

The Academy
INTERNATIONAL

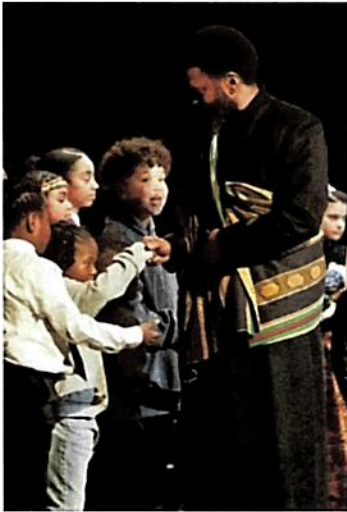
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INTRODUCTION

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Quote from Our Visionary



“It is not that our children cannot learn, because, for good or bad, they are learning every day. Can they learn? Of course they can! We must, however, first address that oft-ignored aspect of education which is the groundwork on which successful educational pursuits are built. This foundation has been systematically diminished or entirely removed from society, and as a result, from our community and the lives of our children. Therefore, for a proper and formal education to take place and make effective any academic endeavors, this basis on which to build, to live, to learn, to love must be present.

“We will be focusing on undergirding the students with knowledge from our community and history. This will enable them to better learn, enjoy, and grow in their educational pursuits. We pledge to assist the children of our community to develop the hunger, knowledge, and joy that accompanies learning and fosters a lifelong pursuit of education.

“Education is, among other things, enlightenment on how to conduct ourselves among the people of the community in which we live. We use the term ‘enlightenment’ to give the mental picture of being in a dark place, a place of confusion and hopelessness, a place of no understanding and no development of gifts, a place of no confirmation and no upward mobility. In many ways, the children of the community of Muncie—our children—are in this dark place! Speaking specifically of the Black Community, we say with tears that our children are lost, our community is broken down, our businesses are wanting, our culture is almost untaught and therefore unknown. The effects of this extend far beyond what is known as the Black Community. The city of Muncie is grappling with these issues. We are troubled on every side. There is crime, and drugs, and despair which limits the effectiveness of our schools. This not only *can* be corrected; it *must* be! This would be a morbid thought if we did not possess the means to bring them out of that place into the enlightenment and contentment of a full and complete education.”

—Stephen P. Hargrave; *Visionary Overseer, Real Black Excellence*

Real Black Excellence (RBE) Purpose and Passion

“Real Black Excellence shows forth the bright glories of a people who've been abused and gone through the most refined depths of oppression. With the help of God, they were raised out of that to spread their love and contribution throughout the world.

“As an organization, we believe that all people are born into this world with a special gift that will be used to occupy a key role in society. Our purpose is to assist in the understanding, development, and utilization of this native gifting for the upbuilding of our community, and our world. The operation of each person's gift supplies to others what they are in need of, while at the same time creating space to receive what other gifts provide. The introduction of these community principles (Common, Commune, Shared—or CCS) is ultimately designed to produce an interactive working in our youth and make a direct, effective, and traceable increase in education and in the community.

“On behalf of Real Black Excellence, we thank you for honoring us with the opportunity to serve our community. Together, we can break through every barrier into a brighter future.”



Opening

To whom it may concern:

Please allow this binder to serve as our Statement of Interest. Real Black Excellence (RBE) is submitting for a charter school to be named The Academy International. RBE is a 501(c) nonprofit organization based out of Muncie, Indiana. Our intended location for the school shall be in the Crosstown/Industry Neighborhood. The school will focus on the south side of Muncie.



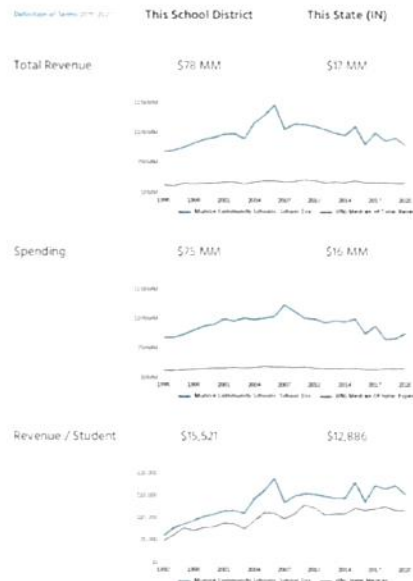
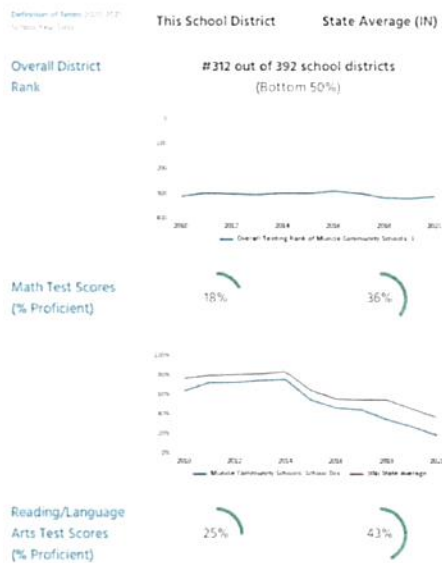
The south side of Muncie is represented by the following schools: Southside Middle School, Grissom Elementary, and South View Elementary. The following charts show the 2022 ILearn rating and the national rankings of Muncie City overall.

District	School	English	Math	Both	
Muncie Community Schools	Muncie Central High School				⋮
Muncie Community Schools	Northside Middle School	26.80%	15.20%	13.80%	⋮
Muncie Community Schools	Southside Middle School	13.40%	3.70%	2.20%	⋮
Muncie Community Schools	Grissom Elementary School	7.00%	5.50%	1.50%	⋮
Muncie Community Schools	South View Elementary School	3.70%	5.30%	1.60%	⋮
Muncie Community Schools	Longfellow Elementary School	15.10%	8.30%	7.60%	⋮
Muncie Community Schools	North View Elementary School	37.70%	35.10%	23.80%	⋮
Muncie Community Schools	East Washington Academy	47.10%	46.70%	40.90%	⋮
Muncie Community Schools	West View Elementary School	31.70%	37.70%	24.10%	⋮
Muncie Community Schools	Youth Opportunity Center	11.80%	6.30%	6.30%	⋮
Excel Center - Muncie	Excel Center - Muncie				⋮

Records 1-11 of 11

- ✓ Muncie Community Schools School District, which is ranked within the bottom 50% of all 391 school districts in Indiana (based off of combined math and reading proficiency testing data) for the 2020-2021 school year.
- ✓ The school district's graduation rate of 90% has increased from 87% over five school years.

- ✓ The revenue/student of \$15,521 is higher than the state median of \$12,886. The school district revenue/student has declined by 10% over four school years.
- ✓ The school district's spending/student of \$14,916 is higher than the state median of \$12,293. The school district spending/student has grown by 19% over four school years.



RBE in its statement of interest (SOI) is proposing three foundational functions. These are submitted in the SOI in short form and detailed in our proposal to an operational extent.

1. A highly qualified governance board with diverse and requisite expertise. A board with education and experience in curriculum development, child development, and behavioral management and development.
2. A holistic multifaceted academic curriculum with a proven track record. A teaching methodology that is geared specifically to the community of Southside Muncie. The school is designed to be a safe space with plenty of physical activity, learning (visual, kinesthetic, and audio), and community involvement.
3. A comprehensive financial budgetary analysis. Transparent accounting and detailing of expected income sources. A supportive business and investor community network to ensure stability and financial security.

Inclusive in this statement of intent are the introduction of three necessary innovations for Muncie, which are also further detailed in our proposal.

Agricultural centered education. RBE offers sustainability through the agricultural integration in both classroom study (farm-to-cafeteria-table hands-on learning) and education providing the connections and knowledge to solve the food desert problem of Muncie. Sponsored by RBE/Negasi Gardens and in partnership with local produce and stock farmers, our children will learn how to sustain themselves and how to help their community network in exchange for commodities.

Expression through the arts. Currently partnering with Concrete Rose and Cornerstone Center for the Arts, RBE has built a culturally impactful program. This has included such events as “Celebrating the Struggle” and “Underground Railroad Reenactment.” Students are given safe space to express the cultural art from within and encouraged in rediscovery of the arts as endowed by the rich heritage of black excellence.

Cultural immersion. The demographics of the Southside would suggest a necessity of a saturation of Black historical emphasis. Furthermore, cross-cultural understanding and engagement opens the mind and brings a hunger to know more. Our innovation begins in Muncie with correct historical emphasis and the exploration of the available museums, monuments, key people, and resources; and expands through travel, through media, and through experiences. The program is tailored to unleash a passion for learning by first taking pride in reclaiming Black Excellence and then by acknowledging and understanding the world through the lens of Real Black Excellence.

Appeal to Honest Dialogue and Community Involvement

The Muncie Community School’s website’s first words inform the viewer that, “Muncie Community Schools is a great place to receive an education.” This gives the appearance of voluntarily neglecting to account for the well-documented fact that the Muncie Community School District is ranked 312 of 392 out of all school districts in Indiana, and the schools in many neighborhoods, including Industry (Crosstown), are in the bottom 10% of all Indiana schools. Muncie is broken. It needs to be healed. That is not secret information. While declaring “greatness,” the MCS system currently produces education levels so low that, barring a miracle, it will cycle poverty and ignorance to another generation. The community does not need a data sheet to know that the vast food desert is impacting their family, taking years off of life expectancy (15-year difference from one side of Muncie to another) and dollars from the family fund. They do not need a chart to understand that the school-to-prison pipeline remains the likely outcome for their sons, nor do they need the *Indy Star* or a *US News* report to know that their children are failing to be educated at the most basic levels when their sons and daughters

come home unable to read or do basic math. A journalist or sociologist can and should compile and report such things, making them visible to the general public. It is better than denial, but it does not in itself accomplish anything. To declare a problem is not a solving of it. Worse than doing nothing is when philanthropists, governments, and established institutions, justified and armed with documentation, attempt to resolve community issues. This actually ends up reinforcing to the community the idea that they are incompetent or unworthy to manage their own affairs. Without fail, these institutions become focused on one singular item (hunger, education, poverty, drugs, etc.). They are experts on and push to provide well-researched a la carte solutions with, of course, their boards and managers maintaining oversight. These institutions change the ecosystem of the community, reallocating the leaders, activists, fathers, and mothers into involuntary subjection to the new authority with its standards and gatekeepers. This is always done with some sort of culturally sensitive intonation and language. These new terms such as “cultural responsiveness” are often a cover for white supremacy reacting to black excellence in politically correct terms, which excuses the board to stay in the driver’s seat while taking the community for the ride. Specifically, our appeal for humble, honest discussion centers around the fact both documented and felt that the Muncie Community School system was in trouble before Ball State oversight officially began in July of 2018, and it is still in trouble five years later. That is not a belittlement of Ball State, but an acknowledgment that Ball State, with its expertise and educational prowess, cannot but formulate a plan that is an a la carte solution for the underserved community of Muncie. The citizens are weary of grandiose statements with marginal results for their children, which is both documented and felt. RBE proposes that the discussion needed should be not just community focused, but initiated and led by the community.

RBE Advances Educational Failure Is Not the Root Cause

The current educational inadequacy is not the problem—it is a symptom, a reflection of our community that has lost pride and faith in itself. Where there is no pride, there is no fall because you are at the bottom. Without pride, a person or community can never rise. When a people have been placed in a confined space of oppression at the bottom of society, it takes more than a school or hunger program to bring deliverance. It has always taken a prophet from amongst them—a Moses or a Harriet Tubman or a Dr. King to proclaim and understand the dream. It takes a leader of prophetic proportions to make it “come to pass.” Muncie needs a sea change. It must have a total paradigm shift. It cannot be singular, but must be a holistic approach. The soil of knowledge is always able to provide the wisdom and

sustenance for the seeds of its children. Muncie simply lacks the husbandman to care for it. Ball State helps in the dream by necessary resources and collaboration, but it takes a community leader to lead a community. Muncie right now needs faith before it can have works. Faith comes by hearing of black history, by discovery and rediscovery of the rich heritage of its culture and all it means, and by having the “prophecy” interpreted. It needs to be fed by locally grown food it cultivated itself and nourished by knowledge it received from collective experiences. Muncie must first be able to express itself in the arts—from hairstyle to clothing, from live performance to recording music, and most of all in declaring the words of the heart in spoken word and reclaiming as descendants of slaves that which was taken. Monies received by the government to the tune of \$15,000 per student for education need to be placed in the hands of the community and not a schoolmaster. The right person is the person doing the work right now, and the right organization is the one which is not “in” or a “partner of” the community, but that which is the community.

RBE Is Crosstown Muncie

RBE is that leader right now. The children’s hearts are turned to the patriarchs and matriarchs of the community. RBE is the leader because its founder and its board are the heartbeat of the community. While Ball State is considering this application, the community is considering if Ball State is humble enough to let the community of Muncie lead them. White supremacy includes the thought that because of position and availability of resources, one must necessarily be in control and lead. The question that should be asked is, “By what authority is Ball State over the children of Muncie?” The same should be asked of RBE? The answer is clearly seen in the case study of RBE subsidizing South View. When South View allowed the RBE program to work for just a few months, there was a close to 30% jump in literacy and math. The approach taken was different than the mapped out traditional route, and it worked. RBE is providing urban gardens, after school activities, black history classes, neighborhood housing maintenance groups, performing arts programs, as well as collaborating and networking with business leaders, civil leaders, agricultural leaders, and arts leaders and trailblazing a path forward. Most importantly, RBE is restoring knowledge of the past, pride in the present, and hope for the future. We would like for those who review this comprehensive statement of interest to kindly consider the voice of the community as well as the included necessary information.

STATEMENT OF INTEREST

The Academy
INTERNATIONAL

Statement of Interest to Apply for a Charter

Office of Charter Schools
Ball State University
Teachers College—TC-910
Muncie, IN 47306

The undersigned individual/organization is considering submitting a proposal to establish a charter school. We wish to participate in all forums and receive all information provided to potential organizers by Ball State University's Office of Charter Schools.

1. Primary Contact Information of Organizer

Lead Applicant Name	<u>Rachel Tocholke</u>
Mailing Address	<u>2800 North Kaster Court</u>
City	<u>Muncie, IN</u> <u>Zip Code 47304</u>
E-Mail Address	<u>racheltocholke@realblackexcellence.com</u>
Primary Phone #	<u>(574) 377-2350</u>
Secondary Phone #	<u>N/A</u>
Lead Applicant Media Contact Phone #	<u>N/A</u>

Note: This document is considered public record, and all contact information listed in this document is available to the public.

2. Mission Statement

The mission of The Academy is to educate our youth socially, mentally, emotionally, physically, and academically; to tear down walls of ignorance and build resilience, brilliance, and excellence in every student while broadening knowledge and interaction with the universal human family.

3. Statement of Inquiry

We seek a charter because The Academy will supply a vital need in the education of the children of south-side Muncie. The children and youth of south Muncie are in desperate need of intervention in terms of quality food supply, meaningful connection with their culture and local community, as well as the broader regional, national, and global communities. The answers to the academic and social troubles of the area are found in the initiatives offered by The Academy.

4. Proposed Name and Location of Charter School and School District

The Academy International

Muncie, Indiana

Muncie Community School District

5. Grade Levels and Number of Students to Be Served

	School Year	Grades Served	Projected Total Enrollment
Year 1	2025	K-5	50
Year 5	2029	PreK-12	400

6. Public and Private Schools Serving One or More of the Proposed Grades That are Situated Near the Proposed Location

- Grissom Memorial Elementary 3201 S. Macedonia Ave., Muncie, IN 47302
- South View Elementary School 2100 S. Franklin St., Muncie, IN 47302
- East Washington Academy 1000 E. Washington St., Muncie, IN 47305
- Inspire Academy 2801 E. 16th St., Muncie, IN 47302

7. Since charter schools are schools of choice, describe what would motivate parents and/or students to choose your proposed school.

Parents will be motivated to choose The Academy because it offers a unique approach to the educational needs of their children and because it addresses these needs at the most basic level. The success of our staff at South View Elementary in terms of raising literacy scores for struggling students serves as an indicator of further success, and parents are asking for our continued services. We are confident that our comprehensive teaching techniques can effectively change the future for students of all backgrounds. The Academy's approach provides a vital link between students and their community, and addresses not only educational struggles, but their root causes.

8. Identified Community Support and Partnerships

A. Community Partnerships

- Hustlin' Backward
- Negasi Gardens and Agriculture Experience
- Concrete Rose
- Young Men's Restoration Academy
- The Contracting Co.

B. Community Support Groups

- Purdue Extension
- Hair Life Studio
- Brothers' Barbershop
- Oshcon
- Unc's BBQ
- Human Agricultural Cooperative
- Pastor Woodgett—The Church of the Living God

9. Contact Information for Members of the Founding Group; EMO / CMO / ESP Information

Name Devin Carter—Director of Human Relations
Mailing Address 5525 N. Leslie Drive
City Muncie, IN Zip Code 47304
E-Mail Address bigdevsr1981@gmail.com
Primary Phone # (765) 228-3039

Name Robert Ewing, Jr.—Executive Overseer
Mailing Address 213 S. Ivy Wood Drive
City Muncie, IN Zip Code 47304
E-Mail Address ewingrobert1982@yahoo.com
Primary Phone # (765) 730-8752

Name Marcus Benion—Associate Executive Overseer
Mailing Address 7200 E. Gayview Lane
City Selma, IN Zip Code 47383
E-Mail Address marcusbenion@realblackexcellence.com
Primary Phone # (260) 750-0478

Name Derek King—Educational Overseer
Mailing Address 8304 N. Tahoe Drive
City Muncie, IN Zip Code 47303
E-Mail Address le.kingderek@gmail.com
Primary Phone # (463) 701-8287

Name Megan Benion—Matriarchal Director
Mailing Address 7200 E. Gayview Lane
City Selma, IN Zip Code 47383
E-Mail Address info@negasi.org
Primary Phone # (260) 438-5621

EMO/CMO/ESP	Real Black Excellence
EMO/CMO/ESP Contact	Stephen P. Hargrave
Mailing Address	2905 Wheeling Avenue
City	Muncie, IN Zip Code 47303
E-Mail Address	stephenphargrave@gmail.com
Primary Phone #	(260) 433-7637

10. Educational Philosophy and Desired Educational Methodologies (e.g., Educational Programs)

Every person is distinct, unique, special, and absolutely vital to our community. Each student is worthy of having his promise discovered, his character directed, and his mind enlightened. These aims are achieved through a variety of experiences, presented with care and dedication for the full development of each student. Students must have space to safely express creativity and natural talent, and must be provided with opportunities for hands-on and interactive learning that is facilitated, not only by effective teachers, but also by their own interests.

Please see No. 11 for further description of educational programs.

11. Description of the Unique Characteristics the Charter School Will Offer as an Educational Option Different from Other Options in the Community

A. Agriculture/Food Production

The Academy is unique in that it addresses the most pressing needs of the community at an integral level. Education in Muncie’s south side is measurably disparate (negatively so) from that in north Muncie. In 2018, the average life expectancy of certain neighborhoods was discrepant by as much as fifteen years within an area of only a few miles. The school-to-prison pipeline, not to mention academic failure, is threatening the children of this demographic. These children are facing early death—a death that is preventable. A documented food desert in this area is hindering children from succeeding academically. To open more food banks would be a joke and could actually exacerbate the existing problem by providing an oversupply

of high-carbohydrate foods that will further obesity and undermine student attention and mental processing. It is time to deal with this problem from a grass-roots approach in which fresh, high-quality food is produced through a collaboration of farms and gardens with The Academy's student body. The students will be taught the most vital skills any civilization has ever learned—the production of food through community cooperation. Gardening and food production will provide quality fruits and vegetables for student consumption, while the process will teach that the principles of agriculture integrally apply to the cultivation of the intellect and the applied knowledge of vital mutuality, as well as the educational development of every student's person. Far from being mere extracurricular activities, these educational agriculture initiatives offer an enormous capacity for academic advancement.

B. Cultural Immersion/Travel

The Academy is committed to developing students into well-rounded citizens who have acquired a comprehensive appreciation of the local and global communities by means of domestic and international travel and widespread exposure to cultural diversity. As part of its focus on culture and community, The Academy will provide access to museums and other sites of cultural heritage, facilitate interaction with community leaders and officials, promote community service by the student body, and provide opportunities for travel.

C. The Arts

At The Academy, the arts are recognized as fundamentally important in students' education and development. While what are considered core academic subjects must not be neglected, the mission of The Academy incorporates careful attention to the teaching and development of the arts as an essential means of human expression. Every student is inherently endowed with a gift. He or she cannot properly function and thrive, nor properly interact with and supply the community without the unlocking and enablement of this gift.

The curricular framework of The Academy does not relegate the arts to the place of an inconsequential pursuit of pastimes for a limited number of talented individuals, or merely a means of breaking the ardor of other coursework. Research has shown that the arts have a positive effect on mental and emotional health, as well as school culture, attitude, and attendance. This means that the academic facilitation of the arts can have a massive positive impact not only on

students' present academic success, but also on their lives outside of school and their future.

It must be stressed that the arts infinitely exceed nominal engagement with art forms in an attempt to fill a curricular stipulation with busy work. It is through meaningful engagement with the arts that students find their own identity and voice. It is through the arts that students discover connections with their communities that bind them with the moral obligations of citizenry. It is through artful expression and insight that students are able to relate to their own history and culture, and by which life-changing empathy is born.

D. Special Education

The mission of The Academy comprises a focus on delivering special education for students who face atypical challenges to learning and mental processing. Unfortunately, this is a need that not every school in the surrounding area has the resources to adequately fill. Because of The Academy's emphasis on providing this service, it will distinguish itself as an institution that is ready to assist the community through compassionate implementation of intervention strategies.

12. Fiscal (5-year Budget Summary Template)

BSU						OCS	
6/27/2023					Operating Budget		
	Enrollment	50		100	200	300	400
	ADM						
School:	School Name: The Academy						
		FY 2025		FY 2026	FY 2027	FY 2028	FY 2029
	SUPPORT AND REVENUE		% of Total				
	State and Federal Per Student Income						
	Grants	679,328.13		1,123,656.25	1,937,312.50	2,800,968.75	3,439,625.00
	Program Service Fees						
	Contributions	85,000.00					
	Indiana Common School Loan Fund						
	Interest/Other Income						
	Total Support and Revenue	764,328.13		1,123,656.25	1,937,312.50	2,800,968.75	3,439,625.00
	EXPENSES						
	Salaries and Benefits	471,840.88		762,618.55	1,436,086.34	2,145,460.21	2,549,930.64
	Occupancy Costs	175,200.00		157,600.00	150,000.00	142,400.00	144,400.00
	Supplies and Materials	44,400.00		69,200.00	107,000.00	164,600.00	288,600.00
	Purchased Services	70,200.00		119,200.00	220,400.00	320,400.00	421,000.00
	Other	1,321.00		15,914.92	21,829.84	27,744.77	33,659.69
	Total Expenses	762,961.88		1,124,533.47	1,935,316.18	2,800,604.98	3,437,590.33
	Net Excess/(Deficit)	1,366.25		(877.22)	10,489.36	363.77	2,034.67

Signature

Date

Governance Supplement

Academic Supplement

CURRICULUM						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Mathematics						
	Saxon Math K (SM)	SM 1	SM 2	SM 3	SM 5/4	SM 6/5
Social Studies						
	Kinder Social Studies	Story of the World (SOTW) Ancient Times	SOTW Middle Ages	SOTW Early Modern Times	My Indiana State History	SOTW The Modern Age
Foreign Language (Spanish)						
	AICP Program	Amarillo A	Amarillo B	Azul A	Azul B	Azul C
Science						
	Elevate Science	Elevate Science	Berean Builders (BB)	BB	BB	BB
Music						
	GamePlan K	GamePlan 1	GamePlan 2	GamePlan 3	GamePlan 4	GamePlan 5
Art						
	Kindergarten Art Lessons					
	50 K-12 Art Lessons Eric Gibbons	50 K-12 Art Lessons Eric Gibbons	50 K-12 Art Lessons Eric Gibbons	50 K-12 Art Lessons Eric Gibbons	50 K-12 Art Lessons Eric Gibbons	50 K-12 Art Lessons Eric Gibbons
Eng. Language Art						
English						
	M. A. Rooney Foundation	M. A. Rooney Foundation	M. A. Rooney Foundation	M. A. Rooney Foundation		
Writing						
	IEW	IEW	IEW Grade 2	IEW Level A	IEW Level A	IEW Level A
Literature						
	Skyline	Skyline	Skyline	Skyline	Skyline	Skyline
Grammar						
					Fix-It Grammer Level 1	Fix-It Grammar Level 2

Mathematics

Saxon Math (K, 1, 2, 3, 5/4, 6/5)

Methodology—Saxon Math curriculum ensures sustained achievement through incremental instruction. Students will accomplish the following:

- Build and retain mastery of mathematical concepts
- Develop deeper understanding through integration of mathematical strands
- Benefit from 35 years of documented success in measurable student improvement

Curriculum selection criteria

- Cumulative approach to mathematics, permitting student instruction to commence at any point while ensuring that students attain and make connections with earlier lessons and concepts
- Incremental approach that ensures mastery of a concept prior to advancement to another
- Distributive approach that causes skills to be presented throughout the year, further insuring concept practice and mastery

Social Studies

Kinder Social Studies (Grade K) / Story of the World (Grades 1–5)

Methodology—straightforward and engaging presentation of human history from ancient times to the present

Students will experience the following:

- Be drawn into ancient civilizations through interactive use of maps, timelines, and illustrations
- Grasp historical concepts through unusual and engaging projects
- Receive a comprehensive, cohesive overview of history spanning their elementary years

Curriculum selection criteria

- Texts authored at the reading level of the students
- Information presented in a format that attracts the attention of the student
- Survey of world history

Foreign Language

AICP (Grade K) / Amarillo A & B (Grades 1-2) / Azul A-C (Grades 3-5)

Methodology

- Immersion which will take advantage of the innate predisposition of primary grade students to learn new languages

Curriculum selection criteria

- Presentation of basic Spanish vocabulary encompassing conversational skills
- Multi-sensory presentation using flashcards and other hands-on methods
- Cumulative curriculum that advances from grade to grade

Science

Elevate Science (Grades K-1) / Berean Builders (Grades 2-5)

Methodology

- Phenomena-based, hands-on science curriculum
- Problem-solving, critical thinking
- Meets NGSS (Next Generation Science Standards) performance expectations

Curriculum selection criteria

- Narrative approach to science which engages students and lends itself to faster retention of concepts, encouraging student-led investigation
- Experiment-intensive course, hands-on rather than textbook-focused
- Rigorous approach to science aimed at developing the ability to reason and hypothesize scientifically

English Language Arts

English—M.A. Rooney Foundation (Grades K-3) / Writing—Institute for Excellence in Writing (IEW) / Literature—Skyline Curriculum / Grammar—Fix-IT! Grammar

Methodology

- Utilizes multi-sensory engagement through literacy stations, interactive and independent reading and writing assignments, and public speaking
- Employs the practice of adding new concepts following mastery of former
- Builds course around classic, current, and culturally responsive texts, including fiction, biography, songs, poems, and more

Curriculum selection criteria

- Lends itself to modification for individual or group instruction at all reading levels
- Approaches instruction actively rather than textbook-focused
- Equips teachers to effectively use the four language arts—listening, speaking, reading, and writing

Art

Fifty K-12 Art Lessons: Deluxe Color Edition: Creative Differentiated Explorations in Art; Gibbons, Eric (Grades K-5)

Methodology

- Lessons gleaned from 30-year teaching career including worksheets, grading rubrics, classroom resources, and sub plans
- Lessons adjust easily to accommodate the special needs of the students
- A diversity of mediums can be used

Curriculum selection criteria

- Explores various art forms including sculpting, painting, drawing, etc.
- Projects begin to introduce students to art movements and historical art periods
- Through art, students are exposed to engineering, service learning, global hunger, etc.

Music

Gameplan by Jeff Kriske and Randy Delell

Methodology

- An active music curriculum organized in a logical sequence
- Combines music, movement, and creative play
- Grades K-3 build the foundation for playing simple songs on recorders or keyboard in Grades 4 and 5
- Increase critical thinking skills

Curriculum selection criteria

- Meets national standards of music
- Gives a child the love for music and all its effects
- Provides space for the instructor and student to be creative
- Offers a diversity of learning methods

Financial Supplement

Please allow this section to serve as supplemental information in regards to our financial plan. We have attached spreadsheets noting the five-year budget summary. More detail is provided in the proposal. RBE has networked with several local, regional, and other investors and businesses to provide a stable foundation and assured financial stability. Attached in the letters of support are a sampling of these. Upon request, more can be provided. Also, we have, in connection with our own Negasi Gardens, negotiated with local and regional providers of meals and other goods at a partnership price. Should there be further questions, please feel free to ask.

Projected New School Annual Operating Budget -- YEARS 1 - 5 (Fiscal Year July 1-June 30)

School Name: The Academy International
 Planned Opening Year: 2025

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column N on Tab 5. Failure to provide a description as requested may result in rejection of the submission.

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
REVENUES							
State Revenue - See Footnotes							
Basic Tuition Support / Adult Grant - From Tab 2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Special Education Grant - From Tab 2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Honors Diploma Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
CTE Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter and Innovation Network School Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Formative Assessment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
High Ability (Gifted and Talented) Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbook Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Remediation Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appreciation Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other State Grants (please describe) (1)	\$ 275,000.00	\$ 325,000.00	\$ 325,000.00	\$ 350,000.00	\$ 425,000.00	\$ 625,000.00	Other State Grants (Row 29)
Total State Revenue:	\$ 669,328.13	\$ 1,113,656.25	\$ 1,113,656.25	\$ 1,927,312.50	\$ 2,790,968.75	\$ 3,779,625.00	
Federal Revenue - See Footnotes							
Public Charter School Program Grant (2)	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA - Part B Grant (Special Education)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Title II	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Federal Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Federal Revenue (Row 41)
Total Federal Revenue:	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Other Revenue							
Contributions and Donations from Private Sources	\$ 294,100.00	\$ 85,000.00	\$ -	\$ -	\$ -	\$ -	
Student Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Other Revenue (Row 50)
Total Other Revenue:	\$ 294,100.00	\$ 85,000.00	\$ -	\$ -	\$ -	\$ -	
TOTAL REVENUE:	\$ 294,100.00	\$ 764,328.13	\$ 1,123,656.25	\$ 1,937,312.50	\$ 2,800,968.75	\$ 3,789,625.00	
EXPENSES							

Administrative Staff - See Footnote (3)

Executive Administration: Office of Superintendent
 School Administration: Office of the Principal
 Other School Administration
 Business Manager/Director of Finance

Total Administrative Staff:

\$	60,543.50	\$	111,964.50	\$	145,576.50	\$	272,147.00	\$	272,147.00
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Instructional Staff

Teachers - Regular
 Teachers - Special Education
 Substitutes, Assistants, Paraprofessionals, Aides
 Summer School Staff

Total Instructional Staff:

\$	180,000.00	\$	240,000.00	\$	577,161.00	\$	887,940.00	\$	1,274,328.00
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Non-Instructional/Support Staff - See Footnotes

Social Workers, Guidance Counselors, Therapists
 Instructional Support Staff (4)
 Other Support Staff (please describe) (5)
 Nurse
 Librarian
 Information Technology
 Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)
 Security Personnel
 Athletic Coaches

Total Non-Instructional/Support Staff:

\$	23,109.50	\$	29,135.50	\$	58,271.00	\$	58,271.00	\$	58,271.00
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Other Support Staff (Row 78)									

Payroll Taxes and Benefits - From Tab 3

Social Security/Medicare/Unemployment
 Health Insurance
 Retirement Contributions
 Other Compensation (please describe)

Total Payroll Taxes and Benefits:

\$	35,351.38	\$	58,985.05	\$	114,592.84	\$	172,219.21	\$	234,968.64
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Other Compensation (Row 94)									

Total Personnel Expenses:

\$	123,551.38	\$	181,485.05	\$	307,092.84	\$	448,719.21	\$	581,468.64
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Instructional Supplies and Resources - See Footnotes

Textbooks
 Library/Media Services (Other than Staff)
 Technology Supporting Instruction (computers, tablets, etc.)
 Student Assessment
 Instructional Software
 Professional Development
 Enrichment Programs (athletics or extra-curricular activities)
 Other Instruction Supplies (not including technology)

Total Instructional Supplies and Resources:

\$	10,000.00	\$	20,000.00	\$	40,000.00	\$	60,000.00	\$	80,000.00
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Other Instructional Supplies and Resources (Row 108)									

Administrative Resources

Administrative Technology - Computers & Software (not SIS)
 Other Administrative Expenses (please describe)

Total Administrative Resources:

\$	1,200.00	\$	2,000.00	\$	2,400.00	\$	2,600.00	\$	3,000.00
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Other Administrative Expenses (Row 114)									
Other Administrative Expenses (Row 114) include office supplies									

(1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); school safety plan grants (IC 5-2-10.1-6); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student achievement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.

(2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact DOE's Office of Title Grants and Support for more information.

(3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.

(4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.

(5) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.

(6) Three-Quarters of a percent (0.75%) of basic tuition support or adult learner grant amount received by the school.

(7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.

INNOVATIONS

The Academy
INTERNATIONAL

Confronting the Food Desert with Agriculture

In spite of multiple intervention strategies and programs, the community of south Muncie (including the neighborhoods of Industry and Whiteley), remains a documented food desert. Hundreds of underserved children and youth (not to mention entire families) are left to grapple with multiple factors



that threaten to severely limit quality of life in almost every facet. National Public Radio, in conjunction with Ball State University, has reported that the average life expectancy in pertinent areas of Muncie south of the railroad tracks is ten years less than the city average, and fifteen years less than Yorktown—a mere seven miles away (<https://indianapublicradio.org/news/2018/10/new-national-city-data-tool-explores-life-expectancy-factors/>). It should be no surprise that academic disparity follows a similar demarcation. Due to the holistic quality of human beings and their communities, a basic

misalignment of a part negatively affects the whole. In the face of local food shortfall, students are forced to face life at a definite disadvantage. Margaret Lahey and Shari Rosen discuss the challenges to learning that students face on account of compromised nutrition (https://www.academia.edu/29511776/Families_Foodbank_Dependencies_for_Diet_and_Nutrition_Could_Impact_on_Childs_learning_ability_by). The threatening predicament these students face not only challenges academic progress, but also occasions the disintegration of meaningful human existence. Now we are not only faced with languid, illiterate students with failing grades who will never go to college, but because of the integral breakdown of their lives, the school-to-prison pipeline is steadily fed, not to mention drug abuse, neighborhood shootings, and suicide. It is a vicious sequence in which lack of nutrition impairs education (not to mention physical and mental well-being), and compromised education in turn sets the stage for future failure and deviance.

As presented by Diane Shawe, it is important to note that foodbanks do not necessarily provide a satisfactory solution (https://www.academia.edu/29511776/Families_Foodbank_Dependencies_for_Diet_and_Nutrition_Could_Impact_on_Childs_learning_ability_by). To the contrary, food from foodbanks can add to the problem of malnutrition. Even though foodbanks have a legitimate function, it is time that intervention strategies do more than indiscriminately apply deficient token solutions to decade-old problems.

Not only is there a simple food shortage (though the outcomes of this are complex enough), but there exists an underlying lack of understanding of the principles of sustainability through community. This is why south Muncie needs more than foodbanks or even stores. It is crucial that food production become an integral part of this community.

The Academy students will help grow their own food. This is not mere fanciful proposal. Agricultural infrastructure already exists in the form of the local Negasi Gardens, an Academy partner already involved in a successful agricultural endeavor that involves Muncie youth. Negasi Gardens will be supplemented by Wesler Orchards and Tinsman Cattle Farms—both of which provide active learning opportunities for students.



The Academy's community partnership with Negasi Gardens, Prairie Hills Farm, Wesler Orchards, and Tinsman Cattle Farms will not only help resolve the issues caused and occasioned by the current food desert, but will provide an opportunity for experientially understanding community and cooperation. In this endeavor lives hope for south Muncie's underserved and neglected demographic, because beyond the supplying of wholesome nutrition, this initiative embodies and bequeaths those paramount elements that are so indispensable to humanity—namely the principles and art of love, communication, community, family, and leadership. This is not merely an agriculture program, but one that naturally lends itself to that education which brings about the culture and cultivation of the students' intellectual and moral faculties.



In The Academy's quest to restore the lost and most vital art of cultivation in the production of fresh fruits and vegetables through hands-on, project-based learning, students will learn the indispensable principles of communal cooperation. These principles establish the love and honor of our fellow humans, all the while recognizing that we are critically and inadvertently interdependent. The present food desert itself is definite proof of a pronounced lack of understanding along these lines and reminds us of the pressing need for community

healing and unity. The concept of the integrated practice of agriculture as it relates to the cultivation of the mind, the furthering of culture, and the synergy of the community is paramount to education.



“The students will have hands-on experience in this lost art and understand the significance of agriculture in our history. However, agriculture is not only cultivating the ground, producing crops, raising livestock, marketing and selling the products. It has everything to do with our children’s culture, history, and community. Our course of study will cultivate within the children a working together with each other and the community, while also recognizing the need to re-establish damaged structure and relationships and restore the community.

“There’s a lack of understanding why we even need food. The history of the descendants of former slaves in America is full of feeding America. Planting. Feeding America. Through agriculture. Clothing, feeding America. We did so good at it—we got seven herbs and spices to make intestines taste good. Yes, there’s a food desert, yes, we need connections. We need to know why we can’t get along together. That’s why it’s ‘Real Black Excellence,’ not just ‘Black Excellence,’ because there’s no such thing as Black Excellence without it being real enough to realize we need one another. There needs to be a breaking up of the fallow ground of the heart and the mind of the children.

“Yes, there is a food desert. The desert is well beyond my growing this onion. The desert is that these individuals have lost the principle, the art of love, communication, family, and leadership. The sowing of the seed of enlightenment is a breaking up and a cultivating and a developing of the individuals in the community and a fellowship with the parents that is so deep that it produces an ordered, structured row, a ‘garden’ of people.”

—Stephen P. Hargrave; *Visionary Overseer, Real Black Excellence*

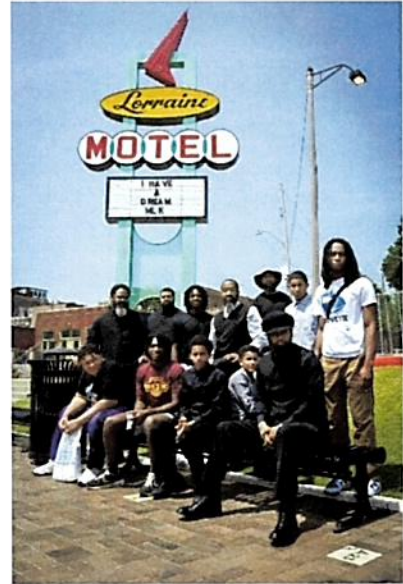
Expression Through the Arts

RBE is currently involved in a performing arts program in collaboration with Concrete Rose, using the Cornerstone Center for the Arts in Muncie. This program has been highly successful in bringing the community together in support of the children. During this program, participants have memorized large portions of great and impactful speeches, and learned large portions of history and culture. The students collaborated with the Ball State University media team in costume selection and also had coaches for singing and dancing. The expression of arts is a healing and time-honored tradition. The Academy will focus on the rich heritage of African American contribution to the arts in music, dance, cinematography, fashion, and cuisine, as well as the total body of creative expression through its many genres.



Cultural Immersion

Another distinguishing intervention of The Academy is the teaching and celebration of culture through an immersion-type experience that takes place on both local and global levels. Understanding the broader contexts of culture and community plays a vital role in forging those connections that will anchor students in the fulfilling of their civil duties as both contributors to and recipients of the benefits of their communities. Even if literacy targets were to be met and superseded, and test scores were to skyrocket, the problems of the community will never be effaced until children and youth are connected to their community and find their own true collective and individual identity. Without cultural enlightenment, the children and youth of Muncie remain in dark confinement, as it were. In this darkness there is a profound sense of lostness, the ramifications of which include the crime, the shootings, the drugs, the jail sentences, and the despair—all of which the city of Muncie is grappling with at this very moment.



Beginning in third grade, the students of The Academy will engage in meaningful interaction with leaders of their community, including members of the local justice system. Local field trips will include museums and civil service organizations. Community service is yet another facet of this learning experience, through which students are able to give back by assisting in clean-up projects, etc. Participating in student government will offer students of The Academy a tremendous opportunity to practically apply principles of community and social justice, etc.

A crucial aspect for student success is the fact that cultural exposure and learning, as well as community service, will continue in the form of after-school and summer programs. This ongoing learning outside of the traditional school day has been shown to be an effective factor in closing student achievement gaps, especially as students move from childhood to adolescence.

Students will have the opportunity to travel to historic cultural sites beyond the local community. This would include both domestic and international school trips to places such as Ontario, Canada, which will highlight lessons of geography, history, and culture.

Student Activities

A. Field Trips Local

- Muncie Civic Theater; K–5th
- Muncie Children’s Museum; K–3rd
- Charles W. Brown Planetarium (Ball State); 3rd–5th
- Minnetrista Museum and Gardens; K–5th
- Christy Woods (Ball State); K–5th
- Fire Department; K–3rd
- Police Department; K–3rd
- Ball State Art Museum; 3rd– 5th

B. Field Trips Outside of Muncie

- Boonshoft Museum of Discovery (Dayton, OH); K– 5th
- Newfields Art Museum (Indianapolis); 3rd–5th
- Conner Prairie (Noblesville); K–5th
- The Children’s Museum of Indianapolis; K–5th
- Fort Wayne Zoo; K–5th
- Indianapolis Zoo; K–5th
- Wonderland Lab (Bloomington); K–5th
- Richmond Art Museum; K–3rd
- Tinsman Cattle Farms (New Paris, OH); K–5th
- Wesler Orchards (New Paris, OH); K–5th
- Jacob’s Family Orchard (New Castle); K–3rd
- Creation Museum (Petersburg, KY); K–5th
- Freedom Center (Cincinnati, OH)
- The Ark Encounter (Williamstown, KY)



School Trip to Canada

DAY 1

07:00 Leave Muncie, IN

11:30 Lunch in Windsor, ON

- The Ambassador Bridge remains the largest international suspension bridge in the world. On average, more than 10,000 vehicles traverse the bridge every weekday. It is one of North America's busiest international border crossings in terms of both traffic and trade volume.



- Detroit-Windsor Tunnel, which opened in 1930, was the first vehicular tunnel between two nations.

12:30 Leave Windsor, ON

13:45 Arrive Josiah Henson Museum of African-Canadian History, Dresden, ON

- After escaping to Upper Canada (now Ontario) from slavery in Maryland and Kentucky, Josiah Henson established himself as a conductor on the Underground Railroad, traveling the clandestine network of paths and safehouses in reverse. In his role as conductor, he rescued 118 enslaved people.



A strong proponent of education and self-reliance, Henson relocated to Dresden, Ontario in 1841 and co-founded the British-American Institute of Science and Technology with Oberlin, Ohio, missionary Hiram Wilson. The settlement—known as Dawn—developed around the school. Its residents farmed, attended the institute, and

worked at sawmills, gristmills, and other local industries. Some returned to the United States after emancipation was proclaimed in 1865. Others remained, contributing to the establishment of a significant Black community in this part of Ontario.

Known as “Uncle Tom” through his connection to Harriet Beecher Stowe’s 1852 antislavery novel *Uncle Tom’s Cabin*, Josiah Henson was one of the most famous Canadians of his day. Henson’s celebrity raised international awareness of Canada as a haven for refugees from slavery.

15:00 Leave Josiah Henson Museum of African-Canadian History, Dresden, ON

18:00 Arrive Niagara Falls, ON; Check-in at hotel

18:30 Dinner in Niagara Falls, ON

19:30 View falls illumination at night

- Niagara Falls is a group of three waterfalls at the southern end of Niagara Gorge, spanning the border between the province of Ontario in Canada and the state of New York in the United States. The largest of the three is Horseshoe Falls, which straddles the international border of the two countries. It is also known as the Canadian Falls. The smaller American Falls and Bridal Veil Falls lie within the United States. Formed by the Niagara River, which drains Lake Erie into Lake Ontario, the combined falls have the highest flow rate of any waterfall in North America that has a vertical drop of more than 50 m (160 ft). Horseshoe Falls is the most powerful waterfall in North America, as measured by flow rate.



DAY 2

08:00 Breakfast at hotel in Niagara Falls, ON

08:30 View falls in daylight

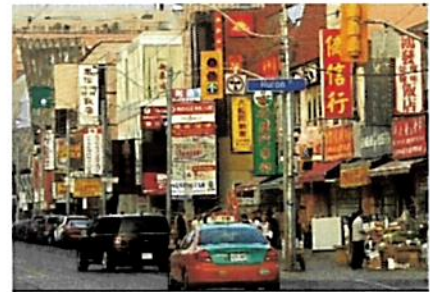
10:30 Leave Niagara Falls, ON

12:00 Lunch in Toronto, ON

- Toronto is Canada's largest city—over 6 million people—and a world leader in such areas as business, finance, technology, entertainment, and culture. Its large population of immigrants from all over the globe has also made Toronto one of the most multicultural cities in the world.

13:00 Chinatown and Kensington Market, Toronto, ON

- Established in 1878, Chinatown is one of Toronto's oldest and most dynamic neighborhoods. You'll find bustling produce markets that spill out onto the street, numerous shops and food stalls, neon signs and a plethora of cuisines (not only Chinese—there's a strong Vietnamese contingent too, for example).
- Toronto's Kensington Market is an eclectic neighborhood with a multicultural mix of supermarkets, street food, hole-in-the-wall boutiques and vintage clothing stores. Strolling through Kensington shops allows you to tap into the many different cultures that now make Toronto home, and you'll have your pick of cuisines with so many options on hand. Plus, Kensington comes with a bit of a grittier edge and it's all the better for it.



14:30 Ripley's Aquarium of Canada, Toronto, ON

- The Aquarium boasts more than 5.7 million liters of water, North America's longest underwater viewing tunnel, and more than 100 interactive opportunities! Get up close and personal with several touch exhibits featuring scarlet cleaner shrimp and stingrays. This awe-inspiring attraction consists of ten carefully curated



galleries showcasing a cross section of saltwater and freshwater environments from around the world, starting with species from Toronto's backyard, the Great Lakes Basin.

16:30 Check-in at hotel, Toronto, ON

17:30 Dinner in Toronto, ON

18:30 CN Tower Tour, Toronto, ON



- CN Tower is Canada's most recognizable and celebrated icon. When the CN Tower construction was completed in 1976, this icon of Canadian engineering and construction was the tallest freestanding structure on Earth until 2007, standing at 553 m (1,815 ft).

19:30 Return to hotel, Toronto, ON

DAY 3

08:00 Breakfast at hotel in Toronto, ON

08:30 Leave Toronto, ON

10:30 Arrive Aylmer, ON

12:00 Lunch in Aylmer, ON

13:00 Leave Aylmer, ON

19:00 Arrive Muncie, IN

