries of the state that operates as a new attendance center independently from a public school district.

Concept Schools analyzes the academic proficiency and growth data of existing school districts within the state. As a non-profit organization that manages more than 30 charter schools across the Midwest in urban cities such as Indianapolis, St. Louis, and Chicago, it made sense for Concept to identify Des Moines as a city in need of an additional educational option to support the growth and learning of its youth. There are many highly successful schools within Des Moines, but there are also pockets of schools that are identified as a *priority* or *needs improvement* where the founding group intends to open a charter school.

For more information about the Harris Poll: <https://www.publiccharters.org/latest-news/2022/08/24/new-report-shows-parents-more-engaged-ever-education-and-never-going-back>

5.2. Describe the evidence of community support for the proposed charter school.

Founding members Sunnie Richer and Roger Brooks are longtime Des Moines residents, business, and community leaders. Struck by the lack of high-quality, tuition-free public educational opportunities in Des Moines, Sunnie and Roger connected with Concept Schools through a mutual colleague. They visited Horizon Science Academy McKinley Park in Chicago, IL in June 2022 and observed the exact type of educational option they wanted to bring to Des

5. Evidence of Need and Community Support

Moines. Following the meeting, Dr. Christopher Murphy, Chief Strategic Growth and Communications Officer for Concept Schools joined the founding group.

Through Sunnie and Roger's years of philanthropic work supporting Des Moines, they amassed a wealth of contacts aligned with the general vision of supporting Des Moines youth. The founding group hosted several meetings with interested parties and prospective governing board members in Des Moines August 2022.

Leaders from a variety of organizations attended, including:

- United Way
- CFUM
- Hy-Vee
- IJAG
- Iowa Economic Development
- Starts Right Here
- Drake Neighborhood Association
- Urban Dreams

During these meetings, the founding group shared a brief rationale for introducing a charter school to Des Moines. The response from the attendees was overwhelmingly supportive. Attendees welcomed the idea of a charter school that focused on STEM education and college preparation. Based on their lifelong experiences, the attendees were pivotal in narrowing down the list of potential facilities locations, guiding the founding group towards historically underserved neighborhoods.

5.3. Optional attachment(s) to support 5.1 and 5.2. Please add any additional information or documents

6. Independent Founding Group and Governing Board Background Information

Independent Founding Group Members

"Founding group" means a person, group of persons, or education service provider that develops and submits an application for a charter school to the state board" [Iowa Code § 256E.2(5)].

6.1. Enter the names of the independent founding group members.

- a. Sunnie Richer
- b. Roger Brooks
- c. Dr. Christopher Murphy

Attach the curriculum vitae (CV) or résumé for each founding member. [See Appendix A: Founding Group Resumes](#)

6.2.

Proposed Governing Board Members

"Governing board" means the independent board of a charter school whose members are elected or selected pursuant to the charter school contract" [Iowa Code § 256E.2(6)].

6.3. Enter the names of the proposed governing board members. If not yet known, enter the date when they will be available.

6. Independent Founding Group and Governing Board Background Information

- a. Carrie Bening
- b. Sue Cronin
- c. Jeff Goodman
- d. Christine Hensley
- e. Kittie Weston-Knauer
- f. San Wong

Attach the CV or résumé for each governing board member. [See Appendix B: Governing Board Resumes](#)

6.4.

Proposed Charter School Administration

6.5. Indicate the names of the proposed charter school administration and each individual's role.

Add rows as necessary.

| Proposed Administrator Full Name | Role |
|--|---------------------|
| To be hired after charter approval, before Feb 1, 2023 | Principal |
| To be hired after charter approval, before May 1, 2023 | Assistant Principal |
| | |
| | |
| | |

The CV or résumé for each administrator are not yet available.

7. Proposed Calendar and Daily Schedule

7.1. Attach a copy of the proposed charter school's calendar that includes:

- School year and semester start and end dates,
- Holidays and other no-school days, and
- Professional learning days.

[See Appendix C: HSADSM Academic Calendar 2023-24 Draft](#)

7.2. Attach a sample of the proposed charter school's daily schedule for one week that includes:

- Daily start and end times,
- Class period or content block start and end times, and
- Name of classes or content to be covered.
- If the proposed charter school wishes to offer grades nine through 12, attach a master schedule and course catalog.

[See Appendix D: Daily Bell Schedule Draft](#)

7.3. Add attachments to [Appendix E](#).

8. Proposed Academic Program

8.1. Describe the proposed charter school's academic program and identify how the program aligns with state academic standards.

The HSADSM educational program model brings together best-practices in math and science education, helping us to achieve our goal of empowering students with high intellectual standards as they prepare for college, careers, and citizenship in the global economy. At Concept, we believe an education rooted in science, technology, engineering, and math (STEM) best prepares students to be successful in college and careers beyond high school.

Over the past 20 years, Concept Schools has developed its own curriculum that includes summative unit assessments that will be utilized to gauge areas in need of remediation. HSADSM implements a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies to meet the needs of the students. Curriculum maps and unit plans provide the framework for the detailed weekly lesson plans that the teachers complete with their grade-level partners. These plans specify the daily activities and assessments that teachers use to teach and measure progress and to ensure that all homework and class work is aligned to Iowa standards.

The HSADSM curriculum is aligned with all Iowa learning standards and meets all state expectations. HSADSM will utilize Iowa state assessments to guide curriculum revisions as needed on a year-to-year basis. All students will receive instruction in all core content areas (English Language Arts, Math, Science, and Social Studies). Students will also participate in a rotation of special classes like Physical Education, Art, Music, and Technology.

HSADSM will also administer Northwest Educational Assessments Measures for Academic Progress (MAP) and other relevant assessments to set and monitor individual academic growth goals in reading and math.

Concept Schools Curriculum Directors are instrumental in this process. They create the scope and sequence, guide teachers with the pacing, and select and review the resources. They provide continuous professional development to teachers throughout the school year. Teachers are responsible for collaborating and creating their lesson plans and assessments according to the curriculum provided. Concept Schools Curriculum Directors update and revise the curriculum according to new data, programs, needs, and resources every year. Teachers provide feedback about their experiences with each unit in the curriculum.

Concept network schools take a whole-child approach to learning where all students deserve to be healthy, safe, engaged, supported, and challenged. HSADSM offers parents/guardians and families various opportunities that many students may not have otherwise in traditional public schools. These include a program of learning opportunities to keep our students involved that extend beyond the school day and include, but are not limited to clubs, special interest groups, competition teams, sports programs, trips, cultural events, summer and winter programs, and mentorships.

Key elements of the K-12 Concept educational program include:

- STEM-focused education
- College & Career Readiness Programs
- Social Emotional Learning (SEL) Support
- Free tutoring, clubs, and sports
- Concept Young Scholars Program (CYSP)
- Concept network-wide programs and events
- Cultural and educational trips
- Summer enrichment programs

HSADSM envisions a more productive and peaceful society by setting high standards for all students to unleash their potential. HSADSM provides more instructional time than traditional public schools, rigorous graduation requirements, and promotion policies, a nurturing school culture, and positive behavioral expectations. We create a culture of learning that translates into success.

HSADSM strategically builds a culture that promotes success and focuses on effort. It is a culture that revolves around relationships with students, families, and the larger community so that everyone is involved in student success.

HSADSM creates a motivating school culture by promoting programs such as:

- Social-emotional learning program
- Research-based positive behavioral intervention system

- Culturally responsive teaching and trauma-informed practices
- Annual staff, parent/guardian, and student surveys
- Data-driven, multi-tiered systems of support approach - to monitor attendance, SEL, behavior data, and activities and to provide interventions aligned to develop students' areas of growth
- Clubs and advanced study teams
- Student assemblies
- Family/Community Events

All Concept network schools like HSADSM provides student-centered learning. HSADSM will feature smaller class sizes and low student-to-teacher ratios compared to many other traditional district schools. Our talented and committed teaching staff provide a personalized educational experience for our students in an environment with a student-centered focus. Using a multitude of data points, the performance of each student is analyzed, and effective strategies are developed to ensure learning is mastered.

HSADSM offers more instructional time in math and science with highly qualified subject expert teachers and promotes cross-discipline, project-based learning, and hands-on extracurricular activities. Its STEM-focused culture encourages curiosity, problem-solving, forward-thinking, and robust literacy, so students can enter college and the world equipped with the 21st-century skills they will need.

Nationally recognized programs such as Project Lead the Way, Gateway, and Launch are part of the Concept model. Interactive science classes, science fairs, math competitions, and robotics and engineering programs give our students a competitive edge and help them pursue college degrees and careers in STEM fields.

Features of HSADSM's STEM-Focused curriculum include:

- Completion of more credits in STEM subjects than the state requirements with 4 credits of science, 4 credits of math, and 1 credit of technology/engineering
- Career Tech Education, Launch, Gateway, and Project Lead the Way programs
- Annual in-school science fair and/or interdisciplinary project fair
- Local, regional, and state-wide competitions in math, science, and technology
- Post-secondary, business/industry, and community partnerships
- Hands-on STEM activities and demonstrations
- STEM Certification

As the number of grade levels increases and enrollment in HSADSM grows, the school will emphasize college and career readiness beginning in middle school grades. Research shows that a college degree can make all the difference. HSADSM will provide various resources to prepare students for ACT/SAT, college applications, scholarships, and career readiness programs.

Beginning in middle school, the College/Career Readiness aspects of HSADSM will include:

- Individualized attention - College counselors provide one-on-one college and career guidance customized for the student's needs and ambitions with a variety of tools and activities
- Concept College Readiness Program that focuses on student preparedness for college throughout high school years
- Assistance with FAFSA and scholarship applications
- Annual college/career fair
- College application tracking system
- College visits
- Internships and apprenticeship programs

HSADSM believes in an equitable approach to learning where each child should have access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, sexual orientation, ethnicity, language, disability, religion, family background and/or income. The Concept Schools' model ensures all children can achieve their academic potential despite personal, social, and cultural circumstances.

8. Proposed Academic Program

HSDSM supports equity by emphasizing:

- High standards for all students to challenge/support them
- Network-wide Committee to create/implement/evaluate an equity plan and facilitate training
- Progress monitoring of each student subgroups with a focus on narrowing the gaps among them
- Differentiation according to students' levels, interests, and needs
- Free clubs, sports, and tutoring are available to any student
- Collecting feedback and data via student/staff/family surveys
- Ongoing communication with feedback loops with all stakeholders

Concept Schools Curriculum Directors, regional Directors of Teaching and Learning and classroom teachers make up a curriculum committee that reviews state standards, assessments, curriculum, and curriculum resources annually to ensure that all students will be able to be exposed to grade level expectations.

9. Proposed Instructional Model

9.1. Describe the proposed charter school's instructional model that includes:

- **Type of learning environment,**
- **Class size and structure,**
- **Curriculum overview, and**
- **Teaching methods.**

An instructional model is a framework for the proposed instructional design that aligns with the needs of the charter school's prospective student population(s). The description should address all of the following:

- Learning environment is the way instruction will be provided (e.g., face-to-face classroom-based, independent study, online).
- Class size and structure includes the maximum class size, the teacher-to-student ratio, grades served in a particular classroom, etc.
- Curriculum overview includes how teachers will teach the standards, including the particular curriculum (e.g., lessons, instructional materials, teaching techniques, activities).
- Teaching methods include the methods and systems that teachers will use to provide differentiated instruction, remediation, and intervention to meet the needs of all students.

Leaders of HSADSM realize that many of our nation’s public schools located in poverty areas are in crisis. To undertake this challenge and close achievement gaps, the school will personalize education by supporting the development of meaningful, sustained relationships among teachers, students, and parents; set clear, coherent goals and expectations that are well communicated to students and parents; and provide opportunities for students to complete real-life, meaningful projects that students can relate to amongst other personalized activities.

HSADSM will ultimately grow each school year to add grade levels and about 50 students to its enrollment until it graduates its first class in 2033. Kindergarten class sizes will be capped at 20 students, and other grades will be capped at 25. Concept Schools believes that small class sizes led by certified teachers allow for the development of meaningful relationships between students and staff. This translates to a small school feel, where staff and administrators truly become part of the community. HSADSM believes that strong relationships with students and families will lead to academic and social success.

We implement a standards-based, college-preparatory curriculum giving the staff flexibility to adapt instructional strategies to meet the needs of the students. All parts of our curriculum are fully aligned with Iowa State Learning Standards. Curriculum maps and unit plans are developed by Concept Curriculum Directors with support from regional Directors of Teaching and Learning and classroom teachers. This provides the framework for the detailed weekly and daily lesson plans that the teachers complete with their grade-level partners.

Rather than adhering to a single teaching philosophy or instructional model, the design will draw on best practices from the field and research to define a set of core instructional practices. HSADSM teachers will receive regular training from Concept and utilize a unique mix of the following research-based instructional strategies:

- Direct teaching
- Differentiated instruction
- Problem-based learning
- Project-based learning
- Collaborative learning
- Data-driven instruction
- Transformational use of technology

Use of these techniques provides an engaging, dynamic learning environment for students to explore the questions they have about the world and ways to positively contribute to the world around them. We utilize a variety of instructional approaches to teach advanced concepts and thinking skills in mathematics and science, as well as other disciplines.

The HSADSM curriculum is full of structured learning time to meet the state standards and to provide ample opportunity for staff to provide targeted learning support to ensure student success. (The number of weekly minutes for core content is noted below.)

English Language Arts (450 minutes, K-12g)

The study of literature in grades 6-8 encompasses analysis and discussion of the literature of various genres. A great deal of emphasis is placed on the writing process – prewriting, drafting, revision according to standard usage and mechanics, and final copy.

Mathematics (450 minutes, K-12g)

The Middle School’s mathematics curriculum covers the full range of mathematical topics, with a particular emphasis on the use of a variety of strategies in formulating and solving problems. Advanced and accelerated students may complete Algebra I in eighth grade. Mathematics instruction in middle schools include opportunities for appropriate project work; discussion between teacher and students and among students; exposition by the math teacher and practice on mathematical methods.

Science (100 minutes, K-2; 200-225 minutes, 3-12g)

To promote the scientific literacy necessary to function in the 21st century, the Middle School provides the systematic study of the structure and behavior of the physical and natural world through observation and experimentation and earth

sciences. The inquiry-based approach is an integral part of all science instruction as a place to practice the 5E method and obtain hands-on experience.

Social Studies (100 minutes, K-2; 200-225 minutes, 3-12g)

Social studies at the Middle School challenges students to assess and interpret, and they provide a framework for the development of personal and citizenship responsibilities.

Physical Education and Health (135-150 minutes, K-12g)

The physical education program gives students opportunities to improve their agility, flexibility, strength, endurance, and skills through participation in various activities. The health curriculum stresses the prevention and reduction of health risks. Students are encouraged to make responsible and informed decisions about diet, exercise, safety, sexual activity, drugs, alcohol, and tobacco use.

Enrichment and Fine Arts (135-150 minutes, K-12g)

A well-rounded music program offers students a variety of ways to develop their musical talents and interests. Performing ensembles may include chorus, string orchestra, symphonic band, concert band, cadet band, and jazz ensemble.

We believe that students learn art best through creating it and that every child has the potential to be an artist. Our arts program focuses student attention on observation and communication through creative challenges that help our students develop visual-spatial skills and build habits of mind through artistic practices. As they explore a variety of traditional and new media, students build visual literacy skills.

Technology

The middle school technology program continues the interdisciplinary approach introduced in Elementary School to deepen students' knowledge in the domains of Digital Citizenship, Productivity Tools, Media Tools, and Computational Thinking. Courses are available to allow students to begin more specialized study in computer science and digital design. These courses highlight the foundational concepts of computer science, and graphic design and video production, in a manner all students will find accessible and relatable.

The middle and high school curriculum begins with everything you would expect in a college preparatory school—literature and history surveys, biology, chemistry, physics, algebra, calculus, geometry, and foreign language. We also offer our students exceptional educational opportunities and ask them to dig deep, think critically and commit themselves to fully pursuing their intellectual passions both inside and outside the classroom.

Co-curricular programs play a significant role in the culture of the school. Students are engaged in projects and activities before and after school. Our students participate in five main categories of events – clubs, special interest groups, annual school-wide events, field trips, and sports. After school clubs and sports will be facilitated based on student and community interest.

HSADSM will also seek external partnerships with community groups to provide students with rich after-school programming.

Beginning in 5th grade, students will be encouraged to participate in Concept Young Scholars Program (CYSP). CYSP is designed to improve students' academic success, prepare them for college, develop strong character, nurture, and empower students through Personal Development, Community Service, Physical Activities and Educational Adventures.

The structure that CYSP provides students coupled with the nurturing support team of adults builds self-motivated, eager learners who are prepared for the future and ready to lead a successful life.

Students who commit to the CYSP program are engaged in a systematic process that guides, recognizes, and rewards their progress. The program encourages activities such as academic competitions, college trips, and excursions.

9. Proposed Instructional Model

Once students successfully register for the CYSP program, they collaborate with an advisor that assists in planning activities, monitoring progress, and setting goals in the following areas:

- Personal Development
- Community Service
- Physical Fitness
- Educational Adventure

CYSP scholars are the future leaders who build relationships and understand the importance of serving others to inspire action and accomplishment.

- Take ownership of their learning
- Have a deep sense of respect for societal norms
- Take responsibility for their actions
- Engage within their communities
- Demonstrate empathy and compassion
- Effectively communicate verbally and nonverbally
- Adapt and persist when challenged

[For more information, see Appendix E: Sample Curriculum](#)

[For more information, see Appendix F: Curricular Resources](#)

10. Assessment of Student Progress

10.1. Describe how the proposed charter school will use assessments to measure and report student progress on the performance framework.

This should describe how the proposed charter school will administer, analyze, and use assessment results related to the performance framework (see the Charter School Contract Performance Framework section of the guidance).

10. Assessment of Student Progress

HSADSM utilizes a wide variety of ongoing assessments of learning. These assessments and the use of the data from the analysis of such assessments are key components of our school design, which is used by teachers throughout the year to adjust instruction according to student needs. The organizational structure at HSADSM requires teachers to work in teams, plan together for lessons, analyze the data, and develop strategies to help students learn together.

At HSADSM, data-driven decision-making will be put into effect by teacher teams. Professional Learning Community (PLC) type teams meet weekly to discuss student performance (individual and group), academic issues, and how to adjust instruction considering current data. Changes might be made such as reassigning students in tutoring groups or re-teaching material, which students haven't mastered. These teams will be organized around grade levels and will be supported by the AP, Principal, and lead teachers. This practice fosters collegial relationships among the staff members.

HSADSM will utilize assessments such as NWEA-MAP tests to measure learning growth annually. MAP tests provide highly accurate results that we use to:

- Identify the skills and concepts individual students have learned.
- Diagnose instructional needs.
- Monitor academic growth over time.
- Make data-driven decisions at the classroom, school, and district levels.
- Place new students into appropriate instructional programs.

NWEA provides an in-depth analysis of student performance and compares it to the large national data pool. MAP reports provide evidence to determine if students are making expected gains. HSADSM teachers will analyze the data reports from NWEA as grade level teams and develop specific strategies to address data indicators. Teachers will share their analysis and plans with the AP of Academics, who monitors implementation of the plans.

These tests will allow students, teachers, and school administrators to receive immediate feedback, ensuring quick responses. A school using these strategies does not have to wait several weeks, or even an entire summer, for results and tracking over time. Therefore, HSADSM team members will not see failing results, but see red flags for certain students. The HSADSM team will act accordingly to address students' learning deficiencies by offering after school tutoring, Saturday school, and peer tutoring and extra work to address deficiencies.

Teams of HSADSM teachers will review the analysis from the interim assessments and develop specific strategies to address the students' learning deficiencies. This data-driven systematic approach also shifts the focus from teaching to learning, treats teachers as professionals, and fosters collegial relationships among the staff.

The systemic approach to utilizing instructional data to support student learning is part of the Multi-Tiered Systems of Support (MTSS) approach that HSADSM employs. It is to be expected that all students have various levels of understanding of the core curriculum, and highly skilled teachers, like those at HSADSM, will diagnose abilities based on standards-based formative assessments. Levels of intervention, or tiers, vary in frequency and intensity. The higher the need of support, the higher the tier and frequency of that intervention.

Students will regularly be placed in differentiated learning situations where experiences and/or expectations may vary to ensure that all students are equitably challenged to either attain basic skills, meet standards, or be enriched. Teachers monitor student learning through standards-based assessments and other progress monitoring tools, and as students demonstrate regular mastery of skills, interventions are pulled back, so students are allowed to struggle appropriately.

11. Proposed Identification and Provision of Student Supports

11.1. Describe the proposed charter school's plan for identifying and serving students with disabilities, including but not limited to compliance with applicable laws and regulations.

This should describe the school's service delivery plans and referral process, including related professional development, for students with disabilities. For additional guidance please refer to the Departments webpage at: <https://educateiowa.gov/pk-12/special-education> for guidance specific to Service Delivery Plans visit: <https://educateiowa.gov/pk-12/special-education/special-education-state-guidance/district-developed-service-delivery-plan>. A charter school is eligible for Area Education Agency services based on the address of the main office of operations.

Regardless of ability, all students are encouraged to enroll at HSADSM. Should students require special education services, they will be provided in accordance with federal laws and regulations relating thereto, as well as the student's Individualized Education Plan (IEP). HSADSM will hire special education staff as needed to meet the needs of its special education students. HSADSM will establish a special education committee including the special education director, special education teacher(s), assistant principal of academics, classroom teachers, and contracted services teachers.

Professional training and development for staff involved with the education of students with disabilities will include the following: referral process to the special education teachers, a child find process, The Child Study Team, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents, and discipline of students with disabilities. The Child Study Team, a team of Special education teacher(s) and classroom teachers, will meet at least once in a month with classroom teacher, will address the classroom teachers' concerns and will provide support to classroom teachers.

To the maximum extent appropriate, students with disabilities will be educated in regular classrooms with a non-disabled student. Special classes, separate schooling, or another removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will have an equal opportunity with students in the regular education program to participate in and where appropriate, receive credit for non-academic, extracurricular, and ancillary programs, services, and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities, and services as other students. Such programs, services, and activities include, but are not limited to art and music, counseling services, health services, transportation, recess and physical education, field trips and other recreational activities, school-sponsored clubs, or groups, etc.

A student suspected of having a disability will be referred in writing to the special education teacher (or designee) for an individual evaluation and determination of eligibility for special education programs and services after successful implementation of MTSS. The school must demonstrate its efforts to support student learning and to monitor learning. When tiered interventions prove unsuccessful for an extended period, conversations about more targeted goal support through an IEP may be explored.

Any professional staff member of the school may make referrals. Such referrals will: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based, if any, (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such a referral, along with the procedural safeguards notice described in Federal Law, will be sent to the student's parents.

When necessary, HSADSM will coordinate with the local Area Education Agency for services and support for types of intervention, special education evaluations and reevaluations to ensure all aspects of the law are met.

11. Proposed Identification and Provision of Student Supports

11.2. Describe the proposed charter school's plan for identifying and serving English learners, including but not limited to compliance with applicable laws and regulations.

This should summarize the school's Lau plan and use of the English Language Proficiency Assessment (ELPA). For additional guidance please refer to the Departments webpage at: <https://educateiowa.gov/pk-12/learner-supports/english-learners-el>

In accordance with state and federal law, HSADSM will support English Language Learners (ELL) through its ELL programming. The ELL program will be evaluated each year to ensure that staff are adequately prepared to meet the needs of diverse language learners.

The ELL program at HSADSM provides students with the opportunity to reach proficiency in listening, speaking, reading, and writing English. These goals are promoted in a respectful environment in which the students' first languages and cultures are valued and pride is maintained in their ethnic heritages.

The ELL program addresses its goals through several approaches that are developmentally flexible dependent upon student age and level of English language proficiency and in keeping with the recommended best practices in ELL instruction. The ELL program implements specific teaching strategies and when appropriate utilizes native language tutoring. Students who speak a language other than English follow all normal school enrollment procedures with these additions.

Families registering children are assisted in completing documents and registration materials on site as needed. Every attempt is made to utilize native language interpreters as are available to assist in registration. Other data may be used to potentially identify students in need of ELL services, including:

- Student records
- Teacher interviews
- Parents information
- Teachers' observation
- Referrals
- Student grades
- Informal observations
- Standardized assessments

All families are asked to complete a Home Language Survey during registration. The Home Language Survey is available in both English and Spanish. If other languages are needed, staff can access additional resources from TransACT, an educational service provider. HSADSM is prepared to conduct oral and native language interviews in the student's home in Spanish with those adults who may not have sufficient English or literacy skills to complete a survey in English. If there is a need for other languages, every attempt is made to find competent adults in the community to assist or HSADSM will utilize language line phone services.

The Home Language Survey

STUDENT NAME: _____ PLEASE ANSWER ALL THREE QUESTIONS

HOME LANGUAGE SURVEY (Yes or No, and Mark Language)

Does an adult in the household speak a language other than English at home? Yes No

Does the child you are registering speak a language other than English at home? Yes No

What was the first language your child learned? English (E) Another Language (A)

 Both English & Another Language (B) Language(s) Learned: _____

Home Language Surveys are included in the enrollment packet for all students.

If a family indicates a language other than English on the Home Language Survey, or there are other indicators of ELL need, ELL teachers will be notified. The ELL teacher facilitates the identification process, and a copy of the Home Language Survey is filed in the student's cumulative folder.

The student is placed at the grade level appropriate for his or her age, unless there are extenuating circumstances, which will be considered on an individual basis. Teachers and staff will assess the student's academic skills in relation to his or her grade and age level. Once placed, teachers will differentiate learning experiences to ensure that ELL students meet grade-level expectations.

The levels of support ELL students receive is determined by assessment data. Students who are shown to be in pre-production, early-production, or speech emergence or intermediate fluency in English skills are placed appropriately to assist their continued English acquisition.

According to the Iowa Department of Education and Iowa English Language Proficiency Standards, current and former ELL student's performance is monitored to ensure that s/he is continuing to be successful without direct ELL support.

HSADSM students with limited proficiency in English will achieve proficiency using our school's services and teaching methods. HSADSM will hire ESL certified teachers as needed and adapt staffing according to the student population. HSADSM will ensure that ELL (English Language Learner) students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive notices and information from the school in their native language so that HSADSM can encourage the participation of all parents in the HSADSM community. HSADSM teachers will also be responsible for observing each student throughout the day with an eye toward detecting limited English proficiency. Students suspected of having limited English proficiency will be tested to determine if and what level of services, are necessary.

HSADSM will educate ELL students following a model of English language transitional bilingual education and language immersion. We will provide all staff that works with ELL students using specialized curricular materials to enable ELL students to achieve proficiency.

We will also directly provide or make referrals to appropriate support services that may be needed by ELL students to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling.

Proficiency in the English language of an ELL student will be measured at least once in every semester utilizing standardized assessment tools to determine whether continued special services are warranted. The school will also evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas as measured by administered diagnostic assessment and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, HSADSM will look at disaggregated data for ELL students as a group to evaluate whether these students are acquiring the English language and progressing in core subjects. This data will provide information as to whether broader program modifications are necessary and/or additional professional development needs to be provided to our teaching staff.

In terms of curricular accommodations, our main concern is to help ELL students to access the content of the class curriculum by providing direct linguistic support through glossaries, dictionaries, computerized instruction, additional support services, bilingual paraprofessionals, modified textbooks, etc.

However, we also provide professional development to our teachers on how they can make accommodations for ELL students in their everyday classroom (these are effective strategies for non-ELLs as well):

- Adjust speech rate and enunciation. While English is a stress-timed language, many other languages, including Spanish, are syllable-timed languages. English tends to stress one or two syllables and slur the rest of the word or sentence. This means that English sounds are often unclear to some speakers of other languages. Thus, pronouncing equally stressed words or sentences may increase students' comprehension along with adjusted speech rate.

11. Proposed Identification and Provision of Student Supports

- Introduce key vocabulary words. Teachers can help students build academic background knowledge by teaching key vocabulary words. One strategy is to have students describe the terms rather than define them. For instance, “civil war” can be described in relation to time, people, and events.
- Use visual aids. As Iowa State Learning Standards are heavily loaded with context- and culture-embedded information, the quickest way to help ELLs build background knowledge is to show pictures and instructional video clips. In using instructional video clips, provide an anticipation guide before showing it.
- Provide information or directions to tasks in oral and written forms. For instance, write down key concepts and vocabulary while you are explaining them verbally.
- Connect students' prior knowledge to new knowledge. What ELLs already know can be very different from what native English-speaking students know. Provide opportunities for students to share stories from their own families (e.g., oral history projects). From these stories, many important social studies concepts will emerge. This also is a way of showing how much we value ELL students' cultures and histories.
- Break down information, including directions, into sequential steps when presenting it. Lengthy directions can be confusing. Provide steps to follow, preferably with bulleted points.
- Use less text-dense instructional materials. Text-dense texts and handouts can overwhelm students and discourage them from learning. Use graphic organizers that explain or introduce events and relations of events as much as possible. Modified texts also can be used as a tool to provoke discussions and critical thinking.
- Teach learning strategies. Students need to learn how to use text features such as titles, subheadings, illustrations, tables, and graphs to gain information and make predictions. In addition, it is important to model how to present, discuss, summarize, and so forth.
- Create heterogeneous group work. Group work is particularly critical because it increases students' interaction time and may be less intimidating than working alone. Therefore, ELLs are more likely to take a risk and speak out.
- Pair an ELL with an advanced ELL student (possibly with the same native language). Newcomers especially can benefit from this type of buddy system. Assigning buddies specific roles can increase effectiveness.
- Think like a linguist. Be mindful of and analyze the languages that teachers are using in the classroom as well as those that exist in the text and instructional materials. This will help teachers also adjust their speech and texts to make them more comprehensible.
- Think like an outsider. School and academic functions are cultural practices. The idea of thinking like an outsider will enable teachers to see what they have taken for granted and assumed that ELLs already know.
- Coordinate common plan time amongst the ELL student’s teachers. This is as much an administrative issue as it is a pedagogical one. Administrators must be made to understand the value of continual collaboration as opposed to one-shot professional development.
- Discuss ELL students' weaknesses, strengths, and progress.
- Share the goals of each unit, instructional handouts, and assignment tasks. By doing so, ESL teachers will be able to provide more responsive instruction in their ELL class that can support the work of content-area teachers.

ELL students have full access to appropriate curricula taught by qualified teachers using appropriate instructional resources that match students' language and grade level. Serving the needs of this growing population and helping them succeed academically is the professional and civic responsibility of all teachers. If we are not able to meet young immigrants' needs, we risk losing their generation's energy and brilliance.

Among the accommodations available to English-learners during standardized testing include word-to-word translations from English into a student's native language and frequent breaks during testing. Decisions about accommodations for English-learners may be made by more than one individual, and may include ELL and bilingual teachers, content-area teachers, guidance counselors, principals, parents, and students, among others. These same stakeholders should also decide on and assign test accommodations to English-learners early in the academic year or upon enrollment, the recommendations say, and no student should encounter an accommodation for the first time on test day.

11. Proposed Identification and Provision of Student Supports

11.3. Describe the proposed charter school's plan for identifying and serving gifted and talented students, including but not limited to compliance with applicable laws and regulations.

This should summarize the school's gifted and talented plan. For additional guidance please refer to the Departments webpage at: <https://educateiowa.gov/pk-12/advanced-learning-opportunities/gifted-talented>

As introduced in Section 10 of this applications, HSADSM takes a systematic and data-driven approach to teaching and learning within the classroom, or Tier 1, setting. One aspect of MTSS is that HSADSM teachers assess student levels of understanding at the beginning of instructional units with standards-based assessments designed in collaboration with Concept Schools.

Again, it is to be expected that all students have various levels of understanding of the core curriculum, and highly skilled teachers, like those at HSADSM, diagnose abilities based on standards-based formative assessments. If students demonstrate their proficiency on various learning standards, their learning experiences will be differentiated- providing them with extension and enrichment learning opportunities.

As students age into Middle School, students may be placed in advanced classes where some middle school students may earn high school credits by taking advanced mathematics or English language arts classes. Across the Concept network, many high school students are placed in college level courses while in high school through programs like Advanced Placement and Dual Credit.

In addition to enriching students' academic experiencing, HSADSM will introduce Concept Schools Young Scholars Program (CYSP).

CYSP prepares 5-12th grade students to become well-rounded individuals. This unique program guides, recognizes, and rewards progress and allows students to build character while strengthening their resumes and preparing them for future careers.

CYSP accomplishes this through emphasizing four core areas:

- Personal development
- Voluntary public service
- Physical fitness
- Expedition & exploration

CYSP students are partnered with a mentor to help guide and enrich their personal development. All students are encouraged to participate in CYSP, however, it is his or her own responsibility to persevere through the program to truly become enriched.

11.4. Describe the proposed charter school's plan for identifying and serving students who are failing academically or are below grade level, including but not limited to compliance with applicable laws and regulations.

This should describe the school's plan for identification and support for students:

- That do not meet benchmark on screening assessments,
- Are not proficient on statewide assessments,
- Have failing grades, and/or
- Are chronically absent.

For additional guidance please refer to the Departments webpage at: <https://educateiowa.gov/pk-12/learner-supports/risk>

11. Proposed Identification and Provision of Student Supports

HSADSM anticipates serving a large population of at-risk learners, i.e. students who are behind their age-group peers in academic skills. As described previously, HSADSM will identify students' learning deficiencies through regular assessments. HSADSM will extend learning opportunities to all students by providing an engaging and effective curriculum and instructional program and differentiating instruction to meet learners at all levels. For those who need extra help beyond the regular school program, HSADSM will offer after-school tutoring, Saturday school, peer tutoring and extra work to address deficiencies.

As described above, HSADSM values personalized education for all students. This is possible by implementing Multi-Systems of Support: Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) are layers of structured support that are managed by staff. RTI is a data-driven process by which students that are not meeting academic standards are identified, supported, and progress-monitored. PBIS is a school-wide approach to teaching positive behaviors that are regularly reinforced.

In both cases, as needs arise, additional layers of support (tiered interventions) are added to an individual student's schedule to ensure that his or her needs are met. These interventions are identified as teams that include staff and families, and they are put in place for set lengths of time. After a length of time (usually some number of weeks), the team will review progress and depending upon how a student responds to the intervention, the team may recommend increasing the intensity, frequency, or type of intervention a student receives. Should a student not respond to a series of interventions, that student may or may not be recommended for further evaluation through the lens of special education.

12. Proposed Co-Curricular and Extracurricular Programs

12.1. Describe the proposed charter school's co-curricular and extracurricular programs, including how the programs will be funded and delivered.

Co-curricular and extracurricular programs are not required to be offered.

12. Proposed Co-Curricular and Extracurricular Programs

Co-curricular programs play a significant role in the culture of the school. Students are engaged in projects and activities before and after school. HSADSM students will participate in five main categories of events – clubs, special interest groups, annual school-wide events, field trips, and sports.

School-wide assemblies and field trips will be collaboratively chosen by teachers and administrators, and they will be aligned with grade level content or school goals. As such, the school will be responsible for those costs through its general fund.

During its first two years, HSADSM will establish meaningful partnerships with Des Moines community organizations and programs to provide after-school care for students. While the school will provide adequate school space to safely encourage care, costs will be left to families.

Beginning in 3rd grade, students will be required to do a science project for the HSADSM Science Fair, working individually or in small teams. The annual Science Fair will be a major event for the school. Professionals in scientific fields will be invited to the school, and students will go on field trips focused on science education and careers, for example to science labs at local colleges and universities or manufacturing industries. The best science fair projects done by will be presented at the annual Concept Science & Engineering Fair. In the past, CONSEF has been held in Cleveland, OH, and it will be held in Chicago, IL in April 2023.

Advanced academic clubs and enrichment opportunities such as Robotics Club, Codeathon, Spoken Word, Fine Arts Competitions, Math Club, and STEM Expo will also be offered. Concept Schools has had a long relationship with programs like FIRST Robotics, VEX Robotics, and HSADSM students will be encouraged to participate.

Additional co-curricular and extracurricular programs will be offered based on the interest of students, staff, and the community. HSADSM will leverage grant opportunities and its general fund for financing the initial setup of these programs with the intention of not bringing any cost to families whenever possible.

13. Proposed Student Recruitment

13.1. Describe the proposed charter school's plan and timeline(s) for recruiting, enrolling, and transferring students, including information about any enrollment preferences and procedures for conducting transparent admissions selections.

This should describe how information related to enrollment and lottery policies will be publicly available and provided to the targeted community(ies).

To best engage parents and inform the community about the transformation process at HSADSM, Concept will adopt aspects of its current model for opening new charter schools and student recruitment.

Student admission process will include five stages: holding information distribution and open houses, reviewing enrollment packets, conducting a lottery (as needed), conducting home visits (when possible), and arranging enrollment meetings.

Information Distribution and Open Houses

Information about HSADSM and the enrollment process will be disseminated throughout the city via a variety of methods. This includes direct outreach to parents, teachers, pediatricians, counselors, social service agencies, and other youth agencies/advocacy institutions. At open houses, prospective students and their parents/guardians will hear a comprehensive presentation about our school. There will be an opportunity to discuss the school's academic program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement.

Interested parents who are unable to attend one of the HSADSM open house meetings will be provided with a packet of written materials covering all topics formally discussed at the open house, and a meeting scheduled with appropriate school staff for interested parties to verbally review all materials and receive answers to outstanding questions. Prospective students and parents will be encouraged to visit the school both during and after school hours.

HSADSM will vigorously disseminate announcements to the public through print and digital marketing efforts including:

- Posting and distributing flyers in neighborhoods surrounding the school
- Ads / Placements
- Brochures
- Email blasts and social media campaigns
- Posters
- Visiting public and private elementary schools, after-school programs, youth and community centers, and business and civic organizations in the school community
- Utilizing local news and media resources (print and otherwise)
- Posting information on the school website
- Disseminating materials door-to-door,
- Presence at community events-churches, temples, mosques, and synagogues
- Direct bulk-mailings to focused on families with students in target grades
- Visiting youth and community centers and business and civic organizations

HSADSM will use all the methods described above to help ensure that students of all races, languages, disabilities, and abilities learn about the opportunities offered to children by our charter school. HSADSM will not discriminate against any students or employees based on their intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful. All HSADSM literature regarding student enrollment will include a statement expressing this fact.

Enrollment Forms

Interested parents will be asked to complete and submit enrollment form; forms will be available at the school, at HSADSM open houses, online on the school's website, and at locations throughout the community. The form will request basic information such as name, parent or guardian name and contact information. School staff members and computers will be available to any parent who needed help completing enrollment forms.

Lottery

If the number of eligible enrollment forms exceeds the spaces available for students, a random lottery will be held. Such lottery will be open to the public and attended and/or audited by a representative of an unaffiliated outside organization. Siblings of enrolled students will have the preference for available spaces and will be the only students given preference in the lottery. If necessary, the initial lottery will be held before June 2023.

13. Proposed Student Recruitment

Separate waiting lists will be maintained for each grade level if vacancies occur. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list.

Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and receive confirmation of whether the student still wants to enroll at HSADSM before proceeding to the next name on the list. If such attempts to contact the student's parents are unsuccessful, the school may remove that student from the waiting list. The school shall maintain documentation of the attempts made to contact the parents of any student removed from the waiting list. Waiting lists will not be carried over from year to year; rather the waiting list for each year will be derived from the random lottery.

Once enrolled at HSADSM, students will not go through a lottery process again. However, each year they will complete re-enrollment forms indicating their intention to stay at HSADSM for the next school year. Deadline for the re-enrollment will be close to the application deadline for new students. The re-enrollment deadline will be communicated to parents in different forms and multiple times to ensure that they are informed about the deadline. Communication will include letters sent home, newsletters, phone calls, meetings with students, and announcements.

Home Visits

Concept Schools values the relationships it forms with its parents, and one of the best ways to establish and maintain positive relationships with parents is to meet with them on their schedule, in their homes. HSADSM will conduct home visits to personalize the intentions of HSADSM and to listen to the needs of parents. HSADSM intends to not only serve its students, but it intends to provide opportunities and social supports that meet the community and student needs.

Most Concept-managed schools expect each staff member to conduct at least 8 home visits throughout the school year, and while it has yet to be determined, HSADSM will set a similar expectation for its staff for the upcoming school year and beyond.

Enrollment Meetings

After admission into the school, students and parents will be encouraged to meet with the Principal or Assistant Principal. These meetings may take place in their home or at school. The purpose of this meeting is to provide upfront communication with the student and their parents to explain the HSADSM educational program and possible opportunities such as, after-school opportunities, expectations, promotion policy, advanced study groups, local and international trips, tutoring and all other programs. In the meetings, families will be asked to sign the Student and Parent Commitment Letters, which clearly explain all the details of the school's academic and non-academic policies.

14. Proposed Code of Student Conduct

14.1. Describe the charter school's proposed code of student conduct, including procedures and disciplinary sanctions for both general education and special education students.

This should describe the proposed charter school's philosophy of student discipline, including:

- Which student actions will result in discipline,
- How discipline practices and procedures will be monitored to ensure legal and policy compliance,
- The appeal process that the school will employ for students facing expulsion, and
- How the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.

HSADSM recognizes that the success of students is dependent upon the school's ability to create a culture that fosters meaningful and sustained relationships between teachers, students, and parents. We will create a school culture that is built on success, respect, and accountability. HSADSM will be very intentional about building this culture from the point of first contact with families and throughout students' academic experiences.

To help parents evaluate enrolling their children at HSADSM, the school's goals, values, expectations, programs, and services will be communicated to parents and students so they clearly understand what will be offered and what it will take to succeed. HSADSM promotes six core values:

- Respect – All members of the HSADSM community have equal worth and should be treated with respect
- Responsibility – All people have choices, and teachers, parents, and students should be responsible for their actions
- Integrity – Belonging to a community requires a commitment to the common good. The community is stronger when everyone can be counted upon to be honest and trustworthy
- Courage – Having the courage to try new things expands minds and provides opportunities to exceed his or her own expectations
- Curiosity – The ability to wonder and to create connections stimulates further learning. At HSADSM, inquiry will be fostered on the part of parents, staff, and students
- Effort – Success is accomplished when students, family, and staff are willing to do whatever it takes to accomplish their vision of the future

These core values are central to the hiring process at HSADSM. Staff are expected to exemplify these values in their professional and personal lives. Teachers and staff will be expected to model these core values in all behaviors inside and outside the classroom. These core values provide students with the opportunity for self-improvement, individual growth, and character development.

They define the rules and behavioral expectations for students. Students will be expected to encourage their peers to adhere to these values and school authorities will manage student conduct according to these values. Conduct which disrupts learning or threatens to disrupt the operation of the school, which interferes with the rights and privileges of students or other citizens, which endangers the health, safety or welfare of any person, or which damages property will not be tolerated.

HSADSM students will self-assess their understanding of and adherence to the core values on a regular basis. Each teacher will also regularly assess students on the core values and provide feedback to students and families.

Below are how students may demonstrate HSADSM values:

- Respect:
 - Interacts with peers and adults in a courteous, respectful manner
 - Demonstrates appropriate body language, tone of voice, and word choice
 - Accepts feedback in a constructive manner; does not “talk back”
 - Does not willfully and purposefully ignore directions
- Responsibility
 - Accepts feedback from others
 - Assumes ownership of actions
 - Takes steps to improve self/grades/behavior based upon feedback.
 - Comes prepared for class - has all materials (books, paper, pens and homework)
- Courage
 - Takes risks with their learning in class
 - Makes good decisions in the face of pressure and adversity from peers and others
- Integrity
 - Being truthful in words and actions
 - Practices academic honesty
 - Do as you say and saying as you do
 - Does the right thing regardless of circumstance

- Curiosity
 - Demonstrates an eagerness to learn
 - Explores and question things to gain a deeper understanding in class and after school
- Effort
 - Consistently gives best effort to academic work
 - Participates in the community with positive effort and attitude

The Principal and Assistant Principal of School Culture (APSC) will take ownership of establishing a positive culture at HSADSM and monitor and support student behavior. They will establish routines and protocols following the Positive Behaviors, Interventions, and Supports (PBIS) model, which all Concept-managed schools incorporate. HSADSM believes that to be successful, students not only need to be explicitly taught rigorous academics, but also the social-emotional skills required to navigate this ever-changing global society. The APSC will conduct regular behavior management cycles to provide explicit feedback to teachers on mutually agreed upon behavioral standards in key areas: classrooms, hallways, cafeterias, and during entrance/exit routines. Expectations will also be shared with parents during informal and formal meetings beginning during the enrollment season.

Like academics, behaviors are monitored and supported through an MTSS approach. Behavior data, attendance, and values assessment data is regularly reviewed by staff, and should students require additional, targeted, tiered supports, they will be provided to ensure that all students are able to meet school wide behavior expectations.

Establishing and maintaining a positive school culture

A positive school culture that is safe and secure for all students to be challenged and enriched is the hallmark of a high-quality school. At HSADSM, we value a safe and orderly school and classroom environment and effective recruitment, attendance, and discipline policies.

As a part of the Concept-model, students will wear uniforms, and during the first few weeks of school, the Principal and APSC will conduct grade-level and all-school assemblies to share academic and behavior expectations and goals. Throughout the year, assemblies will occur to share progress towards meeting these goals. Admittedly these assemblies will cut into instructional time, HSADSM believes that the overall value of reinforcing expectations will more than compensate in the classroom. Structure, routines, and a transparent and consistent behavior management system involving administration and teachers will produce a positive school culture.

Taking proactive action against adversity

To establish a positive school culture, HSADSM will engage parents in conversations about the desired HSADSM culture. Feedback will be incorporated in setting clear and consistent expectations for all. This is just the first example of how HSADSM intends to take proactive action against adversity.

During its first enrollment season, HSADSM will conduct community walks through the neighborhoods nearest the school. HSADSM will provide literature about the turnaround project with the desired outcome of increasing awareness, establishing relationships and partnerships, and increase student enrollment. As students are enrolled, members of HSADSM will conduct home visits to personalize the intentions of HSADSM and to listen to the needs of parents and families. HSADSM intends to not only serve its students, but it intends to provide opportunities and social supports that meet the community and student needs.

At HSADSM, each grade level will plan and implement regularly scheduled parent-focused events centered on supporting community social needs or promoting the turnaround efforts of HSADSM.

Setting and progress-monitoring goals

To attain any level of success, one must fully comprehend the expected outcomes and monitor progress towards achieving those goals. HSADSM promotes aggressive, transparent goals for the school, teams, and individuals. To begin the school year, HSADSM will streamline aspects of its academic model to provide opportunities to assess student learning and set clear goals in both reading and math and to clearly articulate and establish behavior expectations for all.

14. Proposed Code of Student Conduct

A clear and consistent system for staff performance will be introduced during the staff in-service weeks preceding the start of the school year. Staff members will be provided feedback on their performance in their roles throughout the school year, and they will be provided support and guidance in expected areas in large or small group, or individual settings.

As mentioned above, school administrators will conduct regular behavior management cycles throughout the school to best identify areas of strength and growth. Targeted supports will be provided to individuals or groups depending upon the varied needs.

Sharing responsibility for success

Through a collaborative community-based approach towards the success of HSADSM, a collective responsibility will be fostered. HSADSM will conduct regularly scheduled community outreach and engagement meetings throughout the school year. These meetings will provide opportunities to build the community's awareness of the collective vision and mission of HSADSM, to share the learning and behavioral expectations for all students, and for community leaders to share opportunities and programs that align with the school's mission.

Schools within the Concept network collaborate periodically throughout the school to discuss student conduct and protocols and practices. Most have similar student/parent handbooks that outline these expectations. Appendix G comes from Gateway Science Academy of St. Louis, MO.

[For more information, see Appendix G: Sample Parent-Student Handbook](#)

15. Proposed Organizational Structure

15.1. Describe the proposed charter school's organizational structure. For each position or group in the organizational chart, list the duties and powers.

This should include the position or group titles and, if available, may list specific names.

[Attach a copy of the organizational chart. See Appendix H: Organizational Structure](#)

15.2. Describe the delineation of authority and reporting between the governing board, staff, and any other related bodies or external organizations that play a role in managing the charter school.

The delineation of authority is a matter of local determination, as long as the delineation is clear and unambiguous.

Governance of HSADSM is the responsibility of the school board. The governing board (board) will hold and be responsible for the charter with the Authorizer, the Iowa Department of Education. The board will provide oversight and accountability in the management of the school, including financial oversight exercised by review of financial updates at each meeting. The board will protect the public interest and uphold the public trust by applying the highest standards of service in governing the school according to its bylaws, the charter contract, and relevant state and federal statutes. Key responsibilities of the HSADSM board include assessing the performance of the school and evaluating the school's Charter Management Organization (CMO). Among other duties, the CMO will track data on school performance, which is submitted by HSADSM administration; the board will review data to ensure the school is accountable for meeting its performance goals. The Board of Directors of HSADSM will evaluate the performance of its CMO, Concept Schools, on an annual basis.

[For more information, see Appendix I: CMO Evaluation Rubric Draft](#)

As detailed in Appendix G, except for those obligations and duties that are specifically reserved to HSADSM or its Governing Authority, Concept Schools, subject to the supervision of the HSADSM Board as outlined in the management agreement, has the responsibility for and is required to take actions to perform the obligations needed to operate HSADSM as an Iowa charter public school.

Concept assigns Superintendent to ensure the successful implementation of the Concept model. The superintendent oversees the school principal and major school business operations. The superintendent may represent the board in front of its charter authorizer, the state department of education and any other parties. The superintendent shall report to the board and regarding managerial duties shall report to Concept Schools. The superintendent shall always act in the best interest of the school in any case. The superintendent will attend regular board meetings to account to HSADSM for the roles and responsibilities of Concept. The superintendent will evaluate the principal by using the evaluation protocol developed by Concept Schools. In turn, the board will evaluate the superintendent as part of the annual CMO evaluation.

The superintendent and treasurer are compensated by an education service provider (Concept Schools) and are prohibited from serving as a voting member on the governing board unless the State Board waives such prohibition.

The HSADSM board will hire and oversee the school principal to ensure effective and transparent management of the school's operations and provide vision and leadership to the school. The principal will serve as both the educational and business leader of the school. The principal will report to the superintendent and the board. An annual review of the principal's performance will be carried out by Concept Schools, which will send the results of the review to the board. The board makes final decisions regarding the principal's employment. It is the duty of the principal to provide general oversight including hiring and evaluating staff, oversee finances, promote the HSADSM mission, establish HSADSM policies, and develop community partnerships.

[For additional information, please see Appendix J: Principal Evaluation Rubric Draft](#)

The governing board of HSADSM is ultimately responsible for the charter. Upon selection, the board will sign a management agreement with Concept to manage the academics, finances, and operations of the school. The board consists of a diverse group of community leaders with a variety of backgrounds and experiences, with the responsibility of providing oversight and accountability in the management of the school.

The governing board has all the following specific powers, not to supersede any powers enumerated in Iowa Code § 256E:

- To elect and remove Principals
- To select and remove Officers, agents, and employees; to prescribe powers and duties for them, and to fix their compensation
- To conduct, manage and control the affairs and activities, and to make rules and regulations

- To enter contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation
- To carry on the business of operating a charter school
- To acquire real or personal property, by purchase, exchange, lease, gift, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of such property
- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidence of debt and securities
- To lend money received only from private sources and to accept conditional or unconditional promissory notes, therefore, whether interest or non-interest bearing, or secured or unsecured
- To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Iowa laws and the limitations noted in the Code of Regulations

Board meetings will be held at the school or at any other reasonably convenient place as the board may designate. An annual meeting will be held in the month of July (or earlier) of each year for the purpose of electing members, making, and receiving reports on corporate affairs, and transacting such other business as comes before the meeting. Regular meetings will be held throughout the year for at least six times a year. A majority of the members present at a meeting, whether a quorum, may adjourn the meeting to another time and place. A schedule of board meetings, agendas, minutes, and annual budgets will be posted on the school's website.

Action by the board without a meeting shall occur only as permitted by the Open Meetings Act. In all events, a quorum of members must be physically present to lawfully conduct a Board Meeting of the charter school. Once a quorum is physically present, additional Directors may participate in a Board meeting through use of video-conferencing equipment to the extent permitted by law, so long as all Directors participating in such meeting can hear one another and there is no objection from any Director.

The board officers consist of a Board President (the Chair), Vice President (Vice Chair), and a Secretary. The board also may have such other officers, as the board deems advisable. Subject to board control, the Chair has general supervision, direction, and control of the affairs of the Corporation, and such other powers and duties as the board may prescribe. He/She shall have authority to sign all deeds, mortgages, bonds, contracts, notes, and other instruments requiring his/her signature; and shall have all the powers and duties prescribed by the General Corporation Act. When present, the Chair shall preside at board meetings. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe. The Secretary is responsible for keeping the minutes of all meetings of the board and any board committees.

The Board will protect the public interest and uphold the public trust by applying the highest standards of service in governing the school according to its bylaws, the charter contract, and relevant state and federal statutes. It is the duty of the governing board to:

- Provide general oversight – Overall responsibility for management of the school to include approval of all staff hired
- Oversee finances – Establish fiscal policy and boundaries, approve the budget, exercise financial controls, and review and approve major expenditures. The board will exercise their fiduciary responsibility to ensure that there are adequate resources for the school
- Promote the school's mission – Advocate for HSADSM by promoting its mission and goals not only within the school environment but also within the larger community
- Identify and supervise the principal – Identify and supervise the school principal mutually with Concept to provide vision and leadership to the school
- Establish the school policies – Develop and approve all policies and monitor implementation of the same. The board also will engage in long-range strategic planning
- Assesses the performance of the school – Use internal and external accountability tools to assess performance goals of school
- Develop and approve the school's strategic plan

15. Proposed Organizational Structure

- Develop community partnerships – As appropriate, board members will respond to opportunities to make personal and organizational resources and talents available for the benefit of the school
- Engage and evaluate Concept Schools – holding the CMO accountable for school performance

16. Proposed Staffing Plan

16.1. Attach proposed charter school's staffing chart for the first year of operation:

[See Appendix K: Proposed Staffing Plan](#)

16.2. Describe the proposed charter school's staffing plan for the duration of the charter school contract.

This should include how staffing needs will be analyzed and addressed over the duration of the contract and how compliance with licensure requirements through the Board of Educational Examiners will be achieved.

The proposed grade levels and enrollment of HSADSM will increase each year of its charter agreement, adding 50 students per grade level each school year. HSADSM would ultimately serve at least 640 students across grades K-12 beginning in Fall 2032.

In year one, the school will serve 190 students in Kindergarten through third grade. In Year 2, 3rd grade students will roll up to 4th grade, adding two sections and 50 students to the total enrollment. In Year 3, 5th grade (+50 students) will be added, and so on.

Each year that a grade level is added, two classroom teachers will be added to the staff. Office, administrative, and student services staff will increase periodically throughout the charter term to best support student needs.

This plan is outlined in [Appendix K: Proposed Staffing Plan](#). The years of the charter term are color-coded and indicated with an asterisk.

17. Proposed Recruitment and Development of Administration, Staff, and Governing Board

17.1. Describe how the proposed charter school will recruit and develop school administrators, staff, and governing board members.

This should describe information, such as:

- Recruitment policies;
- How open positions will be advertised in the community(ies);
- Ongoing professional learning that will be provided to administrators, staff, and governing board members; and
- Plans for mentoring and induction for [teachers](#) and [administrators](#).

HSADSM will conduct thorough and comprehensive recruitment process. HSADSM will spend a considerable amount of time on administrator and teacher recruitment and hire teachers that will further the mission and vision of HSADSM. Open positions will be posted on the school website, through national teacher recruitment sites, such as Applitrack and ZipRecruiter, Indeed, and Iowa REAP. A comprehensive recruitment process may include online screening tests, written answers to a list of questions, formal in-person interview, reference check, and demo teachings. An employee referral policy will also help us recruit teachers of high quality.

HSADSM will offer a competitive and performance-based compensation system. HSADSM teachers will have opportunities to receive extra compensations based on high-performance, significant improvement in the student achievement, test scores, and undertaking additional responsibilities and duties.

Teacher retention is essential to maintaining school culture and the overall effectiveness of the school. Factors that positively affect teacher retention that HSADSM will emphasize include:

- Professional development plan - in addition to any job-embedded professional development provided by Concept Schools, the HSADSM professional development program will include a tuition reimbursement policy to help our teacher pursue higher education opportunities
- Staff Surveys - Employee morale is part of school culture, and it is very important. When teachers are happy, they tend to be more efficient, and they enjoy their work. HSADSM will survey its teachers twice a year and receive feedback on teacher needs and morale. Based on staff feedback and needs, HSADSM will organize events to boost employee motivation and morale.
- Staff empowerment - HSADSM ensures that teachers are part of the decision-making process. The team-oriented organizational structure fosters collegial relationships and enables teachers to be involved in decisions. Staff may decide how to use certain funds for extra resources, support materials, staff gatherings, bonuses, etc. In such effort of empowering teachers, HSADSM will organize staff retreats to discuss issues and solutions with all staff members in a strategic and organized way.
- New teachers' orientation - HSADSM believes that beginning teachers who have access to intensive mentoring by expert colleagues are much less likely to leave teaching in the early years. Our mentoring program will provide beginning teachers with support and assistance to help navigate the difficult early years of teaching as they perfect their teaching skills.
- Continuous administrative support and feedback - school administrators provide frequent feedback about teachers' performances through classroom walkthrough, classroom observations, attending school events and activities, meeting with teachers when necessary. With consistent feedback, teachers will develop themselves and improve their practices every day, which will increase their likelihood of staying at HSADSM for longer.
- Create a physically and emotionally safe and secure working environment - HSADSM will strategically work on creating a working environment that staff trusts each other and administrators, is collegial and collaborative, and where people feel emotionally and physically secure. Installation of security cameras, effective and constant student monitoring, training for emergency situations, administrative support, and assistance with conducting difficult conversations with parents, having security personnel, when necessary, implementation of school discipline policies consistently are measures that HSADSM will take to create an environment that teachers will look forward to coming to.

HSADSM believes that implementation of such strategies will help us retain a high percentage of our teachers. We are confident that our management organization Concept Schools will attain high percentage of teacher retention rate as other Concept-managed schools have staff retention rates between 70-90%.

HSADSM culture, values, and learning expectations start with the school's staff. Staff members will form a strong team, unified by a common mission, vision, and set of values. Based on this shared foundation, staff will help create, maintain, and improve the school culture on an annual basis. The HSADSM Summer Institute will take place one week prior to the start of school so that teachers are immersed in the mission, philosophy, vision, values, and key aspects of the school culture before they step foot in a classroom. Teachers will receive 5 full days of intense training prior to the school opening. During the Summer Institute, teachers will learn about the Concept model and deepen their understanding of the culture. Team building activities will foster trust and a collegial atmosphere. Teachers will be

17. Proposed Recruitment and Development of Administration, Staff, and Governing Board

engaged in activities to enhance their ability to differentiate the curriculum and effectively incorporate technology into their lesson plans.

Seven full days will be designated as professional development days and spread throughout the year. On those days, HSADSM will either have experts come to the school and work with staff, or staff members will work in teams on areas of improvement. Professional development also will take place as a part of the team structure that will be integral at HSADSM. The key to effective professional development is establishing a school culture where learning is valued among all members of the school.

The leadership team, consisting of the entire administrative team, grade chairs, and department chairs, will meet monthly to discuss and resolve issues that have been raised in the other team meetings. Thus, teaching and learning will be monitored weekly, biweekly, and monthly through a system of checks and balances. This structure will allow faculty to be part of the decision-making process at HSADSM.

The principal and assistant principal of academics will review the minutes or join meetings to ensure that meetings are effective. Each team will develop annual goals and benchmarks to measure progress. Teams will develop professional development plans based on their analysis of their students' academic data and the needs of team members. Teams will present their professional development plans at the leadership team meeting via their leaders. The leadership team will determine whether speakers and experts are brought to the school for workshops or whether staff members will attend conferences or seminars.

Additionally, current professional magazines, books, and films regarding innovative educational methods will be made available to faculty and staff. Faculty and staff also will be provided opportunities for study, travel, workshops and conferences, and teacher exchanges. The school will partially reimburse faculty for tuition that furthers their development as teachers. All professional development will have specifically stated outcomes. Upon implementation, teachers will assess student knowledge/skills and make changes in classroom practice. For every professional development session, the assessment will be developed simultaneously.

Evaluation of the professional development program at HSADSM will be a results-based process. Twice a year, data regarding classroom performance, discipline, a collaboration between faculty, seminars and workshops, student achievement, parental involvement, community involvement, and technology integration will be reviewed. This data will be analyzed and shared at a staff meeting where staff will openly exchange ideas, thoughts, and solutions. Conclusions will drive the focus of future professional development. For example, if HSADSM held a workshop on improving writing and critical thinking, classrooms will then be observed to find out how often faculty used the tools and strategies given to them. Writing scores of the students in interim assessments will be reviewed to connect the student growth to the strategies being implemented because of the professional development.

The findings of the benchmark assessments will drive the professional development plan. The HSADSM teachers will go through an extensive training regarding data-driven instruction, benchmark assessments, and formative assessments during the Summer Institute and during professional development days. As results are obtained from the assessment, teachers will identify areas in which further professional development is necessary to improve student outcomes.

HSADSM believes in taking a job-embedded approach to professional development. School leaders and members of the Concept Schools Academic Department collaborate to build the pedagogical capacity of staff through a variety of formal and informal opportunities throughout the school year.

Through targeted job-embedded professional development opportunities and based on data, the staff build their capacity and model lifelong learning, e.g., through visits to other Concepts-managed schools, and training provided at HSADSM on the key components of the Concept Schools' design such as data-driven instruction, integration of technology in the instructions, building positive relationships with the students, discipline, and student engagement. Seven full days are designated as professional development days and spread throughout the year.

17. Proposed Recruitment and Development of Administration, Staff, and Governing Board

17.2. Attach the proposed charter school's employment policies, including performance evaluation plans.

[For additional information, please see Appendix J: Principal Evaluation Rubric Draft](#)

[For additional information, please see Appendix L1: Teacher Formal Evaluation Rubric DRAFT](#)

[For additional information, please see Appendix L2: Concept Schools Teacher Performance Evaluation Plan](#)

[For additional information about the Equal Employment Opportunity, please see Section 38 in Appendix M: Sample Personnel Policies](#)

This should include hiring policies and a plan or form for [educator evaluation](#) and address compliance with applicable state and federal employment policies.

18. Proposed Governing Bylaws

18.1. Attach the proposed governing bylaws for the proposed charter school.

[For additional information, please see Appendix N: Governing Bylaws DRAFT](#)

[For more information, see Appendix I: CMO Evaluation Rubric Draft](#)

19. Partnerships or Contractual Relationships

19.1. Does any independent founding group or proposed governing board member have a partnership or contractual relationship with an education service provider related to the proposed charter school's operations or mission (Mark either yes or no)?

"Education service provider" means an education management organization, charter school management organization, or other person with whom a charter school contracts for educational program implementation or comprehensive management" [Iowa Code § 256E.2(4)].

Yes (must complete 19.1.1)

No (skip to 20.1)

19.1.1. If yes, state the name(s) of the education service provider(s). For each provider listed, explain the partnership or contractual relationship.

n/a

20. Proposed Transportation, Food, Operational, and/or Ancillary Services

20.1. Describe the proposed plan for providing transportation services.

This should describe:

- Bus inspection,
- Bus safety,
- Driver training,
- Planned routes, and
- Transportation charges.

Horizon Science Academy Des Moines will not provide transportation services. HSADSM will revisit this plan should transportation funding be provided by the state.

20.2. Describe the proposed plan for providing food services.

This should describe:

- How the school will provide nutritious lunches to children,
- If the school will participate in the National School Lunch Program, and
- Its process for income eligibility and verification.

Horizon Science Academy Des Moines will collaborate with the Iowa Department of Education's Bureau of Health and Nutrition to identify and select a Food Service Management Company. HSADSM will adhere to established protocols and timetable for procuring a food service management company.

HSADSM will participate in the National School Lunch Program and follow the income eligibility and verification process to provide nutritionally balanced, low-cost or no-cost lunches to all students each school day.

According to the Bureau of Health, as of October 2022, there are four food service management companies currently serving schools across Iowa: Chartwells K-12 School Dining, Lunchtime Solutions, Inc., Opa! Food Management, Inc., and Taher, Inc.

Upon receiving charter approval, HSADSM will go out for bids/proposals for its food service management, following the Bureau's procurement protocols and guidance. HSADSM will enter into an agreement with a food service management company before July 1.

20.3. Describe the proposed plan for all other operational or ancillary services.

This may describe:

- School facility maintenance,
- School business and finance,
- Technology, and
- Safety and security.

The Governing Board of Horizon Science Academy will enter into an agreement with Concept Schools, a non-profit charter management organization, to receive comprehensive academic, operational, and financial services.

Please see [Appendix O: Charter Management Agreement DRAFT](#) for additional details related to the services provided and relationship between the governing board and Concept Schools.

21. Proposed Family and School Partnerships

21.1. Describe how parents and guardians will be given opportunities to be involved in the proposed charter school.

This may describe:

- How input and feedback from parents will be requested and used,
 - How family-school partnerships will be used to strengthen support for learning,
 - Volunteer activities the school will seek or offer to parents,
 - How the school will conduct parent-teacher conferences and provide other opportunities for parents to communicate with their child's teacher, and
 - How the school will communicate with families that do not speak English.
-

21. Proposed Family and School Partnerships

Concept Schools and HSADSM value the mutualistic relationships that exist between the school, school families, and the larger school community. The principal will serve as the primary face of the school and responsible for ensuring that the community understands the mission and vision of HSADSM. To aid in establishing and maintaining a positive school culture for students, staff, and the larger community, the assistant principal will be charged with the tasks of identifying parent advocate groups to assist in school decision-making processes, to communicate the stories of HSADSM, and to advocate for a family's right to school choice.

As is consistent in many Concept-managed schools, a Community Engagement Coordinator (CEC) is hired as a full-time staff member to assist in building the community's capacity. HSADSM will hire this individual as budgeting allows during its initial charter term, until then, the work of community engagement will lay with an administrator. Through the collaborative efforts of school leadership and Concept Schools' Chief Strategic Growth and Communication Officer, a community engagement representative will be identified, trained, and empowered to establish and maintain positive relationships alongside the school leaders.

Both Concept and HSADSM understand that the needs of school families and the school community at large may vary, and it is the responsibility of the CEC to solicit needs and establish collaborative partnerships within the community to best support HSADSM families.

HSADSM founders believe that it is important to have the support of the local community (e.g., families, civic leaders, business community) and to view the school as its own, and to see the school as a solution to improve education for their children. With this belief, HSADSM and Concept School plan on conducting the following activities to cultivate additional demand for HSADSM and to learn how best to maintain the existing culture at HSADSM:

- Establish relationships with local community leaders and families and work to help them become aware and understand what HSADSM looks like and what it can do for the community and generate their support.
- Understand the process and what supports are needed to create a successful school
- Provide a variety of opportunities to share the mission of HSADSM
- Determine any unique financial opportunities for families to support fundraising efforts
- Develop ways the school can serve as a community resource
- Identify community partnerships that align with the HSADSM mission

HSADSM will regularly communicate with the school community via a variety of methods to inform the school community about events or programs, educate the school community about charter schools, academic topics, and services the school provides, and to celebrate student learning and school successes. This information will be shared through semiregular newsletters, principal emails, social media posts, and events such as open houses and assemblies.

Teachers are expected to regularly communicate with families to discuss student learning, and they will do this through email communications, phone calls, home visits, and regularly scheduled parent-teacher conferences during the Fall and Spring semesters.

Like how the Home Language Survey is administered during enrollment, HSADSM will take care to ensure that all families could speak with school staff.

If other languages are needed, staff can access additional resources from the TransACT, an educational service provider. HSADSM is prepared to conduct oral and native language conversations in the student's home in Spanish with those adults who may not have sufficient English or literacy skills to communicate in English. If there is a need for other languages, every attempt is made to find competent adults in the community to assist or HSADSM will utilize language line phone services.

22. Start-Up and Five-Year Plans

22.1 and 22.2 should be distinguished from each other.

22.1. Describe the school start-up plan that includes information, timeline(s), and the individual(s) responsible for each of the following items:

- **Finances;**
- **Budget;**
- **Insurance coverage; and**
- **Facility construction, preparation, and contingencies.**

School financial planning, budgeting, and insurance coverage is coordinated by Concept Schools, and overseen by its treasurer, and subject to governing board approval.

Concept Schools collaborates with New Plan Learning which is a non-profit organization that specializes in turn-key charter school facilities. New Plan Learning finds eligible buildings, completes feasibility studies, and presents it to Concept and school board. If the project is approved by both Concept and the HSADSM governing board, New Plan oversees school building selection and improvements to ensure its readiness to open Fall 2023.

A sample startup timeline will be adjusted accordingly to actual approval dates and Iowa state requirements.

[For additional information, please see Appendix K: Proposed Staffing Plan](#)

[For additional information, please see Appendix P: HSADSM Startup Timeline](#)

[For additional information, please see Appendix Q: 5-yr Budget Forecast](#)

22.2. Describe the five-year plan that includes information, timeline(s), and the individual(s) responsible for each of the following items:

- **Finances;**
- **Budget;**
- **Insurance coverage; and**
- **Facility construction, preparation, and contingencies.**

For future facilities improvements, Concept Schools will again collaborate with New Plan Learning. Depending upon the facility selected for HSADSM, renovations may coincide with the enrollment plan. Additional classrooms and necessary improvements will be added as the number of grade levels and student enrollment increases.

[For additional information, please see Appendix Q: 5-yr Budget Forecast](#)

23. Fundraising

23.1. Does the proposed charter school have anticipated fundraising contributions (Mark only one set of brackets)?

This includes any fundraising activities or grant activities known to the applicant at the time of the application. Examples might include U.S. Department of Education grants, state grants, or local fundraising efforts.

- Yes (must attach evidence to 23.1.1)
 No (skip to 24.1)

~~23.1.1. If yes, attach evidence of the contributions to [Appendix I](#).~~

[For additional information, please see Appendix U: Fundraising](#)

24. Evidence of Prior Student Success

24.1. Will the proposed governing board contract with an education services provider (Mark only one set of brackets)?

- Yes (continue to 24.2)
 No (skip to 26.1)

24.2. Attach evidence of the educational service provider's success in serving student populations like those proposed in this application

This may include demonstration of:

- Growth on assessment scores over time for the specific population;
- Provision of curriculum and instruction matched to the student population being served;
- Increased student enrollment and attendance for the specific population;
- Decreased student discipline for the specific population; and
- Exemplary parent and community involvement for the specific population.

[For additional information, please see Appendix R: Evidence of CMO Success](#)

24.3. Has the educational service provider operated other charter schools (Mark either yes or no)?

A "No" response does not disqualify the applicant.

- Yes (must attach evidence to 24.3.1)
 No (skip to 25.1)

24. Evidence of Prior Student Success

24.3.1. If yes, attach evidence of past performance of other charter schools and the founding group's capacity for an additional charter school.

[For additional information, please see Appendix R: Evidence of CMO Success](#)

This must include demonstration of the founding group's:

- Past performance of other charter schools, which may be demonstrated by:
 - Growth on assessment scores over time;
 - Curriculum, instruction, and assessment matched to the mission of the charter school;
 - Increased student enrollment and attendance;
 - Decreased student discipline;
 - Exemplary parent and community involvement;
 - Financial stability; and
 - Staff stability.
- Capacity for an additional charter school, which may be demonstrated by:
 - Sound budget management;
 - Proper allocation of resources;
 - Fundraising efforts; and
 - Level of commitment and time for the proposed school.

25. Proposed Staff Performance Evaluation

25.1. Describe the proposed educational service provider's staff performance evaluation measures and compensation structure for teachers, administrators, and other staff members.

In the spring of 2019, the Concept Teacher Evaluation Committee (CTEC) was charged with developing a new evaluation plan for Concept Schools. By the summer of 2020, the Concept Teacher Evaluation Committee (CTEC) researched various models and chose the Framework for Teaching Evaluation Instrument 2013 Edition by Charlotte Danielson. In Fall 2020, CTEC organized an “Introduction to Danielson Framework” workshop for school administrators and hosted Charlotte Danielson as a keynote speaker at the Leadership Summit. CTEC worked with superintendents and helped create the Distance Learning Framework adopted from the Danielson Group.

The Concept Schools Teacher Evaluation System uses the Charlotte Danielson Framework and rubric for collecting and presenting data to record and develop teacher performance. The mission of Concept Schools in learning targets aligned to standards posted and used in the classroom.

Lesson plans reflect standards, current practices, and adopted curriculum to “change the trajectory of students’ lives.” To that end, providing students with a solid educational foundation is critical. To ensure all Concept Schools students achieve at high levels requires ensuring our system has strong Tier 1 instructional practice in place. The Concept Schools Teacher Evaluation process balances our focus on our mission and expectations with teacher creativity and initiative to guide effective instructional practice. At the heart of the teacher evaluation system, the process is to support continuous teacher growth and professional development. It is considered a “Coach You,” not a “Caught You” experience. This is to be accomplished through monitoring, observation, meaningful feedback, reflection, professional dialogue, and using data to drive professional growth and development.

CTEC produced a teacher evaluation handbook to outline the Concept Schools’ network teacher evaluation process. This handbook serves as a reference tool to help teachers and administrators understand Concept Schools’ procedures for observing, documenting, and evaluating classroom instruction and overall teacher performance. This handbook should guide understanding the teacher evaluation process components and the Framework for Teaching Rubric as we transition to using this model.

Based on the Concept Teacher Evaluation Committee’s (CTEC) philosophy, evaluation of a teacher shall be conducted for the primary purpose of improving instruction, and “feedback” should be constructive and accompanied by suggestions for improvement.

To meet this end, the Concept Teacher Evaluation process will:

- Provide a framework for a professional practice that develops a shared understanding of the complexities of teaching, which supports a collaborative culture within our educational community leading to student achievement
- Provide a common language among teachers and observers
- Incorporate the use of self-assessment and self-reflection throughout the evaluation process
- Structure professional conversation around best practices in teaching and learning
- Support the school’s mission, vision, overarching understandings, learning principles, and teaching practices
- Promote professional growth through a formative examination of practice
- Structure training programs, such as the school’s Induction and Mentoring Programs, to the Danielson Framework to support the development of teachers

The performance evaluation plan is fully outlined in Appendix L2. The evaluation framework utilized at HSADSM focuses in four domains:

- Planning and preparation
- Learning environments
- Learning experiences
- Principled teaching

The CTEC is developing a similar evaluation plan for administrators. HSADSM will adopt updated practices when made available. For now, refer to details in section 15 of this application and Appendix J.

25. Proposed Staff Performance Evaluation

[For additional information, please see Appendix L1: Teacher Formal Evaluation Rubric DRAFT](#)

[For additional information, please see Appendix L2: Concept Schools Teacher Performance Evaluation Plan](#)

25.2. Describe the proposed educational service provider's methods of contract oversight and dispute resolution.

For information, please see [Appendix O: Charter Management Agreement DRAFT](#).

25.3. Describe the proposed educational service provider's investment disclosures and conflicts of interest.

[For additional information, please see Appendix T: Conflict of Interest Policy SAMPLE](#)

This sample policy was approved by Horizon Science Academy Primary, a K-2 elementary school in Columbus, OH. HSA Primary is a highly successful school within the Concept network.

26. Proposed Charter School Contract with State Board

26.1. Attach an outline of the proposed charter school contract with the State Board to [Appendix L](#) that includes:

- **Duration,**
- **Designation of roles,**
- **Authority,**
- **Duties of the governing board, and**
- **Charter school staff.**

Any contract should include a review by the applicant's legal counsel.

Please see the attached charter school agreement between the Gateway Science Academy governing board and the Missouri Charter Public School Commission. Gateway Science Academy of St. Louis is part of the Concept Schools network, and the 5-year charter term became effective July 2020.

HSADSM proposes a similar charter agreement between the governing board and the Iowa State Board of Education.

[For additional information, see Appendix S: Sample Charter School Contract](#)

27. Statute and/or Rule Waiver

27.1. Does the independent founding group wish to request a waiver of one or more of the following requirements from which the charter is not already exempt according to Iowa Administrative Code chapter 19.11 (2): Iowa Code section 256.7(21) and the educational standards of Iowa Code section 256.11 and/or the minimum requirements for instructional hours or days (Mark only one set of brackets)?

Yes (continue to 27.2)

No (skip to assurances and conditions)

27.2. Select each statute and/or administrative rule with which the charter school does not intend to comply (Mark all that apply).

n/a

Requirements of Iowa Code section 256.7, subsection 21 and the educational standards of Iowa Code section 256.11.

Provision of instruction for at least the number of days or hours required by Iowa Code section 279.10, subsection 1.

27.3. Describe the technical assistance sought by the independent founding group from the Department concerning statutes and administrative rules that may be waived including the reason the charter is requesting to have each statute and/or administrative rule waived.

n/a

Iowa Public Charter School Program Assurances and Conditions

ASSURANCES

Please mark the following assurances with Y for yes and N for no. If the applicant is unable to assure compliance with any of the assurances, the application will not be approved. Later discovery of a provider's failure to adhere to any of the assurances may be the basis for the State Board to revoke the charter contract.

| Y/N | The proposed charter school assures that: |
|-----|--|
| Y | A. It will meet all applicable federal, state, and local health and safety requirements and laws prohibiting discrimination based on race, creed, color, sex, sexual orientation, gender identity, national origin, religion, ancestry, or disability. If approved, the charter school will be subject to any court-ordered desegregation in effect for the school district at the time the charter school application is approved, unless otherwise specifically provided for in the desegregation order. |
| Y | B. It will operate as a nonsectarian, nonreligious school. |
| Y | C. It will be free of tuition and application fees to Iowa resident students between the ages of five and 21 years. |
| Y | D. It will comply with chapters 216 and 216A relating to civil and human rights. |
| Y | E. It will provide special education services in accordance with chapter 256B. |
| Y | F. It understands that it is subject to the same financial audits, audit procedures, and audit requirements as a school district. The audit must be consistent with the requirements of sections 11.6, 11.14, 11.19, and 279.29, and section 256.9, subsection 20, except to the extent deviations are necessary because of the program at the school. The Department, the auditor of state, or the Legislative Services Agency may conduct financial, program, or compliance audits. |

| | |
|---|---|
| Y | G. It will comply with the requirements of section 256.7, subsection 21, and the educational standards of section 256.11, unless specifically waived by the State Board during the application process. |
| Y | H. It will provide instruction for at least the number of days or hours required by section 279.10, subsection 1, unless specifically waived by the State Board as part of the application process. |
| Y | I. It will comply with the requirements of chapter 256E. |
| Y | J. Its governing board meetings will be conducted in a manner that is open to the public. The governing board will be a governmental body for purposes of chapter 21 relating to open meetings. |
| Y | K. It understands that all records, documents, and electronic data of the charter school and of the governing board—its governing body for purposes of chapter 22—will be public records and are subject to the provisions of chapter 22 relating to the examination of public records. |
| Y | L. It will employ or contract with teachers as defined in section 272.1, who hold valid licenses with an endorsement for the type of instruction or service for which the teachers are employed or under contract. |
| Y | M. It will have a chief administrator that is one of the following: <ul style="list-style-type: none"> • An administrator who holds a valid license under chapter 272, • A teacher who holds a valid license under chapter 272, or • An individual who holds an authorization to be a charter school administrator issued by the Board of Educational Examiners under chapter 272. |
| Y | N. It will not discriminate in its student admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of ages or grade levels or on any other basis that would be legal if initiated by a school district. |
| Y | O. It will give enrollment priority to the siblings of students enrolled in a charter school. |
| Y | P. It will enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students must be accepted by lot. |
| Y | Q. It will, upon enrollment of an eligible student, notify the public school district of residence not later than March 1 of the school year preceding the year of enrollment. |
| Y | R. It will adopt a conflict-of-interest policy and a code of ethics for all board members and employees. |
| Y | S. It will adopt a policy regarding the hiring of family members to avoid nepotism in hiring and supervision. The policy must include but is not limited to a disclosure to the governing board of potential nepotism in hiring and supervision. Any person subject to the policy with a conflict must not be involved in the hiring decision or supervision of a potential employee. |
| Y | T. It will prohibit individuals compensated by an education service provider from serving as a voting member on the governing board unless the State Board waives such prohibition. |
| Y | U. It will have a majority of the membership of the governing board be residents of the geographic area served by the charter school. Each member of the governing board who is not a resident of the geographic area served by the charter school must be a resident of Iowa. |
| Y | V. It will post the charter school's annual budget on the charter school's website for public viewing within 10 days of approval of the budget. Each posted budget must |

| |
|--|
| continue to be accessible to the public on the website for all subsequent budget years [Iowa Code § 256E.7(2)-(11)]. |
|--|

CONDITIONS

Each condition must be met and followed for the duration of the charter school contract. The failure to maintain any of these conditions could result in the revocation of the charter by the State Board [Iowa Code § 256E.10(3)].

Reporting

To meet the data reporting requirements, including student enrollment and performance information needed for the performance framework, charter schools must use a student information system that will transmit information to the Department that is compliant with the School Interoperability Framework (SIF) education data standard [Iowa Admin. Code r. 281—19.10(3)].

Non-Discrimination

Iowa Code section 256E.7, subsection 4, states that a charter school cannot discriminate in its student admissions policies or practices based on intellectual or athletic ability, measures of achievement or aptitude, or status as a person with a disability. However, a charter school may limit admission to students who are within a particular range of age or grade level or on any other basis that would be legal if initiated by a school district. Enrollment priority must be given to the siblings of students enrolled in a charter school.

Certification

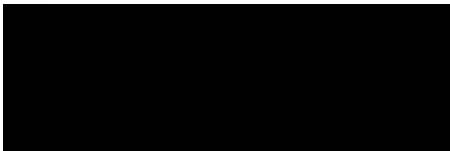
WE, THE UNDERSIGNED, do hereby submit an Iowa public charter school program application and agree to the conditions and assurances contained therein.



Roger K. Brooks & Saulene M. Richer

Founding Group Authorized Representative Signature

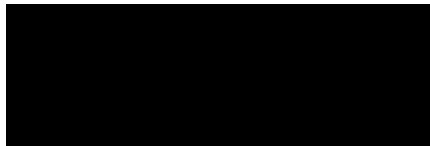
November 1, 2022
Date



Christine Hensley

Proposed Governing Board President Signature*

November 1, 2022
Date



Christopher S. Murphy

Education Service Provider Authorized Representative Signature*

November 1, 2022
Date

*If identified



Horizon Science Academy Des Moines
Public Charter School Application

List of Appendices

- [Appendix A: Founding Group Resumes](#)
- [Appendix B: Governing Board Resumes](#)
- [Appendix C: HSADSM Academic Calendar 2023-24 Draft](#)
- [Appendix D: Daily Bell Schedule Draft](#)
- [Appendix E: Sample Curriculum](#)
- [Appendix F: Curricular Resources](#)
- [Appendix G: Sample Parent-Student Handbook](#)
- [Appendix H: Organizational Structure](#)
- [Appendix I: CMO Evaluation Rubric Draft](#)
- [Appendix J: Principal Evaluation Rubric Draft](#)
- [Appendix K: Proposed Staffing Plan](#)
- [Appendix L1: Teacher Formal Evaluation Rubric DRAFT](#)
- [Appendix L2: Concept Schools Teacher Performance Evaluation Plan](#)
- [Appendix M: Sample Personnel Policies \(P38 Equal Employment Opportunity\)](#)
- [Appendix N: Governing Bylaws DRAFT](#)
- [Appendix O: Charter Management Agreement DRAFT](#)
- [Appendix P: HSADSM Startup Timeline](#)
- [Appendix Q: 5-yr Budget Forecast](#)
- [Appendix R: Evidence of CMO Success](#)
- [Appendix S: Sample Charter School Contract](#)
- [Appendix T: Conflict of Interest Policy SAMPLE](#)
- [Appendix U: Fundraising](#)

[All Appendices](#)

(hyperlinks are active)

This is the last page of the application.



Request for CSP Grant Letter of Support

External

Inbox x

Christopher Murphy

to chad.aldis

Thu, Jun 15, 3:35 PM

Director Aldis,

Horizon Science Academy Des Moines plans to apply for a US Department of Education Charter School Program developer grant to open a new charter school.

I have attached some background information about Horizon, the CSP grant, and suggested message points. I also attached a sample letter from an authorizer in support of a St. Louis charter's FY22 application. **We ask that letter support be returned by June 30** to assemble them into our application due July 7.

Would you please draft a letter of support?

Chris

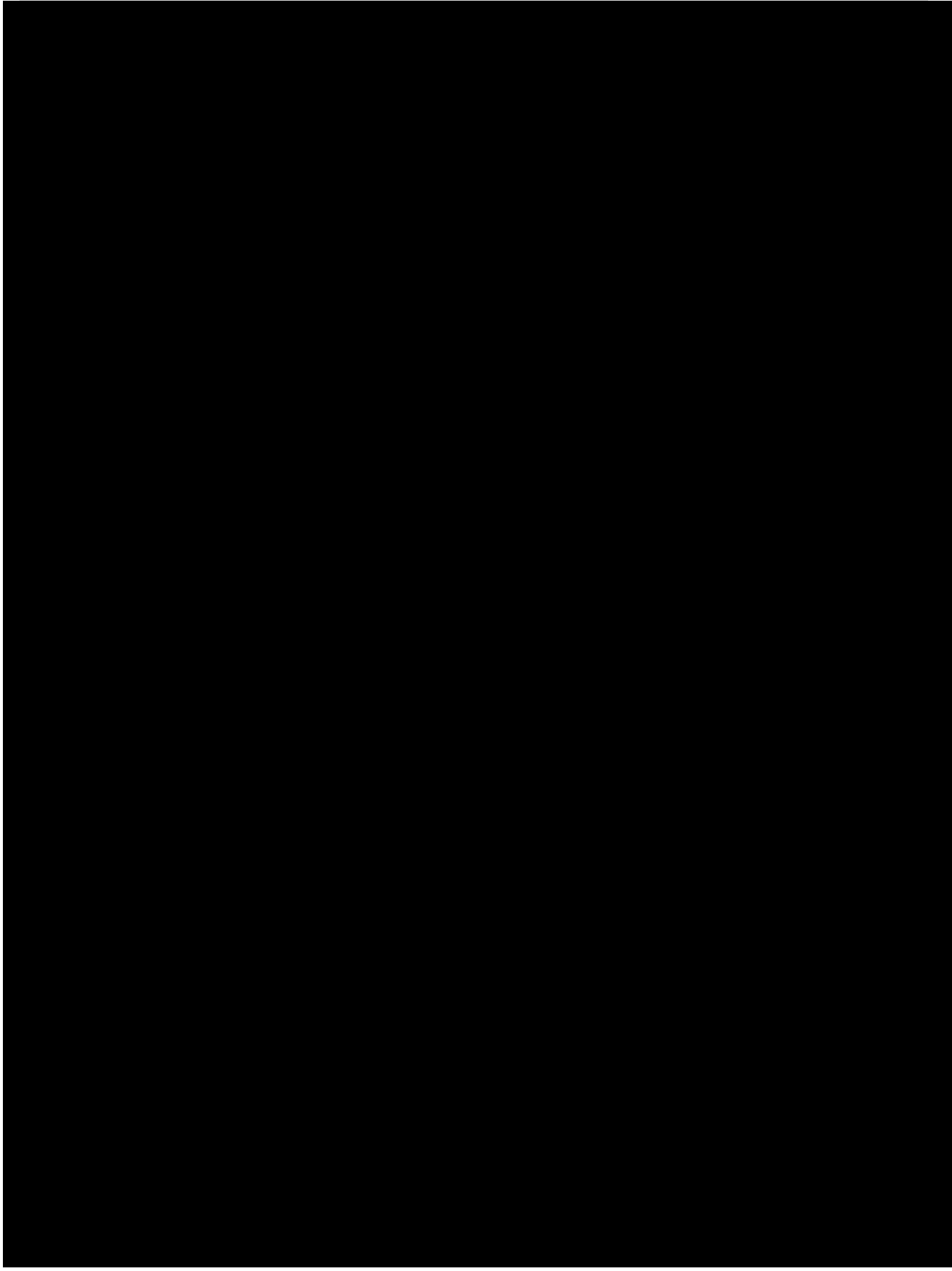


Christopher Murphy, Ed.D

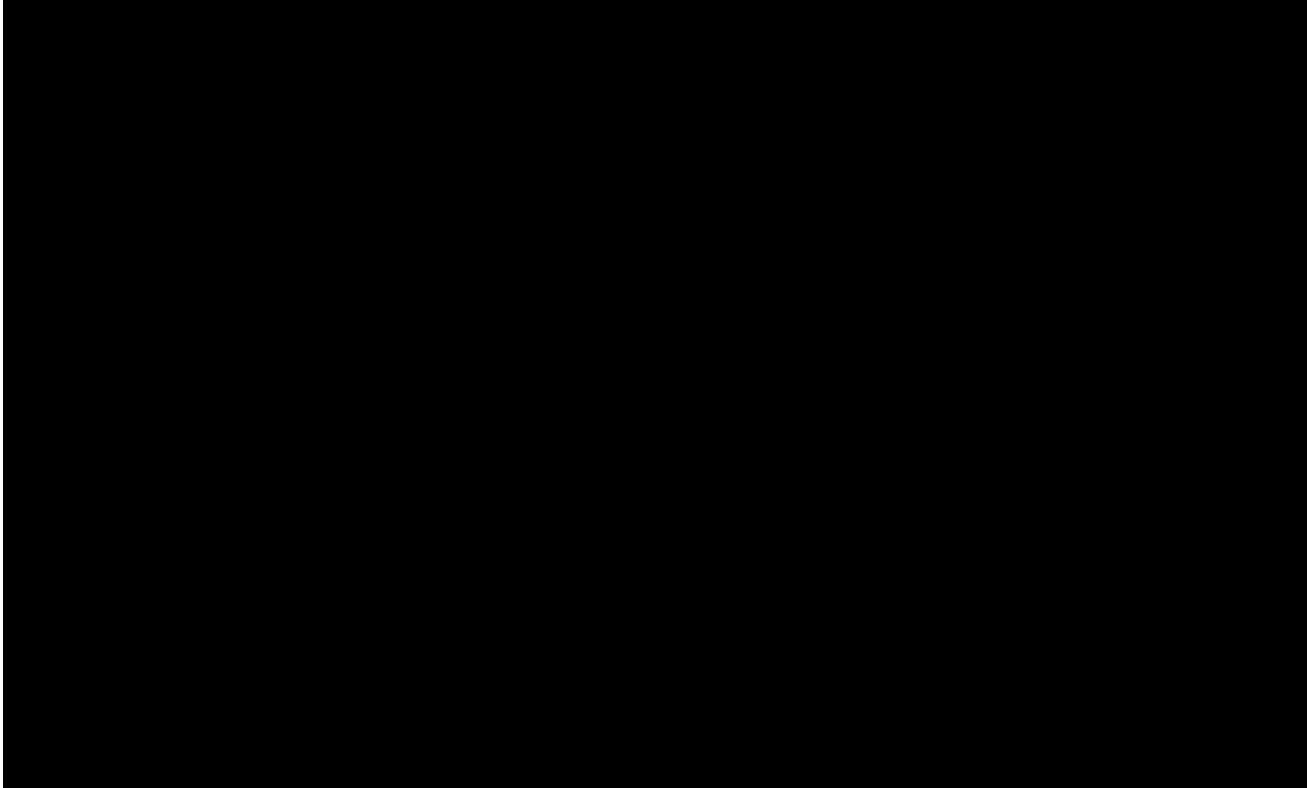
Chief Strategic Growth & Communications Officer, [Concept Schools](#)
1336 Basswood Rd. Schaumburg, IL 60173



Appendix Q: Horizon Science Academy Des Moines 5-yr Budget Forecast



Appendix Q: Horizon Science Academy Des Moines 5-yr Budget Forecast



SPOC - Executive Order 12372

2 messages

Scrowther, Debra [REDACTED]

Thu, Jul 6, 2023 at 10:38 AM

To: [REDACTED]

Mr Murphy -

In follow up to your inquiry, our office serves as the Single Point of Contact for federal grants within the state of Iowa. While subject to E.O. 12372, your application has not been selected for review, therefore, you may choose option "b" when completing form 424. In Iowa, grants selected for review are those either submitted by or on behalf of a state agency.

Reference: Iowa Code 8.9; and Iowa Administrative Rule 541—11.5(2)b.(3).

Have a great day,
Deb

Debra Scrowther | Sr. Fiscal & Policy Analyst
Iowa Department of Management • State Capitol Building • Des Moines • Iowa • 50319

Christopher Murphy [REDACTED]

Thu, Jul 6, 2023 at 10:39 AM

To: "Scrowther, Debra" [REDACTED]

Thank you!

**Christopher Murphy, Ed.D**Chief Strategic Growth & Communications Officer, [Concept Schools](#)

1336 Basswood Rd. Schaumburg, IL 60173



[Quoted text hidden]

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:** 1264-Part 5 HSADSM Budget Narrative FY23 CSP 84.282

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

BUDGET NARRATIVE

Personnel

- Instructional Coach: Instructional coaches will be hired starting from year 2 and it will continue in year 3, 4 and 5. One will be responsible for K-3 grade and the second coach will be responsible for 4-6th grades. [REDACTED]
[REDACTED]
- Instructional coaches are key staff members that work with teachers to improve the quality of their lessons and the quality of students' education. They serve as mentors and role models, helping teachers stay fresh and use the latest techniques and technologies in their classrooms to ensure students are engaged and learning at high levels.
- Instructional coaches are NOT administrators and do not evaluate teachers. This distinction is important when establishing the trust needed for these collaborative relationships to develop.
- Instructional coaches are pivotal in reaching one of the objectives of this CSP grant application: Implement Horizon's staff development and school culture model
- By the end of Year 2, 60% of teachers will have implemented at least one plan designed in collaboration with instructional coach.
- By the end of Year 3, 65% of teachers will have implemented at least one plan designed in collaboration with instructional coach.
- By the end of Year 4, 70% of teachers will have implemented at least one plan designed in collaboration with instructional coach.
- By the end of Year 5, 75% of teachers will have implemented at least one plan designed in collaboration with instructional coach.

Fringe Benefits

- Instructional Coach
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
- Competitive salaries and benefits are essential for Horizon to meet one of the objectives of this CSP grant application: Implement Horizon’s staff development and school culture model.

Supplies

- Furniture: Classroom furniture’s such as desks, chairs, bulletin boards, teachers’ desks, storages, and similar items will be purchased in Year 1 [REDACTED]. As enrollment increases, additional furniture will be purchased in Year 2 [REDACTED]. [REDACTED] Costs are calculated based on the quotes received.
- Electronics: 400 Chromebooks, 20 laptops, 12 smartboards, 2 copiers and similar electronic items will be purchased in Year 1 [REDACTED]. As enrollment increases, 100 Chromebooks, 5 laptops, 30 computers for computer lab will be purchased in year 2 [REDACTED]. 50 Chromebooks, and 5 laptops will be purchased in Year 3 [REDACTED]. 300 Chromebooks, and 10 laptops will be purchased in Year 4 [REDACTED]. 150 Chromebooks, and 10 laptops will be purchased in Year 4 [REDACTED]. Costs are calculated based on the quotes received.

- Science Lab Furniture: Science Lab furniture such as science tables with sink and faucets will be purchased in Year 2 [REDACTED]. Costs are calculated based on the quotes received.
- Textbook: Math, ELA, Social studies, Science, SEL textbooks will be purchased in Year 1 [REDACTED]. As enrollment increases, additional textbooks will be purchased in Year 2 [REDACTED]. Costs are calculated based on the quotes received.
- Music Supplies: Music instruments and supporting supplies will be purchased for music class starting from Year 2 [REDACTED]. As enrollment increases, additional supplies will be purchased in Year 3 [REDACTED].
- PE Equipment and Supplies: PE Equipment and Supplies will be purchased for PE class starting from Year 2 [REDACTED]. As enrollment increases, additional supplies will be purchased in Year 3 [REDACTED].
- Art Supplies: Art Supplies will be purchased for art class starting from Year 2 [REDACTED]. As enrollment increases, additional supplies will be purchased in Year 3 [REDACTED]. [REDACTED]
- Classroom Supplies: Classroom supplies such as copy paper, pens, pencils, board markers, etc. will be purchased for all classrooms starting from Year 2 [REDACTED]. As enrollment increases, additional supplies will be purchased in Year 3 [REDACTED]. [REDACTED]
- Robotic Supplies: Robotic supplies will be purchased for Robotics class starting from Year 2 [REDACTED]. As enrollment increases, additional supplies will be purchased in Year [REDACTED]. [REDACTED]

- PLTW Supplies: PLTW supplies will be purchased for PLTW class starting from year 2 [REDACTED] As enrollment increases, additional supplies will be purchased in year 3 [REDACTED]
- Instructional Software: Instructional software such as IXL [REDACTED] [REDACTED] [REDACTED] etc., will be purchased starting from Year 1 [REDACTED] As enrollment increases, software will be purchased in Year 2 [REDACTED] [REDACTED] Costs are calculated based on the quotes received.
- Professional Development: Staff members will receive PD services such as SEL, CPR, Crisis Prevention and similar services starting from Year 1 [REDACTED] Similar services will be received in Year 2 [REDACTED] [REDACTED]
- Tuition Reimbursement: Teachers are going to receive tuition reimbursement to improve their skills and qualifications starting from Year 2 [REDACTED]. Similar services will be received in Year 3 [REDACTED]
- High-quality and current supplies are essential for Horizon to meet two of the objectives of this CSP grant application: Implement Horizon’s STEM-focused educational model and implement Horizon’s diverse, equitable, and inclusive (DEI) model.

Contractual

- Horizon Science Academy is not seeking funding for contractual services currently. Per its management agreement with Concept Schools, it already receives comprehensive curriculum, financial, and operational services.

| Items | | Category | | | | | | | | |
|--|-------------|-------------------------|--|--|--|--|--|--|--|--|
| IXL | Contractual | Instructional Softwares | | | | | | | | |
| NWEA | Contractual | Instructional Softwares | | | | | | | | |
| GoGuardian | Contractual | Instructional Softwares | | | | | | | | |
| Renaissance Learning, Inc. | Contractual | Instructional Softwares | | | | | | | | |
| Flocabulary | Contractual | Instructional Softwares | | | | | | | | |
| Learning A-Z | Contractual | Instructional Softwares | | | | | | | | |
| Clever | Contractual | Instructional Softwares | | | | | | | | |
| Professional Services - Go Math! K-6 | Contractual | PD | | | | | | | | |
| PDF2F Face-to-Face Training Session (up to 6 hrs | Contractual | PD | | | | | | | | |
| Proven Practices Professional Development Onsite | Contractual | PD | | | | | | | | |
| Crisis Prevention Institute | Contractual | PD | | | | | | | | |
| CPR | Contractual | PD | | | | | | | | |
| SEL for staff - Professional Development and Mate | Contractual | PD | | | | | | | | |
| PLTW Trainings | Contractual | PD | | | | | | | | |
| Tuition Reimbursements | Contractual | PD | | | | | | | | |
| ChromeBooks(YEAR 1) | Supplies | Electronics | | | | | | | | |
| ChromeBooks(YEAR 2) | Supplies | Electronics | | | | | | | | |
| ChromeBooks(YEAR 3) | Supplies | Electronics | | | | | | | | |
| ChromeBooks(YEAR 4) | Supplies | Electronics | | | | | | | | |
| ChromeBooks(YEAR 5) | Supplies | Electronics | | | | | | | | |
| Staff Laptops(YEAR 1) | Supplies | Electronics | | | | | | | | |
| Staff Laptops(YEAR 2) | Supplies | Electronics | | | | | | | | |
| Staff Laptops(YEAR 3) | Supplies | Electronics | | | | | | | | |
| Staff Laptops(YEAR 4) | Supplies | Electronics | | | | | | | | |
| Staff Laptops(YEAR 5) | Supplies | Electronics | | | | | | | | |
| SMART Board MX086-V4 interactive display with i | Supplies | Electronics | | | | | | | | |
| iRover2 for Interactive Flat Panels Supports 55"-84" | Supplies | Electronics | | | | | | | | |
| SMART Wall Mount for MX-V2, 7000, 6000 and G | Supplies | Electronics | | | | | | | | |
| 13-inch MacBook Pro: Apple M2 chip with 8-core CPU and 10-core GPU, 256GB SSD - Space Gray | Supplies | Electronics | | | | | | | | |
| Lenovo 2022 Newest Ideapad 3 Laptop, 15.6" HD | Supplies | Electronics | | | | | | | | |
| FANGOR 1080P HD Projector, WiFi Bluetooth Pro | Supplies | Electronics | | | | | | | | |
| Black and white copier | Supplies | Electronics | | | | | | | | |
| Color copier | Supplies | Electronics | | | | | | | | |
| Epson - Pro EX9240 3LCD Full HD 1080p Projector | Supplies | Electronics | | | | | | | | |
| Computer Lab Computer | Supplies | Electronics | | | | | | | | |
| Music Equipment | Supplies | Equipment | | | | | | | | |
| Laminator(Halil) | Supplies | Equipment | | | | | | | | |
| 18"H Inspiration Poly Classroom Chair | Supplies | Furniture | | | | | | | | |
| 18"H Inspiration Poly Classroom Chair | Supplies | Furniture | | | | | | | | |
| 16"H Inspiration Poly Classroom Chair | Supplies | Furniture | | | | | | | | |
| 14"H Inspiration Poly Classroom Chair | Supplies | Furniture | | | | | | | | |
| Wooden Mail Organizer | Supplies | Furniture | | | | | | | | |
| 35in. Childrens Bean Bag | Supplies | Furniture | | | | | | | | |
| 5'4"x7'8" Lots of Dots Rectangle Carpet | Supplies | Furniture | | | | | | | | |
| Ergo Active Seating Stool | Supplies | Furniture | | | | | | | | |
| 43"x24" Single Pedestal Teachers Desk - Steel Le | Supplies | Furniture | | | | | | | | |

| Items | | Category | Vendor | Unit Price | Quantity | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|--|----------|-------------|--------|------------|----------|--------|--------|--------|--------|--------|-------|
| 43"x24" Single Pedestal Teachers Desk - Steel Le | Supplies | Furniture | | | | | | | | | |
| 43"x24" Single Pedestal Teachers Desk - Steel Le | Supplies | Furniture | | | | | | | | | |
| 43"x24" Single Pedestal Teachers Desk - Steel Le | Supplies | Furniture | | | | | | | | | |
| 43"x24" Single Pedestal Teachers Desk - Steel Le | Supplies | Furniture | | | | | | | | | |
| 66x60" Group Study Adjustable Horseshoe School | Supplies | Furniture | | | | | | | | | |
| 60" dia. Prima Adjustable Flower Activity Table | Supplies | Furniture | | | | | | | | | |
| 6'X4' Economy Whiteboard with Aluminum Frame | Supplies | Furniture | | | | | | | | | |
| Maze Office Chair w/ Loop Arms | Supplies | Furniture | | | | | | | | | |
| Junction Desk | Supplies | Furniture | | | | | | | | | |
| Junction Desk | Supplies | Furniture | | | | | | | | | |
| Junction Desk | Supplies | Furniture | | | | | | | | | |
| Junction Desk | Supplies | Furniture | | | | | | | | | |
| Junction Desk | Supplies | Furniture | | | | | | | | | |
| Wood Preschool Locker - 5-Section Offset Edge | Supplies | Furniture | | | | | | | | | |
| 72x30x30"H Science Lab Table with Chem-Res La | Supplies | Furniture | | | | | | | | | |
| 60"x42" Planning Art Table with Laminate Top | Supplies | Furniture | | | | | | | | | |
| 16.5-24" Grow With Me Adjustable Kids Wobble C | Supplies | Furniture | | | | | | | | | |
| 24x48 Melamine Flip Top Table | Supplies | Furniture | | | | | | | | | |
| Padded Poly Teacher Chair | Supplies | Furniture | | | | | | | | | |
| Managerial L-Desk 3/4 Pedesta | Supplies | Furniture | | | | | | | | | |
| H-Leg Racetrack Conference Table | Supplies | Furniture | | | | | | | | | |
| Classic Birch 20-Cubby Storage Unit | Supplies | Furniture | | | | | | | | | |
| Lunch Tables (Hall) | Supplies | Furniture | | | | | | | | | |
| Teacher Filing Cabinets(Hall) | Supplies | Furniture | | | | | | | | | |
| Bulletin Boards(Hall) | Supplies | Furniture | | | | | | | | | |
| 35"W 4 DRAWER/1 DOOR BASE UNIT | Supplies | Science Lab | | | | | | | | | |
| 24"W 1 DOOR SINK BASE UNIT | Supplies | Science Lab | | | | | | | | | |
| 24"W SINGLE KNEESPACE DRAWER W/(2) 5.5" | Supplies | Science Lab | | | | | | | | | |
| EPOXY RESIN DROP-IN SINK 16" x 12" x 8"D (C | Supplies | Science Lab | | | | | | | | | |
| DECK MOUNTED MIXING FAUCET WITH 6" RIG | Supplies | Science Lab | | | | | | | | | |
| REAR ENCLOSURE PANEL | Supplies | Science Lab | | | | | | | | | |
| 47"W 2 DRAWER/2 DOOR BASE UNIT | Supplies | Science Lab | | | | | | | | | |
| ADA 36"W 2 DOOR SINK BASE UNIT CABINET S | Supplies | Science Lab | | | | | | | | | |
| 47"W x 30"H HINGED FRAMED GLASS 2 DOOR | Supplies | Science Lab | | | | | | | | | |
| UNIT | | | | | | | | | | | |
| EPOXY RESIN ADA COMPLIANT DROP-IN SINK | Supplies | Science Lab | | | | | | | | | |
| 15" x 4.8"D | | | | | | | | | | | |
| FLOOR MT. SAFETY STATION with 10" ORANGE | Supplies | Science Lab | | | | | | | | | |
| PLASTIC SHOWER HEAD with STAY-OPEN BALL | | | | | | | | | | | |
| VALVE AND FULL DOOR FOR WALL MOUNTED CLEAN | | | | | | | | | | | |
| ACID/CORROSIVE CABINET MANUAL 2-DOOR | Supplies | Science Lab | | | | | | | | | |
| X 36"H X 22"D, WITH 3/4" LEAK-PROOF TRAY T | | | | | | | | | | | |
| 6' BYPASS HOOD PREWIRED/PREPLUMBED AT | Supplies | Science Lab | | | | | | | | | |
| INCLUDE A L TSW, BLSW, (2) DUPLEX, AND | | | | | | | | | | | |
| 6' FUME HOOD TOP W/CUPSINK | Supplies | Science Lab | | | | | | | | | |
| FLAMMABLE STORAGE CABINET, MANUAL 2-D | Supplies | Science Lab | | | | | | | | | |
| 35"W X 35-9/16"H X 22"D, FINISH: SAFETY YELI | | | | | | | | | | | |
| 48" WIDE BY 24" DEEP MOTORIZED ADJ HT BE | Supplies | Science Lab | | | | | | | | | |
| 48 X 24 DEEP FIXED HT BENCH | Supplies | Science Lab | | | | | | | | | |
| 47"W 2 DOOR SINK BASE UNIT | Supplies | Science Lab | | | | | | | | | |

| Items | | Category | Vendor | Unit Price | Quantity | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|--|----------|--------------|--------|------------|----------|--------|--------|--------|--------|--------|-------|
| EPOXY RESIN DROP-IN SINK 18" x 15" x 10.8"D | Supplies | Science Lab | | | | | | | | | |
| PE Equipments | Supplies | Supplies | | | | | | | | | |
| Art Supplies | Supplies | Supplies | | | | | | | | | |
| Classroom Supplies(Boardmarkers, Pencils, Pen, | Supplies | Supplies | | | | | | | | | |
| Robotics Supplies | Supplies | Supplies | | | | | | | | | |
| PLTW Supplies | Supplies | Supplies | | | | | | | | | |
| Grade K Go Math | Supplies | Textbook | | | | | | | | | |
| Grade 1 Go Math | Supplies | Textbook | | | | | | | | | |
| Grade 2 Go Math | Supplies | Textbook | | | | | | | | | |
| Grade 3 Go Math | Supplies | Textbook | | | | | | | | | |
| Grade 4 Go Math | Supplies | Textbook | | | | | | | | | |
| Grade 5 Go Math | Supplies | Textbook | | | | | | | | | |
| Grade 6 Go Math | Supplies | Textbook | | | | | | | | | |
| Grade 7 Go Math | Supplies | Textbook | | | | | | | | | |
| Collab Literacy 2e Gr. K Class Pkg | Supplies | Textbook | | | | | | | | | |
| Collab Literacy 2e Gr. 1 Class Pkg | Supplies | Textbook | | | | | | | | | |
| Collab Literacy 2e Gr. 2 Class Pkg | Supplies | Textbook | | | | | | | | | |
| Collab Literacy 2e Gr. 3 Class Pkg | Supplies | Textbook | | | | | | | | | |
| Collab Literacy 2e Gr. 4 Class Pkg | Supplies | Textbook | | | | | | | | | |
| Collab Literacy 2e Gr. 5 Class Pkg | Supplies | Textbook | | | | | | | | | |
| Collab Literacy 2e Gr. 6 Class Pkg | Supplies | Textbook | | | | | | | | | |
| Collab Literacy 2e Gr. 7 Class Pkg | Supplies | Textbook | | | | | | | | | |
| IDR Gr. K-3, Essential Collection: Fiction and Nonf | Supplies | Textbook | | | | | | | | | |
| IDR Gr. 4, Essential Collection: Fiction and Nonfict | Supplies | Textbook | | | | | | | | | |
| IDR Gr. 5, Essential Collection: Fiction and Nonfict | Supplies | Textbook | | | | | | | | | |
| IDR Gr. 6, Essential Collection: Fiction and Nonfict | Supplies | Textbook | | | | | | | | | |
| IDR Gr. 7, Essential Collection: Fiction and Nonfict | Supplies | Textbook | | | | | | | | | |
| SIPPS 4e Reading Specialist's Pkg | Supplies | Textbook | | | | | | | | | |
| Consult Being a Reader | Supplies | Textbook | | | | | | | | | |
| Kindergarten Packs STEM Scopes | Supplies | Textbook | | | | | | | | | |
| 1st Grade Packs STEM Scopes | Supplies | Textbook | | | | | | | | | |
| 2nd Grade Packs STEM Scopes | Supplies | Textbook | | | | | | | | | |
| 3rd Grade Packs STEM Scopes | Supplies | Textbook | | | | | | | | | |
| 4th Grade Packs STEM Scopes | Supplies | Textbook | | | | | | | | | |
| 5 Grade Packs STEM Scopes | Supplies | Textbook | | | | | | | | | |
| 6th Grade Packs STEM Scopes | Supplies | Textbook | | | | | | | | | |
| 7th Grade Packs STEM Scopes | Supplies | Textbook | | | | | | | | | |
| Social Studies K | Supplies | Textbook | | | | | | | | | |
| Social Studies 1 | Supplies | Textbook | | | | | | | | | |
| Social Studies 2 | Supplies | Textbook | | | | | | | | | |
| Social Studies 3 | Supplies | Textbook | | | | | | | | | |
| Social Studies 4 | Supplies | Textbook | | | | | | | | | |
| Social Studies 5 | Supplies | Textbook | | | | | | | | | |
| Social Studies 6 | Supplies | Textbook | | | | | | | | | |
| SEL Curriculum | Supplies | Textbook | | | | | | | | | |
| Instructional Coach K-3 Salary | Salary | Compensation | | | | | | | | | |
| Instructional Coach K-3 Benefit | Benefit | Compensation | | | | | | | | | |
| Instructional Coach 4-6 Salary | Salary | Compensation | | | | | | | | | |

| Items | | Category | Vendor | Unit Price | Quantity | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---------------------------------|---------|--------------|--------|------------|----------|--------|--------|--------|--------|--------|-------|
| Instructional Coach 4-6 Benefit | Benefit | Compensation | | | | | | | | | |
| | | | | | | | | | | | |



U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information
 See Instructions.

OMB Number: 1894-0017
 Expiration Date: 07/31/2023

Applicant Information

Legal Name:

Horizon Science Academy Des Moines

1. Project Objective:

Implement Horizon's STEM-focused (science, technology, engineering, and math) education school model.

| 1.a. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|---|--|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Each year: Number of Horizon Science Academy Des Moines charter schools in operation. | GPRA | 1 | / | | |

| 1.b. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 2: Percent of 4th grade students proficient or better in language arts on state assessments | GPRA | | 50 / | 100 | 50.00 |

| 1.c. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 3: Percent of 4th grade students proficient or better in language arts on state assessments | GPRA | | 55 / | 100 | 55.00 |

| 1.d. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 4: Percent of 4th grade students proficient or better in language arts on state assessments | GPRA | | 60 / | 100 | 60.00 |

| 1.e. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 5: Percent of 4th grade students proficient or better in language arts on state assessments | GPRA | | 65 / | 100 | 65.00 |

PR/Award # S282B230006

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

| 1.f. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 2: Percent of 4th grade students proficient or better in math on state assessments | GPRA | 50 | / | 100 | 50.00 |

| 1.g. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 3: Percent of 4th grade students proficient or better in math on state assessments | GPRA | 55 | / | 100 | 55.00 |

| 1.h. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 4: Percent of 4th grade students proficient or better in math on state assessments | GPRA | 60 | / | 100 | 60.00 |

| 1.i. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 5: Percent of 4th grade students proficient or better in math on state assessments | GPRA | 65 | / | 100 | 65.00 |

| 1.j. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Each year: percent of students enrolled for full year who read at or above grade level and/or make at least one year of growth by end of school year as measured by Fountas & Pinnell (or similar) benchmarks | PROGRAM | 75 | / | 100 | 75.00 |

2. Project Objective:

Implement Horizon's diverse, equitable, and inclusive (DEI) educational model.

| 2.a. Performance Measure | Measure Type | Quantitative Data | | | |
|---------------------------|--------------|-------------------|-------|---|--|
| | | Target | | | |
| | | Raw Number | Ratio | % | |
| Year 1: School enrollment | PROJECT | 190 | / | | |

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

| 2.b. Performance Measure | Measure Type | Quantitative Data | | | |
|---------------------------|--------------|-------------------|-------|--|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Year 2: School enrollment | PROJECT | 240 | / | | |

| 2.c. Performance Measure | Measure Type | Quantitative Data | | | |
|---------------------------|--------------|-------------------|-------|--|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Year 3: School enrollment | PROJECT | 290 | / | | |

| 2.d. Performance Measure | Measure Type | Quantitative Data | | | |
|---------------------------|--------------|-------------------|-------|--|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Year 4: School enrollment | PROJECT | 340 | / | | |

| 2.e. Performance Measure | Measure Type | Quantitative Data | | | |
|---------------------------|--------------|-------------------|-------|--|---|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Year 5: School enrollment | PROJECT | 390 | / | | |

| 2.f. Performance Measure | Measure Type | Quantitative Data | | | |
|--|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Each year: percent of students who qualify for free/reduced-price lunch (Target ratio is between 30-70%) | PROJECT | | 30 / | 100 | 30.00 |

| 2.g. Performance Measure | Measure Type | Quantitative Data | | | |
|---|--------------|-------------------|-------|-----|-------|
| | | Target | | | |
| | | Raw Number | Ratio | | % |
| Each year: percent of students in largest racial/ethnic group (Target ratio is less than 70%) | PROJECT | | 70 / | 100 | 70.00 |

3. Project Objective:

Implement Horizon's staff development and school culture model.

**U.S. Department of Education
Grant Application Form for Project Objectives and Performance Measures Information**

| 3.a. Performance Measure | Measure Type | Quantitative Data | | |
|-----------------------------------|--------------|-------------------|----------|-------|
| | | Target | | |
| | | Raw Number | Ratio | % |
| Each year: teacher retention rate | PROJECT | | 90 / 100 | 90.00 |

| 3.b. Performance Measure | Measure Type | Quantitative Data | | |
|---|--------------|-------------------|----------|-------|
| | | Target | | |
| | | Raw Number | Ratio | % |
| Year 2: percent of teachers that implement at least one plan designed in collaboration with instructional coach | PROJECT | | 60 / 100 | 60.00 |

| 3.c. Performance Measure | Measure Type | Quantitative Data | | |
|---|--------------|-------------------|----------|-------|
| | | Target | | |
| | | Raw Number | Ratio | % |
| Year 3: percent of teachers that implement at least one plan designed in collaboration with instructional coach | PROJECT | | 65 / 100 | 65.00 |

| 3.d. Performance Measure | Measure Type | Quantitative Data | | |
|---|--------------|-------------------|----------|-------|
| | | Target | | |
| | | Raw Number | Ratio | % |
| Year 4: percent of teachers that implement at least one plan designed in collaboration with instructional coach | PROJECT | | 70 / 100 | 70.00 |

| 3.e. Performance Measure | Measure Type | Quantitative Data | | |
|---|--------------|-------------------|----------|-------|
| | | Target | | |
| | | Raw Number | Ratio | % |
| Year 5: percent of teachers that implement at least one plan designed in collaboration with instructional coach | PROJECT | | 75 / 100 | 75.00 |

INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

GENERAL INSTRUCTIONS

Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting www.Grants.gov.

Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
 1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
 2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:
 1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
 2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Horizon Science Academy Des Moines

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-----------|
| 1. Personnel | | | | | | | | |
| 2. Fringe Benefits | | | | | | | | |
| 3. Travel | | | | | | | | |
| 4. Equipment | | | | | | | | |
| 5. Supplies | | | | | | | | |
| 6. Contractual | | | | | | | | |
| 7. Construction | | | | | | | | |
| 8. Other | | | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | | | |
| 10. Indirect Costs* | | | | | | | | |
| 11. Training Stipends | | | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | | | |

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S282B230006

Page 1 of 1

| | | |
|--|---|--|
| Name of Institution/Organization Horizon Science Academy Des Moines | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|--|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | | | | | | | | |
| 2. Fringe Benefits | | | | | | | | |
| 3. Travel | | | | | | | | |
| 4. Equipment | | | | | | | | |
| 5. Supplies | | | | | | | | |
| 6. Contractual | | | | | | | | |
| 7. Construction | | | | | | | | |
| 8. Other | | | | | | | | |
| 9. Total Direct Costs (lines 1-8) | | | | | | | | |
| 10. Indirect Costs | | | | | | | | |
| 11. Training Stipends | | | | | | | | |
| 12. Total Costs (lines 9-11) | | | | | | | | |

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

| | | |
|--|---|--|
| Name of Institution/Organization Horizon Science Academy Des Moines | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|--|---|--|

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel Administrative | | | | | | | | |
| 2. Fringe Benefits Administrative | | | | | | | | |
| 3. Travel Administrative | | | | | | | | |
| 4. Contractual Administrative | | | | | | | | |
| 5. Construction Administrative | | | | | | | | |
| 6. Other Administrative | | | | | | | | |
| 7. Total Direct Administrative Costs (lines 1-6) | | | | | | | | |
| 8. Indirect Costs | | | | | | | | |
| 9. Total Administrative Costs | | | | | | | | |
| 10. Total Percentage of Administrative Costs | | | | | | | | |

ED 524

NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Horizon Science Academy Des Moines (Horizon) is a charter public school located in the racially and socioeconomically diverse near northwest quadrant of Des Moines, Iowa, where several traditional public schools are identified by the State Department of Education as high-priority and needs-improvement. Horizon will open in August 2023 and serve 190 Kindergarten through third-grade students. Per its charter agreement with the Iowa Department of Education, Horizon will increase the opportunity of a high-quality education by adding one grade level per year, ultimately serving 640 K-12 students by Fall 2032.

The mission, vision, and intended qualities and values of Horizon are aligned directly with the three key objectives of this grant application.

Horizon's mission is: To foster an environment of inquiry and a love of learning so students are prepared to thrive in a STEM-focused college and world.

The vision of Horizon is: All students will enter college ready to excel in STEM subjects.

Horizon values include:

- College Preparatory Curriculum with STEM Focus
- Increased Student Engagement
- Community and Family Engagement
- Higher Standards and Expectations
- Data-driven Instruction Through Ongoing Assessment of Learning
- Knowledgeable and Skilled Staff

As a charter public school, Horizon is tuition-free and open to all students living within the Des Moines Public Schools attendance zone regardless of ability. Enrollment is based on a public and transparent lottery system, and only siblings are provided any enrollment preferential treatment. Additionally, Horizon complies with all applicable Federal civil rights laws and does not discriminate on the basis of race, color, national origin, age, disability, or sex.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Iowa Governor Kim Reynolds signed House Files 813 and 847 in 2021, which modified previous charter school law to establish a founding group-state

PR/Award # S282B230006

board model and to provide funding formula encouraging charter school growth. These acts allowed a founding group to apply to the State Board for approval to establish and operate a charter school within the boundaries of the state that operates as a new attendance center independently from a public school district.

The seeds for Horizon Science Academy Des Moines (Horizon) were sown on the beliefs that every child deserves the right to a high-quality free and public education and that charter schools play a significant role in the effort to improve educational outcomes for Iowa's public school students, especially among students of color and students from low-income families.

As its charter authorizer, the Iowa Department of Education unanimously approved Horizon in February 2023 to operate as a charter school for five years under Iowa Code § 256E. Horizon is historically the first charter school in Iowa to operate with an independent governing board overseeing its operations.

As the first charter school in Des Moines, the governing board recognizes its barriers as brand awareness, a lack of preschool programming, and no options for student transportation.

Families may simply be unaware that Horizon is a public school that is free and open to all Kindergarten through 3rd grade students. Several families that have already enrolled expressed a great deal of interest in pre-school programming for their other children, however current school code does not allow for charter public schools to access program funding from the State. Similarly, there is no state funding available for student transportation.

3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

As the first charter school in Des Moines, the governing board recognizes its barriers as brand awareness, a lack of preschool programming, and no options for student transportation.

Families may simply be unaware that Horizon is a public school that is free and open to all Kindergarten through 3rd grade students. To address the issue of awareness, Horizon began a strategic marketing campaign to announce its presence and encourage families to learn more about the school and enroll their students.

Horizon identified two federally recognized Qualified Opportunity Zones (QOZ) of Des Moines where traditional public schools have historically underperformed, per state standards. Beginning in January 2023, Horizon targeted its marketing campaigns in these QOZs to reach these families by installing large roadside billboards, placing advertisements inside public transportation (DART buses), running radio ads, mailing postcards, hosting open house events, and participating at community events like neighborhood association meetings, rotary club meetings, church functions and farmers' markets or other community festivals.

Horizon is part of a larger network of charter public schools that spans the Midwest, Concept Schools. Several network schools provide pre-school programming where the state provides funding.

In March 2023, Concept representatives contacted the state Department of Education and made a formal request to support Pre-K programming at the charter school. However current school code does not allow for charter public schools to access program funding from the State, but it does allow for funding of Pre-K in traditional public schools. Knowing this is an issue of equity, the Horizon governing board has made it one of its priorities to advocate with elected officials to make a change to the current school code.

Horizon representatives have already met with and received informal support from 3 of 5 Des Moines city council people, met with officials from the Governor's office, and the policy team from the Department of Education. Advocacy efforts will continue this coming Fall, and Horizon will strengthen its request with public surveys and additional meetings with parents and elected officials to correct this funding equity.

Similarly, there is no state funding available for student transportation. Unfortunately, unlike Pre-K funding, there is no benchmark statute to apply to charter schools. Transportation is not funded by the state for any schools in Iowa. Transportation funding comes from each district or school's general fund.

To address this issue, Horizon representatives have already secured an initial draft plan where Horizon may partner with a local large traditional public school district- they will provide the buses if Horizon supplies its own trained and certified drivers. This is an excellent opportunity to partner with our traditional public schools, however the funding for these additional staff members would not be available until the school's enrollment reaches a level where non-essential programs and activities may be considered by the governing board. The Horizon board chairperson met with the leaders of the Des Moines Area Regional Transit Authority (DART) to establish a relationship where our students and families may receive discounted bus fare. This plan will be further investigated during the 2023-24 school year.

Above all, general per-pupil funding from the state will continue to be an area of need for advocacy. Charter public school students currently receive about [REDACTED] of what traditional public school students receive. Horizon will organize parent advocacy groups to partner with school officials to continue to advocate on behalf of our students and encourage the state to increase funding. Parent groups will begin to be organized Fall 2023.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

Milestone 1: Raise brand awareness of Horizon Science Academy Des Moines throughout 2023-24 school year

- August 2023 - Implement strategic marketing and communications plan (leverage Facebook page and electronic newsletters)
- November 2023 - Mail informational flyers across Des Moines
- January 2024 - Install billboard and public transportation advertisements in targeted neighborhoods to encourage enrollment

- February 2024 - Mail enrollment flyers to targeted neighborhoods
- August 2023 - May 2024 - Attend neighborhood association meetings of targeted neighborhoods 1x/semester
- Periodically - Attend community and local non-profit events

Person(s) Responsible:

Dr. Christopher Murphy, Chief Strategic Growth Officer, Concept Schools
 Mrs. Christine Hensley, Board Chairperson, Horizon Science Academy Des Moines
 Mrs. Laura Cannon, Principal, Horizon Science Academy Des Moines

Milestone 2: Implement Pre-Kindergarten programming by Fall 2024

- October 2023 - May 2024 - Meet with elected officials to advocate for charter schools to access PreK programming funding
- November 2023 - Submit required application and documentation to State Department of Education for PreK programming
- February 2024 - Pending PreK approval, review and adjust lease agreement with property owner to expand our facilities use
- March 2024 - Order necessary classroom materials to support PreK Programming
- May 2024 - Hire requisite PreK staff

Person(s) Responsible:

Dr. Christopher Murphy, Chief Strategic Growth Officer, Concept Schools
 Mrs. Christine Hensley, Board Chairperson, Horizon Science Academy Des Moines
 Mrs. Laura Cannon, Principal, Horizon Science Academy Des Moines

Milestone 3: Secure student transportation

- October 2023 - Survey parents to determine transportation need
- December 2023 - Complete market analysis, secure at least 3 transportation bids
- October 2023 - May 2024 - Meet with elected officials to advocate for charter schools to increase per-pupil funding
- If funding is insecure prior to Fall 2024, repeat the process with the intention of securing transportation for Fall 2025

Person(s) Responsible:

Dr. Christopher Murphy, Chief Strategic Growth Officer, Concept Schools
 Mrs. Christine Hensley, Board Chairperson, Horizon Science Academy Des Moines
 Mrs. Laura Cannon, Principal, Horizon Science Academy Des Moines

Notes:

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to ICDocketMgr@ed.gov and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.