

Cypress International Academy
(location of school to be determined)

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Who we are

a. Description of Founding Group*

Cypress International Academy was founded by licensed elementary teachers, language instruction/acquisition specialists, and business professionals capable of handling management, financial and legal issues. The teachers and specialists are fully capable of designing a high quality curriculum just as the business leaders are capable of creating and maintaining a budget that suits the chosen curriculum.

The Academy Director, Martin George, has started and run a government sponsored school in Guangzhou, China, and has overseen the day-to-day operations of the Language Training Center. His expertise in managing a business, along with being a dedicated Doctor of Education, will aid in Cypress International Academy meeting both financial and educational goals.

The Academy Business Manager, Greg Smith, has years of experience managing, consulting, and maintaining positive business structures. His experience as a business professional will ensure that Cypress International Academy is successful in acquiring and preserving a sound path to good business practices.

The Educational Director, Jessica Langemeier, has taught in Iowa, Wisconsin, and Indianapolis, and has also coordinated programs for non-profit organizations. Her experience as a licensed teacher and center coordinator for the Language Training Center gives her the ability to objectively judge the efficacy of the school's curriculum, characteristics, standards, and material.

The Program Director, Derek Powell, has a degree in education and expertise in designing and coordinating large-scale educational and social programs. His experience with non-profit, international organizations and the Language Training Center gives him the necessary qualifications to fulfill the role of coordinating school-wide events for the benefit of the students and faculty.

The Accountants, McRee and Associates, are familiar with managing the financial aspects of education. Their experience in analyzing budget expenses, payroll, tax laws, and government and public funding will allow Cypress International Academy to responsibly and effectively sustain a positive financial picture.

The Representatives, McHale, Cook and Welch, have experience with matters that arise in educational settings. Their skills will aid Cypress International Academy in operating according to Indiana and Federal law.

**Attachment Ia contains resumes and waivers not included in the original Leadership Information submission.*

b. Community Partnerships

The Cypress International Academy recognizes that any educational effort must be a partnership between children, parents and care-givers, as well as the community. With this philosophy, Cypress will work closely with the parent's organization in the school to provide leadership and development in academic, social and other fundamental areas of a child's education. Moreover, Cypress will continue to link itself to organizations and groups that foster care and concern for children. These groups will enhance the internationally diverse educational focus of Cypress and will be organizations such as: Brightpoint International – a community minded company focused on building better educated adults; IUPUI- an institute of higher learning that contributes to the fostering of diversity and international education; and, Goodwill Industries of Central Indiana- a leader in preparing individuals for the workforce, as well as many local cultural and civic organizations.

Our vision

a. Mission

It is the mission of Cypress International Academy to provide an enhanced elementary school curriculum by offering instruction in Spanish, Chinese and German for native English speakers and Foreign Language and English as a Second Language (ESL) for limited English speakers. As a multi-lingual school, Cypress Academy will also provide instruction of core academic material (Math, Science, Social Studies, Language Arts, Physical Education, and Fine Arts) in both the target and native languages. This mission in the Indianapolis area hopes to continue to foster and develop the youth of today to be ready for the burgeoning internationalization that is happening around us. Through language and cultural preparedness, children will have a better understanding of people near and far. This will encourage cooperation, tolerance and trade.

b. Need

Cypress will meet the needs of the community by offering a second language-based curriculum in Chinese and German that is currently unavailable in the community (Spanish and English are available). With the growing internationalization of Indianapolis and globalization of communication, Indianapolis needs to provide diverse options for individuals to assimilate into the global community. A second language-based curriculum offers students an opportunity to see the value in understanding and living with people of different nationalities; it gives them a conduit to experience life “in someone else's shoes.” Offering this approach meets the needs of a diverse community wanting to bring together its members, and most importantly, its children, with a common interest: the acceptance and understanding of each other as people.

Cypress International Academy does not target a specific student population; rather, it intends to serve any student who wishes to: have a deeper understanding of people/culture in Indianapolis and around the world, interact and exchange with a variety people, or have an advantage in high school and college. Students who have these wishes

must have an active, positive voice in their education. They need to know that their needs will be met and that their education will have a direct effect on their lives beyond academia. This education will give the students the necessary tools to finish high school or become a CEO of a Fortune 500 company.

c. School Characteristics

Built on the philosophy that children bring much to the “table” when it comes to learning, children will be active contributors to the educational process. Starting from the first bell in the morning that will remind children to meet in the “gathering place” to the last bell of the day that sends them out to be ambassadors of hope and tolerance, Cypress will foster an atmosphere of cooperation, mutual respect and support. Children will meet together as a community of learners each morning to share their hopes for the day and challenges that must be faced together as a community of learners. This philosophy is adapted from the philosophy that was utilized in the American School of Guangzhou. Kindergarten children through fifth graders worked as partners in learning to make the school and learning environment as positive as possible. Children must be granted the opportunity to explore and a place to voice their ideas and concerns. Students will be able to share the need for more books on a certain subject in the Library and then given the challenge of thinking of ways to meet that need. For example, children may say, my family has books on that subject that could be loaned to the school or we could ask the local library to loan us books during a certain period of time or we could ask individuals and companies for resources to purchase material that may be needed over and over in the school. This process works. Students have ideas for what they need, they have ideas of how to find resources and they have the energy to go and ask. Schools often decide for children what they need. Then school administrators find the resources to solve the problem. In developing a community of learners, students should understand that they are the ones that make the school what it needs to be. Some may wonder if a kindergartner has the capability of focusing on what they want and then finding the resources to secure that thing. Ask parents of kindergarteners what they can do when they have decided on something they want- they find a way to pursue the goal and reach the target. Teachers should be alongside the children asking them to think about the choices and the ramifications of choices they are making. Moreover, educators will always be responsible for stopping children from making choices that would be hurtful to themselves or others. However, as groups of children work on projects together, reason almost always wins out. Understanding that we are a community with diverse beliefs, religions, families and communities, children at the Cypress International Academy will be prepared to deal with an navigate successfully the challenges life will present. They will have had the opportunity to work through decisions and challenge their own beliefs on many fronts. At the end of the day, children will become firm believers in the democratic beliefs of allowing the people to decide the course through elected and appointed leaders.

School Calendar: 184 total school days

Hours of Operation: 7am-7pm

Instruction Hours: 7:30am-2:45pm

1 st day of school	Sept. 3, 2002
Fall Break	Oct. 24 & 25, 2002
Thanksgiving Break	Nov. 28-Dec. 1, 2002
Winter Break	Dec. 20-Jan. 5, 2003
Spring Break	Mar. 31-Apr. 4, 2003
Last Day of School	June 13, 2003

Educational Services Provided

a. Educational philosophy

The educational foundation of Cypress is based on: research on the importance of learning a second language*, research that dual-language exposure (at an early age) can raise children’s IQ*, and the collaborative inquiry model of education. In this approach, students are encouraged to have a positive and active voice in how actual instructional topics are chosen. Teachers act as facilitators rather than leaders in order to promote independent thinking and self-realization. The collaborative inquiry method also includes collaboration among students themselves; working together in the classroom reflects the fundamental requirements of working together in real life. The successful integration of independent thought and self-realization within a group is necessary in today’s connected world. With the growing number of international opportunities available in Indianapolis businesses, children need to have a solid grasp on group mechanics and cross-cultural relations. In addition, Cypress will base “best classroom practices” on approaches such as: activities relevant to Multiple Intelligences, discovery and experiential learning, role-play, classroom interaction, independent projects, Total Physical Response (TPR) and cross-curricular thematic development.

Research and principles propagated by Jerome Harste and Caroline Burke demonstrate that students who are allowed to investigate areas of interest through this learning modality are better able to negotiate meaning and form personal conclusions. It breaks the traditional transmission model because no longer should students view themselves as passive recipients of information but active participants in the learning process.

Howard Gardner’s theory of Multiple Intelligences (MI) demonstrates that instruction and activities which include Musical, Logical/Mathematical, Interpersonal, Intrapersonal, Bodily/Kinesthetic, Linguistic and Spatial activities greatly increase the chances that the student will not only comprehend, but be able to apply, evaluate and analyze new concepts.

TPR and cross-curricular thematic development allow students to activate knowledge and create meaning while interacting with the learning module. Hillary Clinton’s book “It Takes a Village” encourages divergent thinkers in communities of learning across cultures. This paradigm will serve as the focus of much planning in thematic unit development.

**Attachment IIIa contains articles regarding the significance of second language, importance of second language exposure and the relationship between language and IQ.*

b. Academic Standards

Cypress Academy will operate in accordance with and above IDOE Academic Standards for grades K-5. The Academic Standards follow Bloom’s Taxonomy of Educational Objectives, where students learn in steps: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The lowest level, knowledge, is simply the definition or identification of concepts, whereas the highest level, evaluation, includes the judgment or comparison of relationships within a concept. Students must master every level for each new concept in order to effectively learn the concept. Cypress Academy will not simply relay information necessary to pass on to the next grade, but give the students the skills to appropriately evaluate information, their learning and their surroundings.

Policies and Standards for promoting students to the next level include:

Exceeding standards include: Actively participating in the learning process with an understanding of learning “gaps” and they way the were overcome.

Meeting Standards include: Participating in the learning process as a means to be an active student in Cypress. Knowledge is obtained but not developed as significantly as the first group.

Not Meeting Standards include: An unwillingness to participate in the learning process. Little or no reflection on information being presented.

c. Curriculum*

Subject: Mathematics

Grades	General Objectives/Content/Skills
K-5	Use technology to promote mathematical understanding. Communicate understanding of mathematics. Develop reasoning skills. Recognize and develop mathematical connections. Develop problem-solving abilities. Develop an understanding of whole numbers and their relationships. Develop place value concepts for whole numbers. Develop an understanding of fractions and decimals. Whole number computation and estimation Recognize, describe, draw, classify, and compare geometric objects. Develop spatial sense. Estimate and measure using customary and nonstandard units of measurement. Use data analysis to analyze given situations and outcomes. Each of these objectives will be met within the contexts of: Number Sense, Computation, Algebra and Functions, Geometry, Measurement, Problem Solving, Communication, Reasoning and Proof, Representation, and Connections

Subject: Social Studies

Grades	General Objectives/Content/Skills
K	Develop abilities in Living and Learning Together in immediate environment
1	Analyze interactions at Home, School, and Nearby Environments
2	Examine and develop roles as members in The Local and Regional Community
3	Develop an understanding of The Local Community and Communities Around the World
4	Recognize the role Indiana in the Nation and the World
5	Examine The United States – The Founding of the Republic up to 1800
	Each of these objectives will be met within the contexts of: History, Civics and Government, Geography, Economics, and Individuals, Society, and Culture (psychology, sociology, and anthropology).

Subject: Science

Grades	General Objectives/Content/Skills
K-5	Model and design processes of scientific investigation Apply mathematical and logical skills as tools to receive and disseminate information Develop basic knowledge of the principles of Earth, solar system, and universe Apply abstract, logically connected networks of ideas Identify and analyze important themes that pervade science, mathematics, and technology
	These objectives will be met within the contexts of: The Nature of Science and Technology, Scientific Thinking, The Physical Setting, The Living Environment, The Mathematical World, and Common Themes.

Subject: Language Arts and Acquisition

(Because students will be learning in target languages, the language objectives are a combination of language arts and second language acquisition and do not change according to language)

Grades General Objectives/Content/Skills

K-5	<p>Communicate in languages other than Native language Gain knowledge and understanding of other cultures Connect with other disciplines and acquire information Develop insight into the nature of language and culture Be involved in multilingual communities at home and around the world</p> <p>Level I Beginning stage: students can communicate, in English and the second language, with memorized phrases and words. READING: Word Recognition, Fluency, and Vocabulary Development WRITING: Writing Process LISTENING AND SPEAKING: Listening and Speaking Skills</p> <p>Level II Developing stage: students elaborate on basic wants and needs in English and the second language. READING: Reading Comprehension WRITING: Writing Applications LISTENING AND SPEAKING: Listening and Speaking Strategies</p> <p>Level III and IV Expanding stage: students are able to communicate in more complex and involved situations, to respond to problems, and to resolve those problems using English and the second language. READING: Literary Response and Analysis WRITING: Written Language Conventions LISTENING AND SPEAKING: Listening and Speaking Applications</p>
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d. Assessment

In this type of learning environment 3 types of assessment will be utilized. First, students will be required to write or discuss their own perspective on what they were able to learn through the unit of study. They will be asked to evaluate their participation and the extent of their own learning. Second, peers will be asked to evaluate group members as to their participation and development of ideas throughout the learning process. Third, teachers will provide a narrative summary of activities, learning constructs as well as traditional measures of success that will demonstrate the student's ability to participate and grasp the information at hand.

e. Support for Learning

The students of Cypress International Academy will follow the philosophy that, in this society, they are judged by their actions rather than their intentions. Students will be held responsible for their actions and appropriately awarded or reprimanded according to district requirements and recommendations. Students will be taught positive, productive behavior and will evaluate the types of behavior that incite specific reactions in society. They will compare and contrast effective and ineffective habits and their consequences. Pro-active disciplinary measures include: behavior modification programs for identified students, conflict resolution teams, anger management education, and site-based decision management.

Cypress will build family-school partnerships by offering and implementing: community education programs, family education programs, counseling services, mentoring programs for the students and families, classroom observations by parents, adopt-a-class volunteer programs for parents, before/after-school tutoring, before/after-school programs, and community/school fundraising programs. Parents who participate as volunteers, for a specified amount of hours, will receive benefits such as: enrollment for child in before/after school program, special activities for their families, award ceremonies, community recognition, and raffles.

Parental satisfaction will be gauged by the ratio of parent participation to total family enrollment. Gathering and publicizing the level of satisfaction and participation results will be handled by classroom teachers surveying parents, parents filling out a self-evaluation of their participation, and having those results published in a school-community newsletter similar to the IPS pull-out of the Indianapolis Star, as well as on special news segments.

These publishers will also serve as community partners by aiding in “positive press” about Marion County schools, attracting more students.

f. Special Student Population

Cypress International Academy will adapt general curriculum to meet the needs of the special student population. Special students include: physically handicapped, hard-of-hearing and Deaf, and students with low or high IQs. Specific needs will be assessed for each special student, and measurable goals will clarify the expectations for the student. Based on the designated goals, education facilitators will design a classroom schedule for each special student. The student will work inclusively with classmates, individually with an assigned teacher, and independently outside of a classroom setting. The overall objective will be to create the most effective learning environment that will both utilize existing skills to the maximum capacity and expand upon the skills, taking comprehension and socialization to a higher level.

Ability to secure additional funding/qualified educators will be sought to help meet the needs of children who require special and specific attention. Cypress will at all times comply with state/federal laws that deal with inclusion, instruction, facilitation and physical needs of special population students.

Organizational Viability and Effectiveness

a. Budget: See Attached

b. Enrollment: see above information.

c. Demand

Indianapolis has seen the need for language immersion school through Forest Glen International and the International School of Indianapolis. Both schools have seen enrollment far exceed capacity and even for the private International school space is at a premium. These facts support the belief that Indianapolis continues to want and need schools that offer instruction in diverse languages.

c. Governance and Management

The key to any successful school or organization must be based on the collaboration and inclusiveness of talented people who commit themselves to develop and manage said organization. Cypress, under the direction of the governing board, will determine specifics of an effective management philosophy that will allow the board, administrators, teachers and parents to support and encourage the education process. Day to day business practices will be attended to by Greg Smith who will be responsible for focusing on the operational concerns for the school. Obvious attention to fiscal responsibility as well as developing a consistent philosophy to meet financial needs will stay at the forefront of the business development.

d. Human Resources

This department will be responsible for developing a strategy to attract top talent local as well as internationally to meet the needs of Cypress Academy. Moreover, attention to training and development as well as policies that deal with sexual harassment, and other relevant areas will constantly be monitored by Human Resource professionals.

e. Financial Management

A financial team consisting of the business manager, accountant, and representatives of interested parties in Cypress will be responsible for making financial decisions that will afford Cypress the greatest opportunity for growth and financial stability. Martin George, the principal for Cypress will have final approval for all major financial decisions proposed for Cypress.

f. Facility

Cypress will have necessary classroom, PE, Cafeteria and recreation space to support the needs of the student body. Derived from the beliefs that students should develop in all areas, attention will be given to adequate outdoor recreation space, music facilities, computer classrooms and art instruction. Professional staff members will maintain the facility. Parents, teachers and students will be encouraged to pitch in and make the school as pleasing as possible.

g. Transportation

This area will need to be a combination of private and public support. Transportation by parents and care-givers who will be encouraged to car-pool for students in the surrounding area. Public transportation, when available, will be utilized to support the informal network of transportation developed by Cypress Academy in cooperation with parents. This area will need to be constantly evaluated to provide the best possible solutions to

h. Risk Management

An important aspect of financial responsibility is risk management. Using a combination of public and private sources, Cypress will submit to experts in this field that can provide the best possible solutions with the minimum amount of risk. An ongoing monitoring of debt accumulation, revenue, mortgage, loan, and market conditions will provide the best possible risk management. Again, working with competent and talented professionals who are able to provide expertise in areas that educators lack will forestall problems that may arise in this area.

i. Timeline

A building site must be secure and plans for renovation and development must be in place by January 15, 2002. Meeting with governing board must take place on or about December 15, 2001. All key educators associated with developing Cypress will need to have work schedules in place on or before January 25, 2002. Advertising and marketing plans need to be finalized and begin to be implemented by January 25, 2002. Hiring of teachers and recruiting need to commence on February 1, 2002. All handbooks, textbooks, student manuals need to be in place by April 1, 2002. Student enrollment will begin as soon as legally possible. All final details will be organized before school opening in September.

Summary of strengths

Cypress International Academy has combined licensed elementary teachers, language instruction/acquisition specialist, and business professionals to provide Indianapolis an educational necessity for its growing multiculturalism. The assembled staff possesses both experience and innovation, assuring that the educational and financial curriculum will be well planned, well executed, and successful. Martin George, Academy Director and Doctor of Education, possesses expertise coordinating the responsibility of a government sponsored school, managing a business, and educating others in foreign languages and multiculturalism.