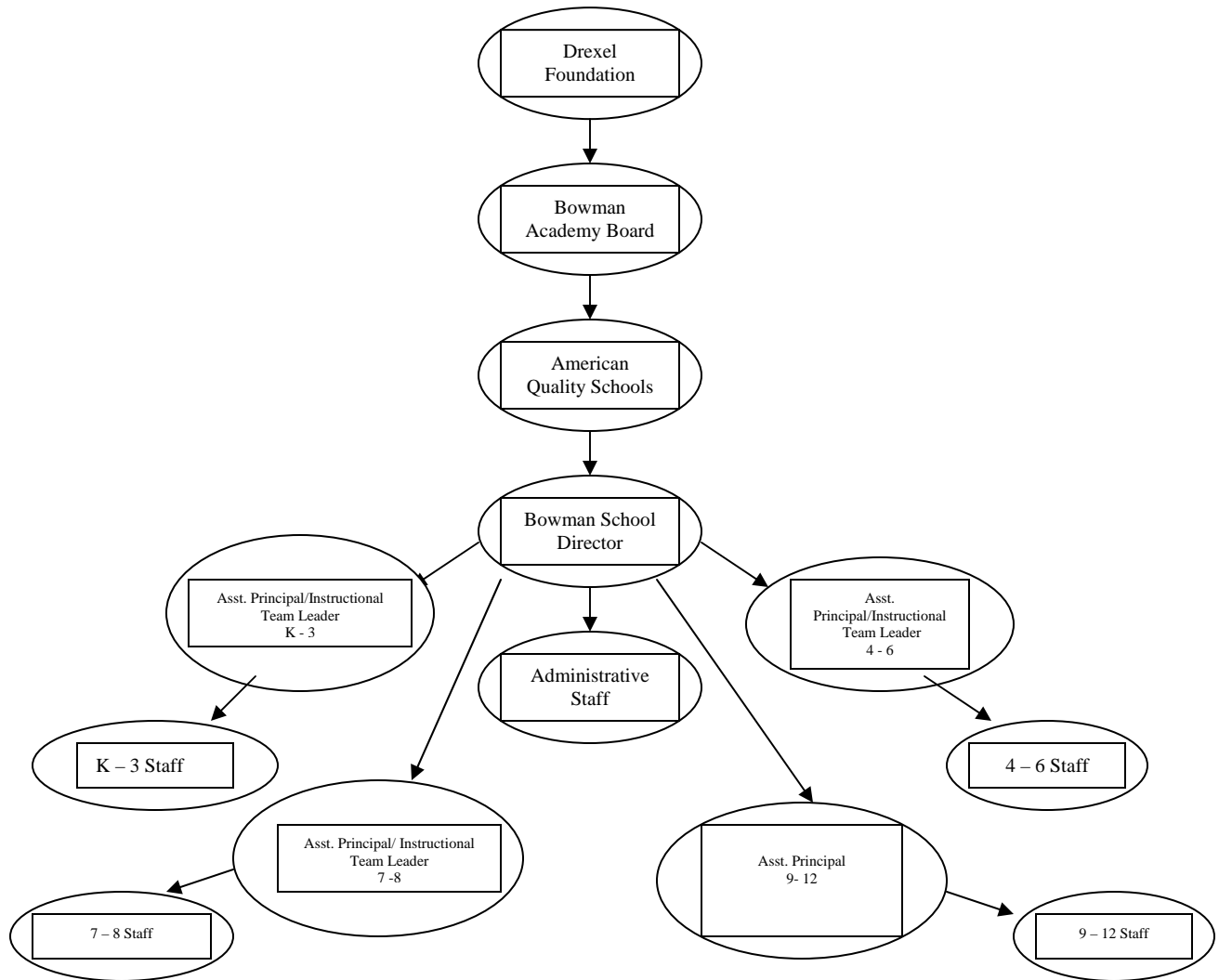


THEA BOWMAN LEADERSHIP ACADEMY
SCHOOL PROFILE

Thea Bowman Leadership Academy is located in the city of Gary, Indiana. Gary is the largest land mass community in Northwest Indiana with 47 square miles of land. The Thea Bowman Leadership Academy organizing entity is the Drexel Foundation, a not-for-profit organization. The Drexel Foundation retains all legal and fiduciary authority and responsibility for the school. The Drexel Foundation established a Thea Bowman Leadership Academy School Board, which has no legal or fiduciary authority, but acts in an oversight and advisory capacity to the Drexel Board. Thea Bowman Leadership Academy is managed by a not-for-profit EMO, The American Quality Schools Corporation (AQS). The duties and responsibilities of AQS are to operate the school on a day-to-day basis.

School Organizational Chart



Mission and Belief Statements

Mission Statement

The Bowman Leadership Academy will, through its commitment to the highest educational, ethical, and management standards, become a model in Indiana for high performance urban schools which prepares all students for academic success and leadership roles in their community.

Belief Statement

- All children are educable and can succeed.
- Education of all children takes place in many places and through the efforts of many individuals. Parents are the first teachers and classroom teachers play a most significant role. Education takes place, however, in other places and through a variety of delivery systems. Communities and organizations play roles as educators. The media, for good and ill, educates. Computer technology and the Internet educate as well. Museums, zoos, libraries are also educators of the young.
- There is no one best way to educate all children. Children have different learning styles and capacities and different ways of learning.
- Children need schools that provide the necessary ingredients of love, respect, attention, discipline, encouragement, honesty, and good adult examples and role models.
- The overall purposes of education are to provide young people with the foundation to be educated and cultured adults who can enjoy a full life,

participate successfully in an economy of opportunity, and be knowledgeable active participants in a free democratic society.

- All students have the potential for “Leadership” in some area of their lives and that potential can be systematically taught and developed.
- We believe that innovation simply for the sake of change or to be “different” is not only unnecessary, but unsound. Innovation that enhances the achievement of basic educational goals is appropriate. Often doing what is of perhaps old and proven success is more effective.
- The study and implementation of proven “best practices” research is essential to the forward movement and success of any school.

Curriculum and Instruction

- The Core Knowledge Curriculum is used as the instructional foundation. This nationally developed and widely used curriculum will provide up to 40% of the instructional program. The remaining 60% of the curriculum will be based on the Indiana Academic Standards. Core Knowledge is a research-based sequence of information that prepares children to be knowledgeable and critical thinking individuals. The curriculum is rigorous and sets high standards for students. Besides the core academic classes (Math/Science/LA/Reading/Social Studies), our special areas include art/Music/PE/Computer/and Spanish classes.
- SRA’s Open Court is a research-based reading program designed to teach reading and writing simultaneously. Reading, writing, discussion, research, and exploration activities are integrated through lessons that evolve sequentially becoming increasingly complex and demanding. Through individual,

collaborative learning groups, and whole-class activities, students are encouraged to bring their own experiences to the learning situation and, through exploration, to gain deeper understandings.

- SRA's Direct Instruction will be used with 10 – 15% of our students. This program is designed for students who have not learned in other programs and do not learn on their own.
- Corrective Reading Decoding – provides a blend of teacher-directed instruction and high-frequency practice to accelerate decoding. This intervention program progresses from teaching letter sounds and blending to reading passages typical of textbook material. Detailed data on performance allows students to monitor their own improvement and experience success.
- Corrective Reading Comprehension is designed for students who read without understanding. This program develops vocabulary, information, and comprehension strategies needed for academic success. This program gives underachieving readers the opportunity to develop higher order thinking and reasoning tactics used by successful readers – applying prior knowledge, making inferences, and analyzing evidence. Lessons incorporate information from science, social studies, and other content areas to build general knowledge and develop study skills.
- Saxon Math focuses on incremental development and continual practice and review. Incremental development is the introduction of topics in easily understandable pieces, permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together. The

incremental presentation of topics is combined with continual practice and review, where all previously learned material is reviewed in every lesson. Topics are never dropped but are instead increased in complexity and practiced every day, providing time required for concepts to become familiar. Saxon's primary mathematics series is a hands-on success oriented program that emphasizes manipulatives and mental math. The series addresses the multisensory approach to teaching and is designed for heterogeneously grouped children. Children develop a solid foundation in the language and basic concepts of mathematics.

- Character Education, Multicultural Information and Appreciation, and Leadership concepts will also be included in our curriculum.
- The Core 40 is the required curriculum for high school. Students will earn a Core 40 or Core 40 Honors diploma.

A description of the curriculum and curriculum maps may be found in the school media center.

Assessment Instruments

In addition to ISTEP+, Thea Bowman Leadership Academy uses the Northwest Evaluation Association's Measure of Academic Progress (NWEA – MAP) and the Indiana Reading Assessment for grades K - 2. NWEA is a computerized adaptive testing program in math, English, and reading. The test is administered to students twice each year. The school also administers quarterly Core Knowledge/Standards tests. The results are used to improve student learning and plan instruction. Student report cards are issued quarterly throughout the school year and parents are required to attend report card conferences to discuss their student's achievement. Report cards

include all subject areas taught and also contain specific information in sub-topics pertaining to Reading, Language Arts, and Math.

Educational Programming and Learning Environment

Thea Bowman Leadership Academy Charter School is committed to designing an organization of learning that seeks continuous improvement and quality, resulting in highest student achievement. We offer standard programs for all students. In addition, the school also provides guidance/social work services, school nurse support, and direct instruction for remedial reading. Special education students attend classes with an inclusive collaboration between regular and special education staff. We believe that all students have a right to learn in the mainstream of the school environment. Therefore, students with special needs including those with special education and 504 plans remain in the regular schedule and are only placed in alternative settings when warranted. All students are offered a rigorous and comprehensive education.

School's Curriculum Supporting Indiana Academic Standards

The curriculum is designed to ensure that our students have the opportunity to learn challenging content and achieve at high levels. Included are students with disabilities, gifted and talented, and students at risk. The administration supports professional development, which promotes higher learner outcomes. Our curriculum is spearheaded by dedicated personnel who work collaboratively with committees of educators in designing a progressive, rich curriculum incorporating significant content, which reflects the Indiana Academic Standards. Evidence of how the curriculum supports the State Standards can be found in each core subject area. In language arts, we have aligned a writing rubric with state writing standards at each grade. A writing portfolio is

maintained for all students. The Math and English classrooms have been provided a poster identifying the Indiana Academic Standards and is visible to students. Teachers in Science have aligned their curriculum with the Indiana Standards as have the Social Studies teachers. All teachers are working together to support one another in ensuring the learning of all academic standards by all students.

Instructional Strategies to Support the Achievement of the Indiana Academic Standards

We believe students learn in a variety of ways, but that all students respond best when they are active participants in the learning process. Our basic teaching strategy will be to utilize the Paideia program. This represents an approach that is student-centered, requires high standards, skillful teaching, and critical thinking and problem solving by students. Its essential three elements are didactic instruction, coaching, and Socratic questioning. A variety of instructional systems are used on a daily basis to advance student achievement.

- *Inductive inquiry, guided or unguided*, is commonly used to promote the processes of observation, inference, classification, formulating hypotheses, and prediction that are sharpened by the experiences.
- *Discovery learning*, even though it is an inductive method, is a system that promotes higher cognitive skills. Processes are validated in this strategy. Communication skills are a major process. Other processes include compare/contrast, classify, interpret, infer, summarize, analyze, synthesize and generalize.
- *Cooperative learning* is one of the more popular, validated teaching strategies used at Thea Bowman Leadership Academy. It overlaps many different teaching

strategies. It is used to promote group instruction, peer tutoring and simple to complex group dynamics with a focus on problem solving.

- *Extensions of the classroom* that support and motivate the learner are field trips, guest speakers, special assemblies, clubs and organizations and community projects.

Parent Involvement

Thea Bowman Leadership Academy is committed to the goal of providing quality education for the children in our building. To ensure that this happens, we will establish a partnership with parents and the community. Parents play an extremely important role as a child's first teacher. Their support for their children and for the school is critical for success. The Thea Bowman Leadership Academy parental involvement policy will support this goal. Guidelines include:

- Communicate to parents that their involvement and support makes a great deal of difference in their children's performance
- Encourage parent involvement from the time children first enter school
- Develop parent involvement programs that include a focus on parent involvement and instruction
- Teach parents that activities such as modeling reading behavior and reading to their children increase children's interest in learning
- Provide orientation and training for parents
- Make a special effort to engage the involvement of parents of disadvantaged students, who stand to benefit the most from parent participation in their learning
- Continue to emphasize that parents are partners of the school and that their involvement is needed and valued

Thea Bowman, in addition to the informal relationships established between staff and parents, has an established Parent/Teacher/Community Organization. This organization serves as an integral part in the operation of this school. Parent volunteers have taken on the responsibility for many school functions and duties including:

- Acting as classroom aides

- Assisting with clerical needs
- Organizing and supervising planned special assemblies and events
- Chaperoning field trips
- And providing financial support for learning as well as moral support

Technology as a Learning Tool

Thea Bowman prides itself on being at the forefront of educational technology. We have some of the most current technology available to our staff and students. Each teacher is provided with at least two desktop computers equipped with the most current operational software, internet access, and e-mail. Along with teachers having access to their own PC, they also have access to two wireless computer labs containing 30 computers for student use. Each student receives a computer class once a week. Students develop proficiency in Word, Excel, Power Point, and Internet use. Not only are these computer skills developed in computer applications class, all teachers are encouraged to integrate technology into their curriculum. We are continually providing professional development opportunities for staff. Teachers are encouraged to attend professional development workshops outside the school. Through technology integration, professional development, ease of access, and the updating of software and equipment, Thea Bowman Leadership Academy will continue to provide students with a strong technological foundation on which to build their futures.

Safe and Disciplined Learning Environment

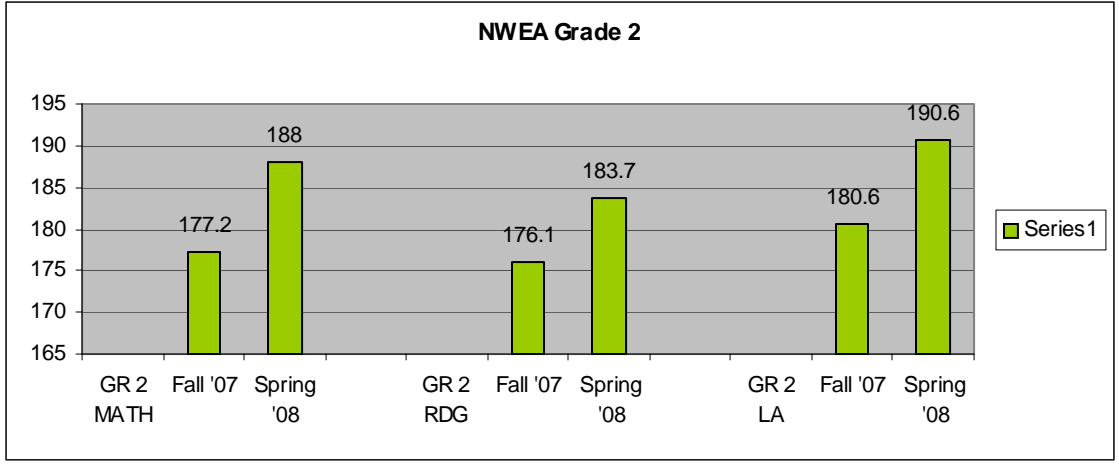
At Thea Bowman Leadership Academy, the school administration and staff have created a secure building. An emergency action plan as well as a Crisis Intervention

Plan are in place and are evaluated and updated yearly as needed. Visitors must sign in/out and wear a distinctive identification badge. A security person patrols the building throughout the school day. Clear guidelines for student behavior are provided to each student in a handbook when students enter Thea Bowman every year. The handbook has discipline policies and operating procedures. The student's parent is requested to review the handbook with their child/children and sign a form acknowledging they have done so. The staff also reviews the handbook with the students and clarifies any questions. Methods used to discipline students include, but are not limited to, student and/or parent conferences, lunch detention, counseling referrals, behavior contract, reprimand, warning, in-school suspension, out-of-school suspension, or expulsion. A healthy climate among the students and favorable interaction with staff, as well as other adults in our school, promotes our positive school experience. This secure and nurturing environment provides a disciplined structure for learning. The regular school day affords each student the opportunity for caring relationships with adults. Through positive interaction with staff and character education, learning, self-esteem, and self-discipline are promoted. Many of our teachers are available to students before, during lunch, and after school for assistance in both academic and social problems. Teachers and administrators work with students and their parents to develop a healthy home/school partnership. Administrators, teachers, and staff are visible in our hallways and at lunchtime offering a safe and friendly atmosphere.

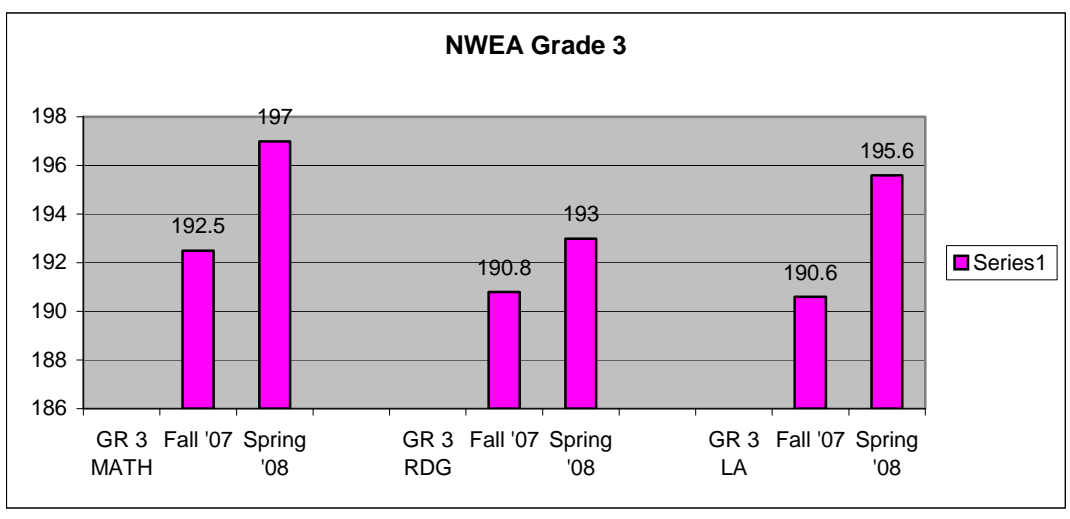
Professional Development

The goal of our professional development program is to provide opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice, and broaden themselves both as educators and as individuals. Our program will enrich teaching and improve learning for all students. Every Wednesday school is dismissed at 1:45, leaving 2 hours (2:00 – 4:00) for all staff to participate in some type of staff development opportunity. These opportunities are based on the assumption that the most powerful learning is that which occurs in response to challenges currently being faced by the learner and that allows for immediate application, experimentation, and adaptation on the job. These job-embedded activities may include: training, individually guided, observation and feedback, involvement in an improvement process, inquiry, action research, participating in study groups or small group problem solving, observing peers, planning lessons with colleagues, and/or journal writing.

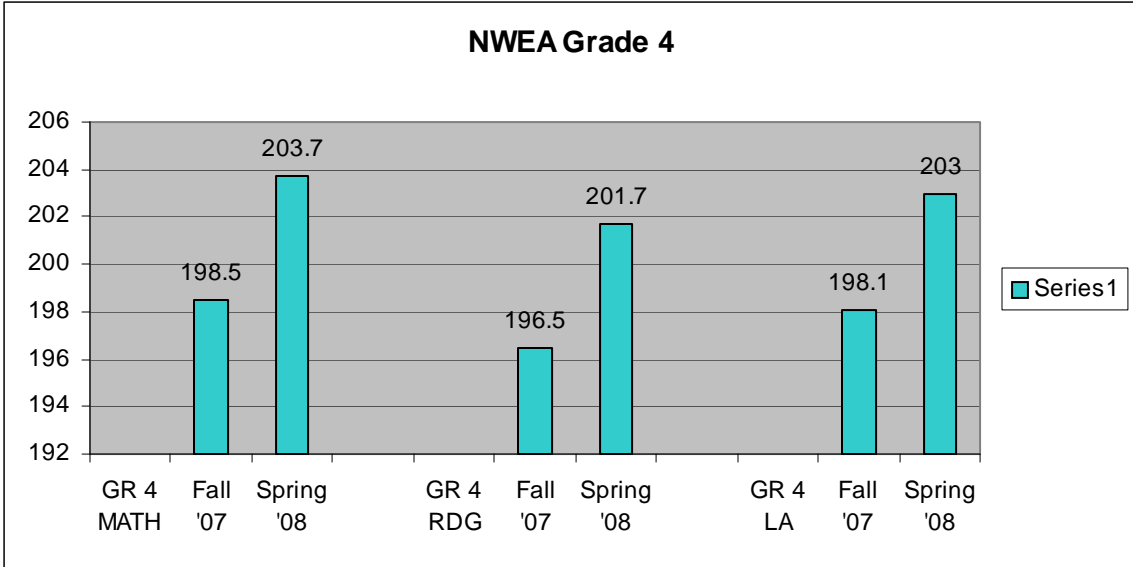
DATA SUMMARIES



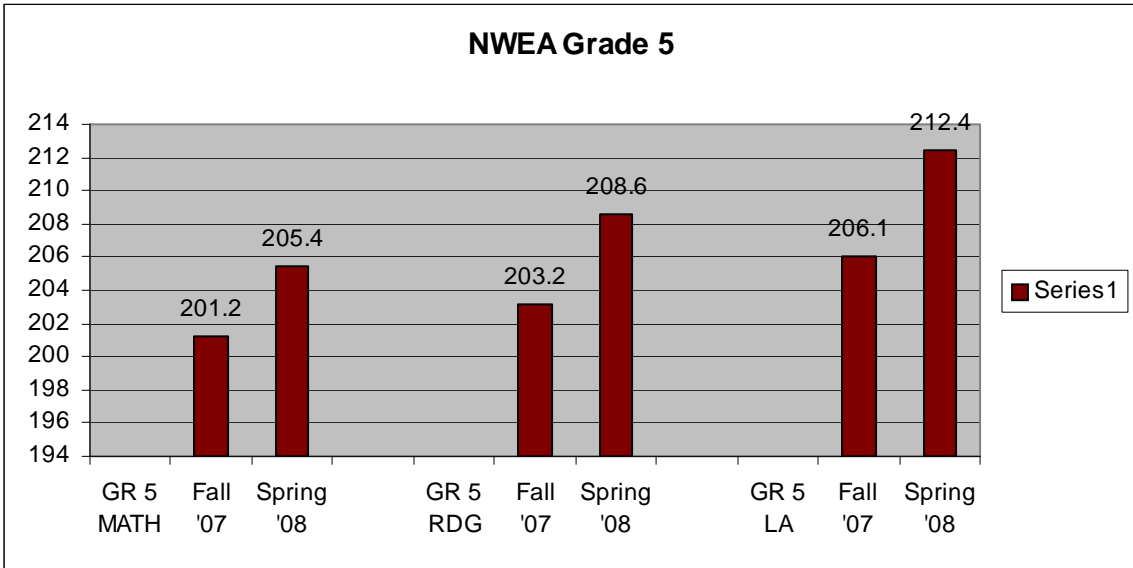
Math scores increased 10.8 RIT points from Fall to Spring. The average NWEA target growth rate was 14 RIT points from Fall to Spring. The percent of students reaching the Spring growth target for math was 30.6%. Reading scores increased 7.6 RIT points from Fall to Spring. The average NWEA target growth rate was 13.7 RIT points from Fall to Spring. The percent of students reaching the Spring growth target for reading was 20.8%. Language Usage scores increased 10 RIT points from Fall to Spring. The average NWEA target growth rate was 13.6 from Fall to Spring. The percent of students reaching the Spring growth target for Language usage was 27.1%.



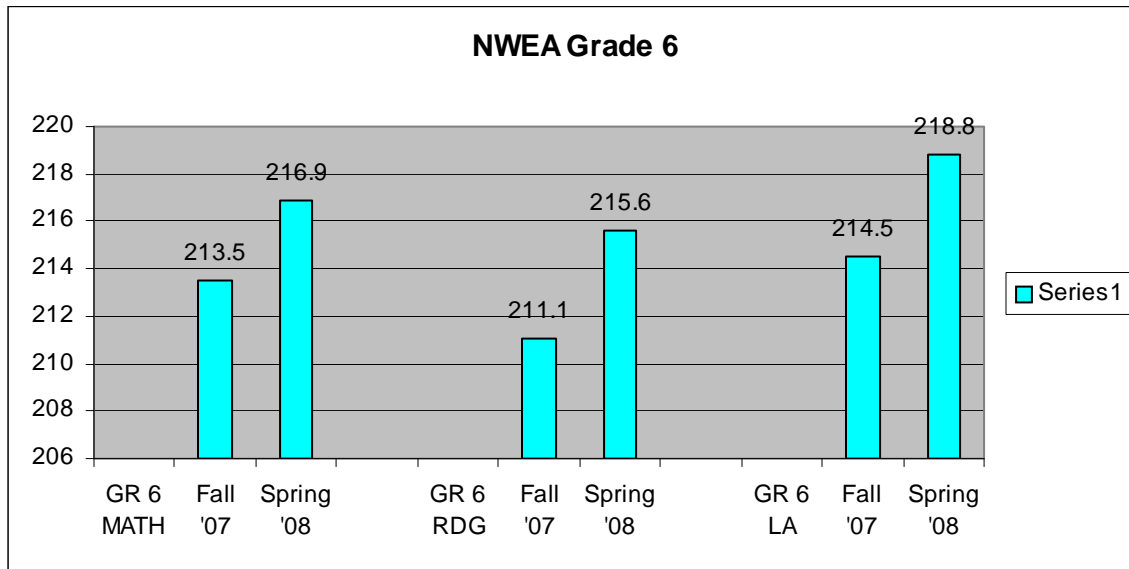
Math scores increased 4.5 RIT points from Fall to Spring. The average NWEA target growth rate was 10.4 RIT points from Fall to Spring. The percent of students reaching the Spring growth target for Math was 15.9%. Reading scores increased 3 RIT points from Fall to Spring. The average NWEA target growth rate was 8.9 RIT points from Fall to Spring. The percent of students reaching the Spring growth target for Reading was 18.8%. Language Usage scores increased 5 RIT points from Fall to Spring. The average NWEA target growth rate was 9.4 RIT points from Fall to Spring. The percent of students reaching the Spring growth target for Language Usage was 29.8%.



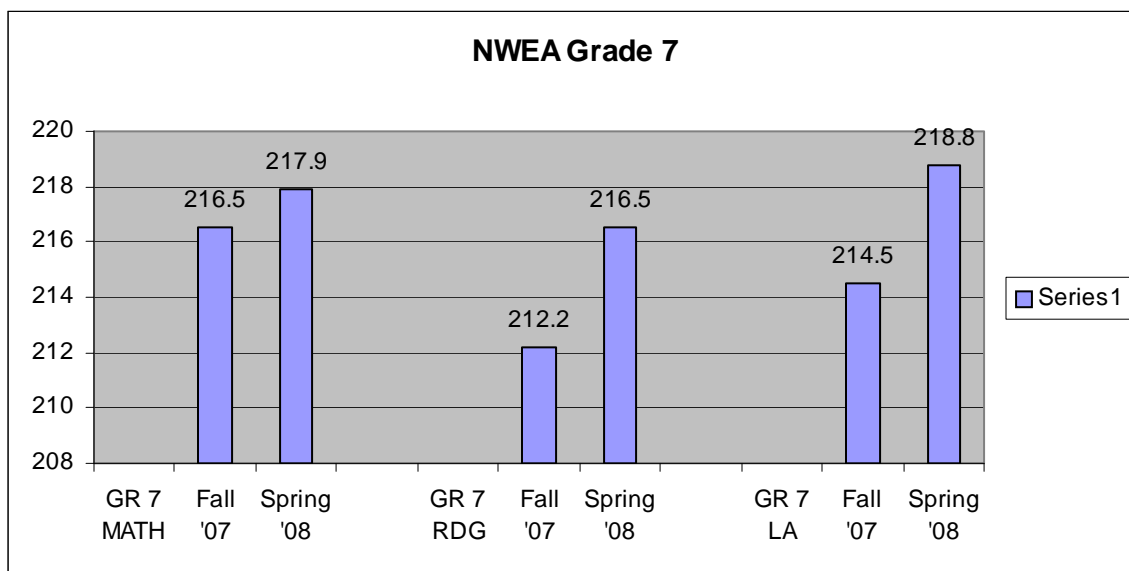
Math scores increased 5.2 RIT points from Fall to Spring. The average NWEA target growth rate was 8.8 RIT points from Fall to Spring. The percent of students reaching the Spring target in Math was 29.2%. Reading scores increased 5.2 RIT points from Fall to Spring. The average NWEA target growth rate was 7 RIT points from Fall to Spring. The percent of students reaching the Spring target in Reading was 42.5%. Language Usage scores increased 4.9 RIT points from Fall to Spring. The average NWEA target growth rate was 6.8 RIT points from Fall to Spring. The percent of students reaching the Spring target in Language Usage was 48.6%.



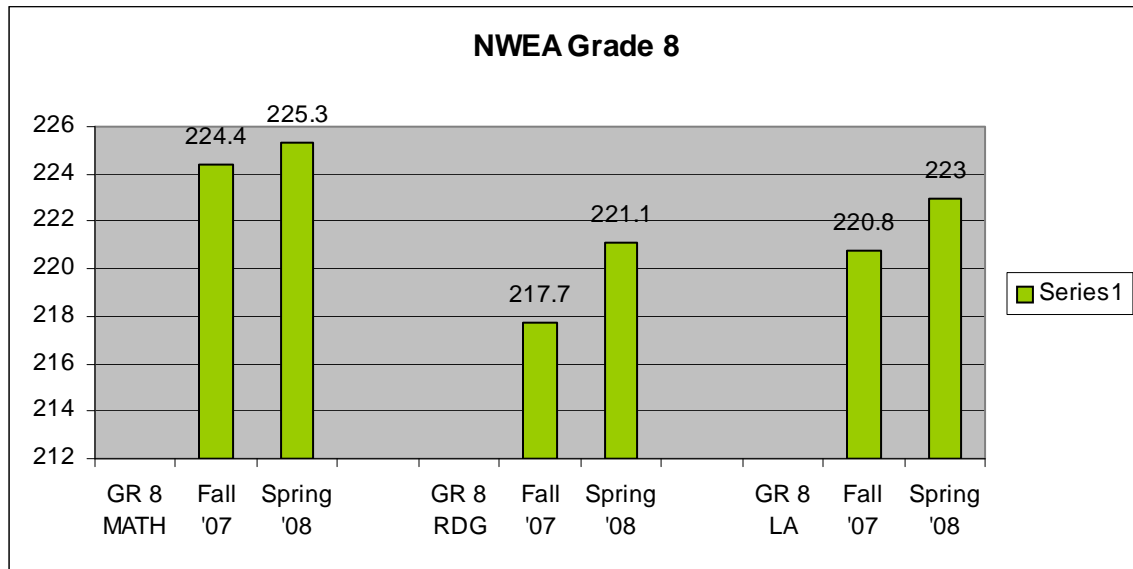
Math scores increased 4.2 RIT points from Fall to Spring. The average NWEA target growth rate was 9 RIT point from Fall to Spring. The percent of students reaching the Spring growth target in Math was 16.3%. Reading scores increased 5.4 RIT points from Fall to Spring. The average NWEA target growth rate was 5.6 RIT points from Fall to Spring. The percent of students reaching the Spring growth target in Reading was 37%. Language Usage scores increased 6.3 RIT points from Fall to Spring. The average NWEA target growth rate was 5.4 RIT points from Fall to Spring. The percent of students reaching the Spring growth target in Language Usage was 66.7%.



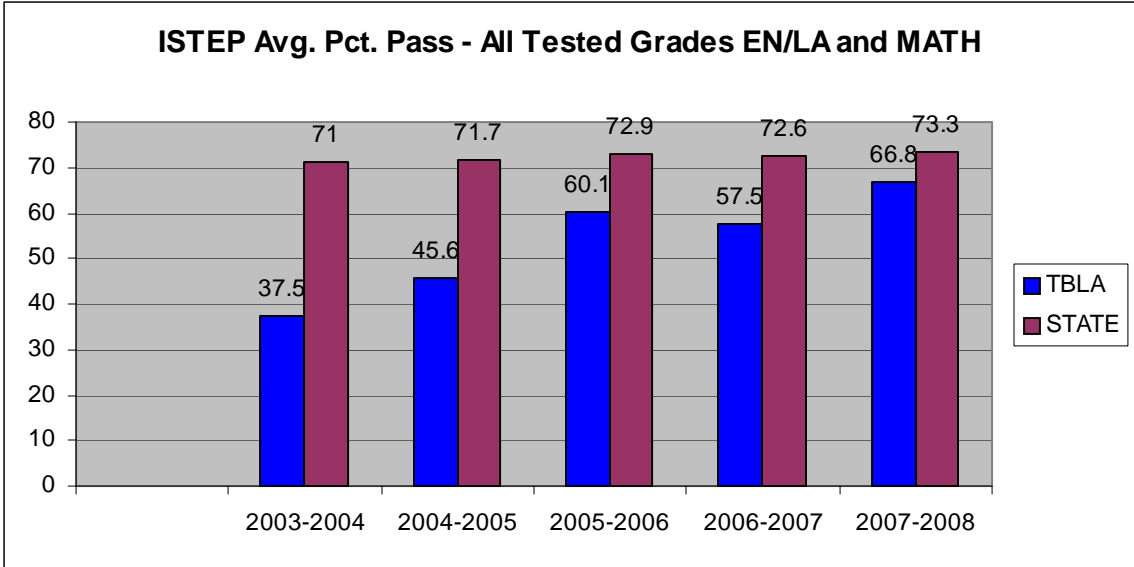
Math scores increased 3.4 RIT points from Fall to Spring. The average NWEA target growth rate was 7 RIT points from Fall to Spring. The percent of students reaching the Spring target for Math was 38.6%. Reading scores increased 4.5 RIT points. The average NWEA target growth rate was 4.2 RIT points from Fall to Spring. The percent of students reaching the Spring target in Reading was 51.2%. Language Usage scores increased 4.3 RIT points from Fall to Spring. The average NWEA target growth rate was 3.5 RIT points from Fall to Spring. The percent of students reaching the Spring target in Language Usage was 54.5%.



Math scores increased 1.4 RIT points from Fall to Spring. The average NWEA target growth rate was 6 from Fall to Spring. The percent of students reaching the Spring target in Math was 26.5%. Reading scores increased 4.3 RIT points from Fall to Spring. The average NWEA target growth rate was 4 RIT points from Fall to Spring. The percent of students reaching the Spring target in Reading was 60.6%. Language Usage scores increased 4.3 RIT points from Fall to Spring. The average NWEA target growth rate was 3.2 RIT points from Fall to Spring. The percent of students reaching the Spring target in Language Usage was 51%.



Math scores increased .9 RIT points from Fall to Spring. The average NWEA target growth rate was 5.6 RIT points from Fall to Spring. The percent of students reaching the Spring target in Math was 22.4%. Reading scores increased 3.4 RIT points from Fall to Spring. The average NWEA target growth was 3.7 RIT points from Fall to spring. The percent of students reaching the Spring target in Reading was 64.7%. Language Usage scores increased 2.2 RIT points from Fall to Spring. The average NWEA target growth rate was 2.4 RIT points from Fall to Spring. The percent of students reaching the Spring target in Language Usage was 48.9%.



Over the past five years, Thea Bowman has seen consistent growth in both EN/LA and MATH with a slight decrease in the 2006/2007 school year.

Strategies to Improve Student Achievement

In an effort to improve student achievement, the following initiatives and strategies will be implemented:

- Summer school for those students not mastering concepts and skills (those in greatest need)
- A Jump Start program two weeks before school begins
- Use of research on best practice in teaching
- Use of research on best practice in reading, writing, and math instruction
- Staff development in test interpretation and plans of action to improve student performance
- Review of curriculum to assure its alignment to standards
- Ongoing data analysis by grade level and class
- Differentiated instruction
- Addition of a reading teacher for more concentrated reading instruction
- More structured after school tutoring program (certified teachers only)
- Smaller class size (5th grade)
- Instructional assistants at each grade level
- Small group instruction
- More hands on activities
- More concentrated and focused writing instruction and practice for all form of writing especially using narrative/imaginative, informational, and persuasive prompts
- Use of developmentally appropriate writing rubrics throughout the curriculum
- Institute “Problem of the Day or Week” to involve students in daily mathematical problem solving
- More writing in response to problem-solutions in mathematics classrooms

ACADEMIC STRENGTHS

Academic strengths of the school were determined by a thorough analysis of Quantitative data (NWEA and ISTEP+ test scores for the 2007-2008 school year) and Qualitative data (informal surveys from staff and students). The following academic strengths were drawn from analyzing the data:

- The curriculum provides opportunities for students to problem solve, make decisions and set goals.
- Staff is provided weekly professional development activities.
- Parents receive quarterly progress reports, monthly calendars, and newsletters to keep them informed of school and community activities.
- Attendance rates are high and consistent.
- Multiple assessment procedures and instruction instruments, both formal and informal, are used in monitoring student progress.
- Both individual and collective standardized test scores (ISTEP+ and NWEA) are analyzed and used to improve curriculum, instructional materials, and instructional practices.
- The media center provides equipment and materials to support the instructional focus.
- Teachers are very resourceful and flexible in providing materials to support the curriculum.
- Students are recognized for academic achievements

ACADEMIC WEAKNESSES

Academic weaknesses of the school were determined by a thorough analysis of Quantitative data (NWEA and ISTEP+ test scores for the 2007-2008 school year) and Qualitative data (informal surveys from staff and students). Data analysis concluded the following academic weaknesses.

- Students are not achieving the state and national averages in Reading/Language Arts and Mathematics.
- Students are scoring below average in Reading/Language Arts and Mathematics on Northwest Evaluation Association's Measure of Academic Progress (NWEA - MAP).
- Equal opportunities for students to achieve are identified but not fully addressed.
- Extended school services should be offered to help students having difficulty reaching proficiency in reading and math.
- Instructional practices are not adequately aligned with state standards and the core knowledge curriculum.
- All teachers have not adequately incorporated the Paideia method of teaching.
- Staff does not have written curriculum guides/maps to provide sequence in instruction

NEEDS OF STUDENTS

Statistical information regarding Thea Bowman Leadership Academy Charter School test results came from ISTEP+ and NWEA – MAP testing, both given in the fall of 2007-2008. Additional information was taken from informal surveys given to students and staff to determine their needs. The needs of the students are:

Data from the students:

- Before and/or after school study programs
- Additional activities and clubs during and after school
- More hands-on activities in all subjects
- Access to computers and the internet during lunch hour
- More parental involvement
- More field experiences in the curriculum
- Manageable homework

Data from the teachers:

- More parental support
- Instructional assistants at all grade levels to assist students
- Opportunities for more individualized and/or one-on-one instruction
- Supplementary math program
- Students should be prepared when they come to school/class and the next grade level

THEA BOWMAN
LEADERSHIP ACADEMY
CHARTER SCHOOL
ACCOUNTABILITY PLAN

STUDENT ACADEMIC GOALS

GOAL	END OF YEAR 1	END OF YEAR 2	END OF YEAR 3	END OF YEAR 4	END OF YEAR 5	END OF YEAR 6
Align curriculum and instruction with Indiana Academic Standards in all content areas	Copy of Curriculum with Standards indicated for Math/English/Language Arts	Copy of Curriculum with Standards indicated for Science/Social Studies	Copy of Curriculum with Standards indicated for Music/Art/PE/Computers	Provide standards calendars and curriculum maps for all subjects	Revise standards calendars and curriculum maps for all subjects	Revise standards calendars and curriculum maps for all subjects
On the NWEA MAP test, students will show growth from fall to spring in Rdg./Math/Language Arts	50% of students in grades 2-6 will increase an average of 8-10 Rit points in Rdg./Math/LA as compared to National averages	55% of students in grades 2-6 will increase an average of 8-10 Rit points in Rdg./Math/LA as compared to National averages	60% of students in grades 2-6 will increase an average of 8-10 Rit points in Rdg./Math/LA as compared to National averages	65% of students in grades 2-6 will increase an average of 8-10 Rit points in Rdg./Math/LA as compared to National averages	70% of students in grades 2-6 will increase an average of 8-10 Rit points in Rdg./Math/LA as compared to National averages	75% of students in grades 1-6 will increase an average of 8-10 Rit points in Rdg./Math/LA as compared to National averages
			At least 60% of returning students will increase an average of 10-12 rit points in Rdg./Math/LA as compared to national averages	At least 65% of returning students will increase an average of 10-12 rit points in Rdg./Math/LA as compared to national averages	At least 70% of returning students will increase an average of 10-12 rit points in Rdg./Math/LA as compared to national averages	At least 75% of returning students will increase an average of 10-12 rit points in Rdg./Math/LA as compared to national averages
		60% of students tested in the Spring will score at or above the national norm for his/her comparison group	65% of students tested in the Spring will score at or above the national norm for his/her comparison group	70% of students tested in the Spring will score at or above the national norm for his/her comparison group	75% of students tested in the Spring will score at or above the national norm for his/her comparison group	80% of students tested in the Spring will score at or above the national norm for his/her comparison group
On the ISTEP+ test, students will show growth in EN/LA, MATH, and/or both at all grade levels		50% of returning students in grades 3 & 6 will pass Eng/LA, 40% will pass Math, and 30% will pass both	60% of returning students in grades 3 & 4 will pass Eng/LA, 50% will pass Math, and 45% will pass both	65% of returning students in grades 3 & 4 will pass Eng/LA, 55% will pass Math and 50% will pass both	70% of returning students in grades 3 & 4 will pass Eng/LA, 60% will pass Math, and 55% will pass both	75% of students in grades 3 & 4 will pass Eng/LA, 65% will pass Math, and 60% will pass both
			50% of returning students in grades 5-8 will pass Eng/LA, 55% will pass Math, and at least 45% will pass both	53% of returning students in grades 5-8 will pass Eng/LA, 60% will pass Math, and at least 50% will pass both	60% of returning students in grades 5-8 will pass Eng/LA, 65% will pass Math, and at least 55% will pass both	65% of returning students in grades 5-8 will pass Eng/LA, 70% will pass Math, and at least 60% will pass both

STUDENT NON-ACADEMIS GOALS

Students will demonstrate a strong sense of belonging to the school community	50% of students in grades K-6 will respond yes or agree to 70% of satisfaction survey	60% of students in grades K-7 will respond yes or agree to 75% of satisfaction survey	70% of students in grades K-8 will respond yes or agree to 80% of satisfaction survey	75% of students in grades K-8 will respond yes or agree to 85% of satisfaction survey	80% of students in grades K-8 will respond yes or agree to 85% of satisfaction survey	85% of students in grades K-8 will respond yes or agree to 85% of satisfaction survey
Families will demonstrate satisfaction with the school	School has safe learning environment SA=54% Agree=37%; School has disciplined environment SA=44% Agree=37%; Academic Standards meet expectations SA=39% Agree=45%; Strong Leadership SA=34% Agree=45%; My child is happy SA=41% Agree=37% Good Communication SA=44% Agree 40% N=161respondents	70% of families will respond with Agree or Strongly Agree to questions on survey	75% of families will respond with Agree or Strongly Agree to questions on survey	80% of families will respond with Agree or Strongly Agree to questions on survey	85% of families will respond with Agree or Strongly Agree to questions on survey	90% of families will respond with Agree or Strongly Agree to questions on survey
Families and Communities will participate in school activities		50% of families and/or community members will participate in one school activity throughout the year	60% of families and/or community members will participate in two school activities throughout the year	70% of families and/or community members will participate in two school activities throughout the year	75% of families and/or community members will participate in three activities throughout the year	80% of families and/or community members will participate in three activities throughout the year

* Family and Community Involvement will be measured using Sign Up/ Sign In sheets for all school activities

ORGANIZATIONAL AND MANAGEMENT GOALS

Secure funds for a state-of-the-art Science Laboratory	Request grant application, identify needs, write and submit proposal	Install fully equipped, high quality science laboratory; in-service staff for maximum service to students	Upgrade facility equipment, personnel where needed	80% of students will express an increased interest in science; 80% of science staff will express increased morale and motivation	85% of students will express an increased interest in science; 85% of staff will express increased morale and motivation	90% of students will express an increased interest in science; 90% of staff will express increased morale and motivation
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Seek a charter for TBLA, grades 9 - 12		Circulate to community a "needs assessment", tabulate findings and results	Request grant application, write and submit proposal to Ball State	When (If) approval given, launch activities for opening secondary school with grade 9		
Create a comprehensive governance document for TBLA School Board	Devise Executive Limitations policies, governance process policies and School Board-EMO linkage policies	Secure acceptance and ownership of document by AQS and administration of TBLA; implement policies outlined in document	Review, revise governance document; monitor compliance of policies and procedures	Monitor compliance; review and revise as needed	Monitor Compliance	Monitor Compliance
Recommend a professional program required for all staff regarding "protecting our children."		Select an official program	Insure that 100% of staff will complete program	Ascertain that new staff will be introduced to the program; that older staff is abiding by tenets of the program	Monitor and review staff compliance	Monitor and review staff compliance