

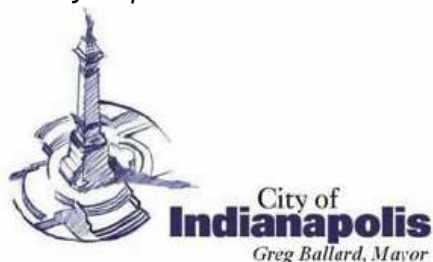


Christel House®
Academy

2717 S East Street
Indianapolis, IN 46225

www.cha.christelhouse.org

A Mayor Sponsored Charter School



The Academy will be recognized as a provider of outstanding education to an underserved population and will maintain high standards of academic rigor, efficiency and accountability. It will provide all students with the academic proficiency necessary for higher education, equip them with the desire for lifelong learning, strengthen their civic, ethical and moral values, and prepare them to be self-sufficient, contributing members of society.

Mr. Carey J. Dahncke, *Principal*
Mr. Murvin Enders, *Board Chairman*

Grades served: K-8, 419 students

Maximum Enrollment: 450 students in grades K-8

Christel House Academy Charter Renewal Executive Overview

Christel House Academy is a K-8 public charter school with over 400 diverse students who come from all areas of the Indianapolis metropolitan community. Predominately our students come from low income families that live within a 5 mile radius of the school.

Located on the near Southside of Indianapolis, the Academy offers a longer school year and longer school day. Open from 7 a.m. to 6 p.m., with the instructional day lasting from 8 a.m. to 4 p.m., we offer a safe and enriching place for children to spend the school day.

Christel House Academy's staff believes that every child can excel, given the right opportunity, and we focus on this belief every day. Our curriculum develops the foundation of reading and math as the core to successful student learning through hands-on and experiential based learning. Additionally, the Academy offers our students a holistically enriching environment that is seeped in internationalism and the cultural arts. Partnerships with local organizations like Young Audiences, the Indianapolis Symphony Orchestra and the Butler Community Arts School set the Academy apart from other organizations. Connections to international sister schools in Mexico, Venezuela, India and South Africa offer the children a global perspective on the world and its people.

Situated in an economically depressed area of the city, the Academy offers students a vibrant choice in public education. The two nearest local elementary schools are only provisionally accredited, as is the local high school. The neighboring local middle school is under restructuring requirements imposed by NCLB. The local school district has failed to make AYP for the last two years and the neighboring district to the south has never attained AYP. In stark contrast, the Academy has attained AYP every year and is classified as attaining Exemplary Progress under the Indiana Department of Education.

The Academy has been awarded an Honorable Mention in the National School Change award, it has been designated a High Performing Title I school by the Indiana Department of Education and been recognized as a Healthy Hoosier School.

Christel House Academy's commitment to excellence in education and local, state and national recognition of our accomplishments in educating an underserved population demonstrate a clear need for reauthorization of the charter by the City of Indianapolis.

Section B

Demonstration of Sustainability

How will Christel House Academy sustain success?

Governing Board

Christel House Academy's Board of Directors is committed to ensuring representation from a diverse group of individuals who bring unique and valuable perspectives to the governance of the school.

Christel House Academy has a unique relationship with Christel House International, an international charity that supports learning centers in Mexico, Venezuela, India and South Africa. Because of this relationship, the Board is given additional oversight and support for the Academy's operations. This relationship greatly assists the Board in maintaining a high degree of effectiveness and efficiency, without overburdening its members.

With the support of Christel House International, significant effort and energy goes into the recruitment and selection of Board members. Board members are appointed based on the value their experience can bring to the Academy. Board members are elected to three-year terms, and attention is given to regularly recruiting new talent to the Board. Presently, the Board consists of 11 members:

Christel DeHaan, *International Philanthropist*

Anne Ryder Okeefe, *Journalist*

Cheryl Wendling, *VP Christel House International*

Robert Hasty, *Public High School Teacher*

Sandi Bittner, *Senior Manager at Clifton Gunderson*

Alan Levin, *Managing Attorney at Barnes & Thornburg*

Dr. Lorraine Blackman, *Professor of Social Work at IUPUI*

Dr. Alfonso Alanis, *CEO of Anaclim*

Thomas Kegley, *President of Kegley and Associates*

Murvin Enders, *Executive Director , 100 Black Men of Indianapolis*

April Jones, *Parent*

The Academy's Principal, Carey Dahncke, serves as a nonvoting, ex-officio member on the Board of Directors.

Board meetings are set a year in advance and occur quarterly. Between sessions, the Academy's administration and Board utilize electronic forms of communication to stay abreast on issues of governance.

Meetings occur at the Academy and are open to the public, with community input and comments encouraged.

Leadership Team

The Academy utilizes a tiered leadership approach.

- The Academy's Principal, Carey Dahncke, acts as the organization's Executive Director and is responsible for all aspects of the organization.
- The Principal is supported by an Assistant School Leader, Carlos Sanchez, who assumes shared responsibility for instructional and curricular oversight, student discipline and minority outreach.
- The Principal receives administrative support from an Administrative Assistant.
- The Academy's fiscal affairs and facility matters are managed by the Business Manager, Carlos Alexander. The Business Manager receives support for fiscal management through BookKeeping+, a contracted service provider, and Christel House International.
- The Information Technology Manager, John Riner, is responsible for all computer, data and communication systems in the school.
- The School Secretary, Monica Lewis, supports the administrative staff and acts as a primary liaison with parents and the community.

- At key developmental stages throughout the school, teachers are grouped into teams called Houses. Each House is led by a Lead Teacher who coordinates activities and provides guidance to the instructional staff.

The school's lead teachers are-

Libby Duggan, House 1
Debby Nauta, House 2
Michelle Trout, House 3
Rachel Kovacs, JA
Diana Szelei, Special House

- A Reading Coach, Deb Strate, leads the Academy's Reading First Program and acts as a champion for all reading activities in the school.
- The School Social Worker, Jen Brown, acts as the primary contact for the school's wellness team. The team consists of a Student Advisor, a School Nurse and Cummins Mental Health provider. The Social Worker also acts as the Academy's Attendance Officer.
- A Special Education Coordinator, Susan Oaks, acts as the lead special education teacher and primary liaison with the Ball State Virtual Special Education Cooperative.

- In math, science, and social studies, a teacher is designated to be the subject coordinator and facilitates the school-wide activities pertaining to these subjects.

Teaching Staff

Over time, the teaching staff has stabilized and has developed considerable capacity and institutional knowledge.

Strategic partnerships and relationships with Indiana Wesleyan's Transition To Teaching Program and the Indianapolis New Teacher Project, have helped to ensure properly licensed teachers are available, even in areas of shortage.

To develop further capacity with the instructional staff, the Dyslexia Institute of Indiana conducts specialized trainings with key staff members.

In addition to these established partners, the school is working to solidify relationships with Marian College and Teach for America. A key strategy the Academy employs is to develop strategic partnerships of mutual benefit with local organizations. This strategy assists the school in developing increased capacity at all levels.

Presently, of the 27 licensed instructional teachers, 11 hold advanced graduate degrees. Staff regularly take part in trainings offered by the Department of Education and other education based agencies. A number of staff members are currently enrolled in graduate level work at various local universities.

Workshop, coursework and conference opportunities are provided to teachers through the following organizations: Charter School Service Center, 21st Century Learning Centers, National Reading First, Marian College, Indiana Wesleyan University, IUPUI, University of Indianapolis, IASP, CIESC and IHEC.

Others

Christel House Academy's relationship with Christel House International, Christel House Mexico, Christel House India, Christel House South Africa and Christel House Venezuela offers:

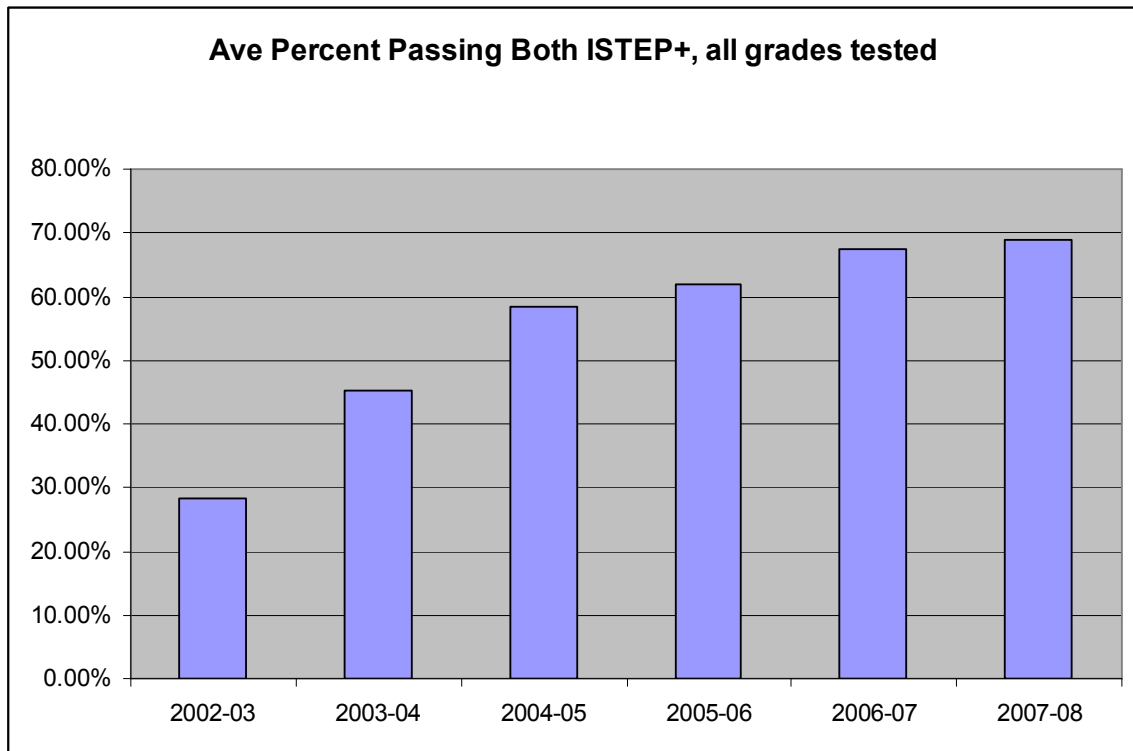
- opportunity for a career-enhancing experiences which allows teachers to gain new perspectives and be exposed to new teaching methods from around the world
- opportunity to develop lifelong friendships, professional relationships and to become a member of an "international community of teachers"
- increased global awareness

- increased knowledge and international awareness on the part of professional colleagues through interactions with international teachers and students
- opportunity for increased awareness of diversity of ideas, values, world views, and ways of life.

How will Christel House Academy ensure ongoing improvement?

Christel House Academy has demonstrated significant academic success and improvement over the first chartering period.

The chart below depicts the growth in ISTEP+ scores over the school's first 6 years of operation.



The school has received an Honorable Mention two years in a row through the Panasonic National Change Award. In 2008, the school was designated as a High Achieving Title I school in the State of Indiana and a Healthy Hoosier School, sponsored by the Indiana Department of Education, the Indiana Dairy & Nutrition Council and Clarian Health Partners.

Moving forward, the school is working on several key areas to ensure continued success:

1) Increasing Student Engagement

Students who are engaged and motivated, do better in school. Making learning relevant to students and to future expectations in the workplace is important to ensuring the success of our students.

Through the use of technology and developmentally appropriate project and problem based learning, students will become more engaged and responsible learners.

- a) Through staff development opportunities, programs such as AIMS (Activities that Integrate Math and Science) will be more tightly integrated into the school day.
 - a. The Principal is responsible for coordination of these activities. The AIMS Foundation will work to implement staff development with teachers of mathematics.
 - b. The Media Specialist and IT Manager, coordinate technology based resources to assist teachers in developing highly engaging lessons using computers and information technology resources.
 - c. Funding support comes from formulary grants and competitive grants. The Development team at CHI provides grant writing support to the Academy to assist in acquisition of additional materials, equipment, training and programming.
- b) Development of innovative teaching practices will assist in the development of authentic student engagement.
 - a. The Principal organizes yearly whole school book study. Book studies will clearly target issues of student engagement and authentic student work.
 - b. The Reading Coach will assist in acquiring literature and intervention materials that facilitate a high level of engagement.
 - c. The Math, Science, Social Studies Coordinators will target staff development materials that promote problem based learning.

2) Increasing Student Attainment in Math

Responding to findings identified by the National Mathematics Advisory Panel, formed by the President of the United States and the Secretary of Education, the school will organize curricular and instructional reform in the area of mathematics education.

Using resources and strategies identified by the National Council of Teachers of Mathematics (NCTM), enhanced curricular and instructional programs will be used to increase the number of students attaining a Pass+ in Math on ISTEP+ and the number of students attaining a passing score on

the Algebra I ECA in 8th grade. The following strategies are being undertaken:

- a) Implement Every Day Counts program in each elementary grade level to provide daily exposure to critical math concepts such as place value, mental math, measurement, time, money, geometry, estimation, patterns and algebraic thinking, graphing, and statistics.
 - a. The Principal is responsible for ensuring all staff is trained and has the proper materials to implement this program.
 - b. The Assistant School Leader is responsible for follow-up and compliance issues surrounding this program.
- b) Develop a Professional Learning Community relationship with a university to offer opportunities of professional exchange and dialogue around mathematics reform and current schools of thought regarding mathematic instruction.
 - a. The Principal and Assistant School Leader are responsible for the cultivation and implementation of this program.
 - b. The Math Coordinator is responsible for the follow up and material distribution.
- c) Develop early benchmarks for beginning numeracy skills in the primary grades and offer systematic interventions for struggling students before significant learning gaps develop.
 - a. Primary Teachers are responsible for utilization of the Wireless Generation Math tool.
 - b. The House 1 and House 2 Lead Teachers are responsible for data collection and internal PD surrounding this project.

3) Further Promote Artistic Appreciation and Development

The arts promote the development of cognitive and creative abilities that are essential for improving academic achievement, motivating students to learn, promoting positive social development, and promoting civic involvement and participation in the community. With this in mind, strategic partnerships with community based artistic organizations continue to be a key area of further development.

- a) Using organizations such as Art with a Heart and the Indianapolis Symphony Orchestra, the school's artistic capacity can be substantially expanded in ways that the staff alone cannot achieve. These strategic partnerships allow for programming options like the development of a Chamber Orchestra for Junior Academy students and an after-school Honors Art program.
 - a. The CHI Development team and CDFD Director assist the Principal in cultivation of these relationships.
 - b. The Special House Lead Teacher is responsible for implementation of these programs.

- b) Using resources through Christel House International, additional funding and partnership will be established to allow for further artistic endeavors.
 - a. The Principal is responsible for the coordination and follow up of these partnerships.
- c) Through the continued partnership with Young Audiences, artist-in-residence programs and visiting artists will further enhance student access to the arts and allow for academic connections with the fine arts in meaningful ways.
 - a. The Principal is responsible for the scheduling and organization of this program.
- d) Development of new partnerships with local museums and art organizations will allow students to access community-based art resources.
 - a. The Principal and selected teachers will spearhead these programs.

Assurances Statement

This form must be signed by a duly authorized representative of the applicant for renewal and submitted with the Renewal Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for charter renewal for Christel House Academy to be located at 2717 S East St, Indianapolis IN 46225 is true to the best of my knowledge and belief; and further I understand that, if awarded a renewal, the school:

1. will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3
4. will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.5-9-1
5. will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. will employ individuals who teach that hold a license to teach in a public school in Indiana under I.C. 20-6.1-3 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-5.5-6-5
9. will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. will at all times maintain all necessary and appropriate insurance coverage.
12. will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations

providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

13. will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion and ancestry. IC 20-5.5-2-2

14. will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

15. will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.

16. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.

17. will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Carey J Dahncke
Authorized Representative's

November 14, 2008
Signature Date

Christel House Academy - Five Year Budget for Charter Renewal

	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	2008	2009	2010	2011	2012
	2009	2010	2011	2012	2013
I. Revenues					
Carry-Over from previous period	0	0	0	0	0
Per Pupil Payments	87,000	90,089	93,316	96,657	100,078
State Grants	3,120,000	3,230,764	3,346,501	3,466,321	3,589,006
Federal Grants	959,000	993,046	1,028,620	1,065,449	1,103,159
Private Funds (CHI & Others)	813,000	964,624	960,833	947,041	939,655
Contributions In Kind Services	200,000	207,100	214,519	222,200	230,064
Total Revenue	5,179,000	5,485,623	5,643,789	5,797,669	5,961,963
II. Expenditures					
Human Resources					
Director/Principal Salary	95,000	98,325	101,766	105,328	109,015
Supervisors/ Lead Teacher Salaries	375,208	393,969	413,667	434,351	456,068
Teacher (FT) Salaries	1,375,500	1,423,642	1,473,470	1,525,041	1,578,418
Clerical Salaries	62,108	64,282	66,532	68,861	71,271
Custodial Salaries	0	0	0	0	0
Consultants Salaries/Contracts (In Kind Contributions)	200,000	207,100	214,519	222,200	230,064
Other (Admin. Staff) Salaries	113,436	117,406	121,515	125,769	130,170
Payroll Taxes	161,678	167,337	173,194	179,255	185,529
Benefits	470,322	493,862	518,579	544,534	571,788
Professional Development	40,000	41,400	42,849	44,349	45,901
Substitute Teachers	45,000	46,575	48,205	49,892	51,639
Board Recruitment	0	0	0	0	0
Board Development	0	0	0	0	0
Other Human Resources Expense	0	0	0	0	0
Total Human Resources	2,938,253	3,053,898	3,174,297	3,299,580	3,429,863
Facility					
Rent	1,000,000	1120500	1113250	1095250	1081250
Mortgage	0	0	0	0	0
Renovation/Construction	0	0	0	0	0
Debt Service	0	0	0	0	0
Utilities	144,000	149,040	154,256	159,655	165,243
Maintenance	116,000	120,060	124,262	128,611	133,113
Other Facility Expenses (Custodial)	125,000	129,375	133,903	138,590	143,440
Total Facility	1,385,000	1,518,975	1,525,672	1,522,106	1,523,046

	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year	Fiscal Year
	2008	2009	2010	2011	2012
	2009	2010	2011	2012	2013
Materials/Supplies/Equipment					
Textbooks and Other Instructional Supplies	100,000	103,550	107,260	111,100	115,032
Assessments	15,000	10,000	10,358	10,729	11,109
Instructional Equipment	5,000	37,500	37,500	37,500	37,500
Classroom Technology	27,500	28,463	29,459	30,490	31,557
Office Technology	2,500	2,588	2,678	2,772	2,869
Instructional Software	5,000	5,175	5,356	5,544	5,738
Office Software	6,000	6,210	6,427	6,652	6,885
Library	10,000	10,350	10,712	11,087	11,475
Office Furniture	2,500	2,588	2,678	2,772	2,869
Classroom Furniture	17,500	18,113	18,746	19,403	20,082
Other Equipment	0	0	0	0	0
Copying and Reproduction	18,000	18,630	19,282	19,957	20,655
Postage and Shipping	4,000	4,140	4,285	4,435	4,590
Telephone/Fax Lines	4,200	4,347	4,499	4,657	4,820
Long Distance Telephone Expenses	300	311	321	333	344
Internet Access	0	0	0	0	0
Other Materials/Supplies/Equipment	34,747	35,963	37,222	38,525	39,873
Total Materials/Supplies/Equipment	252,247	287,926	296,784	305,954	315,398
Additional Costs					
Contracted Services	0	0	0	0	0
Business Services	40,000	41,400	42,849	44,349	45,901
Insurance	38,000	39,330	40,707	42,131	43,606
Marketing/Development	1,500	1,553	1,607	1,663	1,721
Legal Expense	5,000	5,178	5,363	5,555	5,752
Accounting/Audit	72,000	74,520	77,128	79,828	82,622
Transportation	141,000	146,006	151,236	156,651	162,195
Field Trips (Includes After School Bus)	30,000	31,065	32,178	33,330	34,510
Food Service	226,000	234,023	242,407	251,086	259,973
Other	50,000	51,750	53,561	55,436	57,376
Total Additional Costs	603,500	624,824	647,036	670,029	693,655
Total Revenues	5,179,000	5,485,623	5,643,789	5,797,669	5,961,963
Total Expenditures	5,179,000	5,485,623	5,643,789	5,797,669	5,961,962
Balance	0	0	0	0	0