

WILLIAMS ARTS AND TECHNOLOGY ACADEMY

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Application

Presented to

Dr. Kevin R. Smith

Associate Director of Charter Schools, Outreach and Engagement

University of Southern Indiana

Evansville, Indiana

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In Consideration of Charter Approval

Williams Arts and Technology Academy

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by

Dr. Debra Faye Williams-Robbins

December 19, 2025

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Keywords: Charter, Academy, Arts, Technology, Mastery-Based, Competencies, and Critical Thinking

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**SECTION I**  
**NEW CHARTER SCHOOL APPLICATION**

School Overview

Name of proposed school: Williams Arts and Technology Academy

Proposed location of the school: Fort Wayne, Indiana  
*City/State*

Fort Wayne Community Schools  
School District/LEA

Primary contact person: Dr. Debra Faye Williams Robbins, Esq. Ed.D.

Mailing address: 1331 Gay Street

*Street/PO Box*

Fort Wayne      Indiana      46806

*City*

*State*

*Zip*

Are you applying as a:   ☒ New Operator   ☐ Existing Operator   ☐ Conversion Operator

### Williams Arts and Technology Academy

Table 1 presents the 11 Founding and Organizing Board Members and their diverse roles.

Table 1

*Founding Team Including Board Members and Proposed School Leader(s)*

Full Name	Current Role and Organization	Role with School
Dr. Debra Faye Williams-Robbins	Retired Elementary and Middle School Teacher, Principal, Assistant Superintendent and Deputy Superintendent	Founder and Organizing Board Member
Barbara Ahlersmeyer	Retired High School Teacher, Principal, and Director of Student Services	Organizing Board Member
Alani Arrington-Bey	Ivy Tech Nursing Student	Organizing Board Member
Rohli Booker	Fort Wayne City Council	Organizing Board Member
Lawrence Campbell	Trustee and Treasurer of Pilgrim Baptist Church	Organizing Board Member
Dr. Ramona Coleman	Chief Executive Officer of CAAG Consulting Services, Retired Elementary and Secondary Teacher; Retired Program Officer of Title II and IV, and Retired Assistant Superintendent of Human Capital Management/Professional Learning	Organizing Board Member
Pastor Kim Curry	Pastor of Unity Christian Fellowship	Organizing Board Member
Dorotha Davis	Founder/Owner, Davis Corporate Training, Inc.	Organizing Board Member
Dr. Quinton Dixie	Professor of the History of Christianity in the US and Black Church Studies at Duke University	Organizing Board Member
Kathy Gaines	Retired Elementary Special Education Teacher, Principal and Director of Human Resources	Organizing Board Member
F. Renee Morrison	Human Resource Generalist at Dupont Hospital and Former Financial Center Regional Manager and Human Resource Director for LLSC	Organizing Board Member

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school, but not hold the charter directly? ☐ Yes ☒ No

If yes, identify the ESP or other partner organization:

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Does the school intend to partner or be affiliated with an existing or planned charter management organization (CMO) through which a single governing board governs or will govern multiple schools?

☐ Yes ☒ No

If yes, identify the CMO or other partner organization:

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Table 2 illustrates the projected enrollment for Williams Arts and Technology Academy. The Academy will initially start with Grades K-3 and an additional grade level will be added each year up to Grade 6. There will be two classes per grade level with a maximum of 15 students per class.

Table 2

*Grade Level and Enrollment Summary*

Charter Year	Grade Level(s)	Enrollment (Projected By Grade)
Year 1	K-3	120
Year 2	K-4	150
Year 3	K-5	180
Year 4	K-6	210
Year 5	K-6	210
At Capacity	K-6	210

## **SECTION II**

### **EXECUTIVE SUMMARY**

#### **Mission**

Williams Arts and Technology Academy exists to empower students through a character-driven education that merges creativity, innovation, and leadership. Students will be encouraged to discover their voice, cultivate resilience, and use the arts and technology as tools to inspire change. Williams Arts and Technology Academy seeks to develop a generation of changemakers that can lead with integrity, think critically, and make meaningful contributions to their communities and the world.

#### **Vision**

Williams Arts and Technology Academy will be a dynamic learning community where creativity and innovation thrive; students will be prepared to become compassionate leaders, critical thinkers, and lifelong learners who shape the future through the power of the arts and technology.

#### **Philosophy**

At the core of Williams Arts and Technology Academy will be the foundational belief that high expectations and an environment of excellence form the foundation for lifelong success. The Academy will be committed to establishing a community where academic rigor, emotional well-being, and civic engagement work in concert to prepare students for engaged learning through the application of real-world experiences.

Rooted in the values of equity, collaboration, and holistic development, Williams Arts and Technology Academy will continually emphasize the importance of partnerships among families, educators, and community stakeholders. These collective partnerships will empower families as active participants in their children's learning journey, enhance teacher effectiveness through shared responsibility, and mobilize community resources to sustain student growth. The Academy will view academic achievement and well-being as interconnected pathways leading to the development of empowered, innovative, and responsible citizens.

### **Targeted Population**

Williams Arts and Technology Academy will support students in grades Kindergarten through Grade 3, beginning with an enrollment of 120 students in the first year of service. The school will be strategically located at 1331 Gay Street, Fort Wayne, Indiana 46806 to serve a diverse population of the local community.

The Academy will be committed to serving all students equitably and will not discriminate based on race, color, religion, gender, sexual orientation, disability, or national origin. It will be equitable in the admission or education of students, the administration of its policies, and the participation of parents and guardians in school activities.

To ensure that the school's enrollment reflects the demographics of the surrounding community, the Academy will implement a balanced enrollment and communication plan. This plan will include targeted outreach to families within diverse neighborhoods, collaboration with community organizations, and multilingual communication strategies to achieve racial, ethnic, and socioeconomic representation consistent with the Fort Wayne area population.

In accordance with Indiana Code § 20-24-5 (2024), applications for enrollment will be accepted until the designated count day(s) as established by the Indiana Department of Education

(IDOE). If the number of applicants exceeds the available spaces, Williams Arts and Technology Academy will conduct a random lottery during a public meeting to ensure transparency and fairness in the selection process.

In its opening year, enrollment will be maximized at 120 students. The Academy's growth plan calls for a gradual, intentional expansion in subsequent years, as outlined in the comprehensive school proposal. This measured approach will allow for strategic scaling, ensuring that the school maintains a personalized, data-driven focus on competency-based learning as enrollment increases.

### **Educational Need**

The establishment of the Williams Arts and Technology Academy directly responds to national, state, and local trends that underscore the need for expanded educational choice and personalized learning opportunities. Within the Fort Wayne community and the broader Indiana landscape, the Founding Board recognizes a desire for innovative, inclusive, and student-centered models that integrate academic rigor with creativity, technology, and social-emotional development.

Williams Arts and Technology Academy's competency-based instructional framework is designed to ensure that all students master foundational skills through personalized learning pathways. The integration of arts and technology will provide an interdisciplinary approach to education, enhance our student's engagement and support sticky learning to elevate the knowledge and skills that endure beyond classroom experiences. This model will enable students to connect core academic content with creativity, problem-solving, and real-world application (Quinn et al., 2019).

Williams Arts and Technology Academy will be especially responsive to students that benefit from individualized pacing and alternative modes of expression. By leveraging both artistic creativity and technological fluency, Williams Arts and Technology Academy will seek to foster higher levels of motivation, cognitive flexibility, and perseverance among early learners.

The school's intentional focus on smaller class size and competency-based progression ensures that each student receives the support necessary for academic, social, and emotional growth. Through differentiated instruction, cross-disciplinary projects, and performance-based assessments, students will not only achieve academic excellence but also develop essential skills that prepare them for lifelong success.

In essence, the Williams Arts and Technology Academy will be designed to meet a demonstrated educational need for choice, innovation, and personalization within the Fort Wayne community. This Academy will provide rich experiences for young learners to thrive academically, express creatively, and grow as responsible citizens in an increasingly interconnected world.

### **Culture of High Expectations**

Williams Arts and Technology Academy will foster a culture where every child is known, valued, and supported. The school's competency-based model will ensure that learning is personalized, and progression will reflect mastery rather than seat time. Students will advance through non-graded levels that emphasize academic proficiency, character development, resilience, and a lifelong love of learning.

The Founding Members recognize the importance of establishing a culture beyond the learning environment and will seek to address external factors that impact students' well-being

and academic success. To address issues, such as housing and other basic needs, the Academy will partner with local agencies to connect families with essential resources. Through these collaborative efforts, the Academy will nurture both academic success and family stability. Engaging in these collaborative efforts will support Williams Arts and Technology Academy in creating a community where students *enter to learn and leave prepared to serve*.

### **Curricular Approach**

Williams Arts and Technology Academy will engage students in a balanced arts and technology-integrated curriculum aligned with the Indiana College and Career Ready Standards. Instruction will include mastery learning, differentiation, and real-world application through the integration of the six global competencies: character, citizenship, collaboration, communication, creativity, and critical thinking (Quinn et al., 2019).

The curriculum is designed to:

- support mastery of state standards through differentiated, formative assessment and scaffolded instruction;
- promote cultural relevance and engagement by integrating students' lived experiences into learning;
- provide specialized supports for students who are English Language Learners (ELLs), students with disabilities, and students with high abilities; and
- encourage project-based learning and innovation, enabling students to apply knowledge across disciplines and contribute to authentic community challenges.

### **Instructional Design**

Instruction at Williams Arts and Technology Academy will be grounded in a competency-based learning framework that personalizes education through measurable student

outcomes. Learners will progress at an individualized pace aligned with demonstrated mastery, eliminating traditional grade-level limitations. To accelerate academic growth, Williams Arts and Technology Academy will instill a comprehensive educational setting that incorporates the arts and cutting-edge technology. This corporate thinking will align with the support required for students to master the Indiana Academic Standards and Indiana College and Career Ready Standards (<https://www.in.gov/doe/students/indiana-academic-standards/>). Through project-based learning and cross-curricular integration, learners will engage in deep learning experiences. Project-based learning will provide these learners the opportunity to address multifaceted tasks comprising collaboration, creativity, critical thinking, problem solving, and communicating outcomes (Mergendoller et al., 2006). The Academy will provide learners with experiences to collaborate over lengthy periods of time. Learners will acquire the necessary skills to solve complex problems that lead to the application of their critical thinking skills (Jones et al., 1997; Thomas et al., 1999).

Adult learners and students must have a growth mindset to maximize their potential through persistence and endurance (McDowell, 2017). Having the necessary support identified and organizational structure to implement unique strategies is crucial to educators having the lens to reflect on transformation in knowledge, attitude, skills, aspirations, and behaviors (Killion, 2018). Williams Arts and Technology Academy will collaborate with educators and the community through continuous professional development to elevate instructional practices, comprehensive assessments, home as well as community connections, and focus on the unique learning required for our students to be successful.

Williams Arts and Technology Academy will provide a rich learning environment with the integration of the arts as a connector for exemplifying confidence in mastery of

interdisciplinary content. All students will be confident in their learning and have ownership of their skills with confidence through the modeling of connectedness with purpose and imagination. Each student will have access to a comprehensive Student Success Plan (SSP). The SSP will be created collaboratively with parents and reviewed quarterly to ensure students are successful in mastering their academic goals and maintaining a consistent approach to wellness. Technology will enhance the facilitation of instructional practices using digital resources to support students with the elements of collaboration, critical thinking, creativity, communication, and solution developers. Incorporating these elements in alignment with the implementation of rich technology resources will ensure our students have the aptitude to be successful in preparation for their secondary and post-secondary education.

### **Community Engagement**

The Founding Team has engaged in intentional outreach with a broad network of community stakeholders, including the Fort Wayne Housing Authority, local universities, elected officials, youth-serving organizations, businesses, and pastoral leaders. These dialogues affirmed the community's desire for a school that emphasizes competency-based instruction, smaller class sizes, personalized learning, and meaningful parental involvement. In response, Williams Arts and Technology Academy will institutionalize community participation through Parent Advisory Committees, governance representation, and quarterly community forums.

By embedding community voice into every phase of the organization, the Academy will seek to build a foundation of trust, shared ownership, and civic responsibility. This foundational alignment between the school and community ensures that Williams Arts and Technology Academy will educate all students through a lens of excellence and committed support. These

elements ensure ongoing collaboration, transparency, and shared accountability in the school's design and operations.

### **Community and Coalitions**

The proposed charter school will be open to any student across the city of Fort Wayne and surrounding areas, regardless of the students' zip code. However, the proposed location for the school will be referred to as the east central neighborhood of Fort Wayne, Indiana. This neighborhood is bordered on the south by the Hanna-Creighton neighborhood. These two neighborhoods, combined with others, are commonly referred to as the southeast quadrant of Fort Wayne.

Given the location of the proposed charter school, the most likely and natural recruiting community will be the Hanna-Creighton neighborhood, which consists of single-family homes, and includes two large housing complexes. One of the complexes is River Pointe, formerly Chapel Oaks, and the other is the Villages of Hanna, formerly Eden Green. According to 2023 data collection from City-data.com, the Hanna Creighton neighborhood's population is 61.0% Black/African-American, 13.4% Hispanic, 9.9% White, 7.9% two or more races, 1.1% Hawaiian and 0.6% other. Although the average household income in Fort Wayne is \$57,000, the Hanna-Creighton neighborhood is \$30,274. Home values average less than \$150,000. The median age of men is 16 years and women is 20.5 years. Across the city of Fort Wayne, single mother families are 11.6%; however, in the Hanna-Creighton area, single mother families make up 32.9% of the population, 39.9% of the population are three years or older.

When reviewing the education attainment of the Hanna-Creighton neighborhood, only 20% held a high school diploma or its equivalent, signaling the importance of providing a high-quality educational option, focused on, at minimum, completion of high school. One-hundred

percent of the married families have both parents working outside the home. Four-point nine percent of the population had attended an undergraduate school, 0.6% had attended graduate school, and 9.8% had attended a private K–12 school.

The Hanna-Creighton neighborhood is considered a neighborhood of high poverty, with 49.9% below the poverty line of \$31,812, for a family of four with two children under the age of 18, according to the Center for Poverty and Inequality Research (2025). These statistics are important when thinking about the make-up of the targeted student population. The students and families that the Academy proposes to serve live in one of the highest poverty areas within the city of Fort Wayne and are in the greatest need for quality educational experiences, if they are to enjoy the same quality of life that is prevalent in other parts of Fort Wayne.

The east central neighborhood, the proposed school location, is just a few blocks north of Hanna-Creighton. Although from a high-level statistical perspective, it may appear to be more affluent; however, the population immediately adjacent to the proposed school's location is very similar to the Hanna-Creighton neighborhood due to Fort Wayne's downtown revitalization efforts, which also lies within the east central neighborhood. Housing values can be upward of one million dollars and more. One percent of the residents have a doctorate degree and 33.7% are below the poverty line. However, this perspective is skewed by the new high-end housing developments in the downtown area, which demographically house younger, single, more formally educated citizens, some of whom migrated to Fort Wayne seeking new employment opportunities of an up-and-coming city.

Given the proximity of the proposed Williams Arts and Technology Academy to the Hanna-Creighton and east central neighborhoods, the Academy will seek to engage students living in both neighborhoods. Many of these students currently attend schools within their local

traditional public school's attendance area. However, the schools in their neighborhoods that have not been demolished are now magnet schools. Two of the magnet schools only serve Pre-K–kindergarten, and the other schools serve Grades 1–5 or Grades 1–8. All magnet schools require an application and lottery process for admission. This means the elementary-age students that live closest to traditional public schools in the two identified neighborhoods are unable to attend the schools closest to their homes unless they are accepted through the lottery, even if they live directly across the street. Those students not accepted through the lottery currently have no other option than to be transported to a suburban school several miles away, seek a voucher, homeschool, or attend a charter school. This inability to attend a school in the neighborhood in which a student resides and being involuntarily forced to attend a school several miles away, only happens to the students in the highest poverty areas of Fort Wayne.

The Founding Team has engaged with community leaders within the southeast quadrant. They have also engaged with community leaders, across the city of Fort Wayne, government officials, church leadership, youth organizations, current and retired educators, business owners, and potential community partners.

### **Opposition**

The strongest opposition to Williams Arts and Technology Academy will come from traditional public-school boards and public-school administrators. Due to Indiana's funding structure for charter schools, new legislation regarding the funding relationship between traditional public and charter schools and potential legislation regarding student enrollment, the concern on the part of traditional public-school leadership is the loss of students and funding. These concerns will target Williams Arts and Technology Academy in addition to any charter or voucher-accepting schools within the attendance boundary of the local traditional public-school

districts. Other than legislatively ensuring the local traditional public school system that charter and voucher accepting schools will have zero impact on their budget, there is no way to mitigate this opposition.

### **Community Input**

This has been a passion and desire for Dr. D. Faye Williams-Robbins, for several years. Upon her retirement, she was approached by many community members, former educators, and other leaders inquiring as to whether she was going to start a school, encouraging her to do so, with many stating there was a great need for the Academy. Support has been growing throughout the community. The Founding Team is still working through gathering input from parents, the community, and business leaders. Additionally, there have been small groups and individual conversations with community leaders and organizations.

### **Founding Team**

The Founding Team embraces the mission and vision of Williams Arts and Technology Academy. The team is diverse with the expertise of education members, community and business members, and advisory members to ensure all voices and actions align to the Academy.

### **Education Members**

Among the educational leaders on the team, there are educators with experience in special education; elementary, middle- and high-school teaching; administration/building level leadership; central office experience as Director of Human Resources, Director of Student Services, Director of Transportation, Assistant Superintendent of Human Capital Management, which includes professional development, onboarding, strategic planning, and curriculum development; and Deputy Superintendent. There are also educators from post-secondary levels that have experience as professors in teacher preparation, theology, and leadership.

### **Community And Business Members**

The Founding Team also consists of a locally elected politician and two individuals with financial backgrounds. One of the financial background members is a former CEO of a local banking organization, currently employed in the human resource field; the other is the treasurer for their church, with the responsibility of all financial records, payroll, purchasing, debt payments, and taxes. There is a member of the clergy that is the chair of a local pastors' organization, a retired deputy police chief, and current CEO of Davis Corporate Training, Inc.

The Founding Team includes a significant span of effective leadership, instructional knowledge, community involvement, and organizational management. Systemically, their work ethic and experiences include K–12, higher educational institutions, local government, faith-based leadership, healthcare, and entrepreneurship. This diverse group of professionals has the aptitude and ability to develop, initiate, implement, and institutionalize a high-performing Arts and Technology Academy that embraces academic rigor, relevance, and collaborative relationships throughout the greater community.

Several members of this Founding Team are retired educators whose service to the community included experiences as classroom instructors, building-level leaders, assistant superintendents, deputy superintendent, and directors of human resources and student services. The culmination of their experiences has broadened their understanding of curriculum/instruction, instructional capacity, staff supervision, school improvement planning, and student support systems. Collectively, this group of talented individuals has the wherewithal to lead this Academy through the cultivation of a premier school by seeking community trust, effective leaders, and a high-performing environment of student engagement.

Having leadership representation at the Academy from higher education bridges K–12 and university representation in supportive research, pedagogy, and cultural awareness. This supportive team consists of numerous professors, whose focus from the university angle aligns with the moral and ethical foundation for the Academy’s mission and vision. In addition to alignment with the mission and vision, this team of university professors adds value to the selection of teachers from their experiences in teacher preparation programs, responsive practices, and the implementation of systems of support for both adults and students.

Community engagement is essential to the development of this team and the structured foundation of the Academy. This team embodies the leadership support of a local politician to ensure that the mindset embraces the priorities of the city and the transparency of a data dashboard to demonstrate accountability for local, state, and federal guidelines. The Academy will be housed in Pilgrim Baptist Church, and to strengthen the connection to neighborhood networks, the Board has the support of a dedicated trustee/treasurer and pastor to support the Academy in their efforts to build partnerships with students and families throughout the learning environment. The Board understands the imperativeness of having a moral compass, mentorship, and a holistic approach to addressing the unique identities within our community of expected learners.

In addition to K–12, higher education, political voices, and civic leadership, the team includes members with expertise in operational management, entrepreneurship, wellness, and supervision. These team members will enhance leadership capacity with their resourcefulness in organizational systems, fiscal accountability, and compliance regulations. The inclusion of these supportive stakeholders will support the framing of a premier learning Academy. Their insight

will support other team members with technology integration, phases of set-up, implementation, and operational skills.

Collectively, this team is inclusive of a leadership structure that supports the academic and well-being of students through the integration of community support, effective leadership, pedagogical practices, and operational assurances. This team has the knowledge, aspirations, skills, attitudes, and behaviors necessary to move a vision into action. Williams Arts and Technology Academy will be a premier school that engages every learner and accelerates data-driven outcomes to transform the mission and vision into a sustainable model of continuous growth.

### **Advisors to the Founding Team**

The Founding Team sought the wisdom, the knowledge, and the expertise of various individuals throughout the community in the areas of fine arts, security, strategic planning, organizational leadership, and board development. The Board has connected with leaders within the Fort Wayne Housing Authority (FWHA), various civic leaders, business leaders, and parents.

### **Organizing Committee GAP Analysis**

#### *Purpose*

This GAP analysis defines the essential attributes the organizing committee has as strengths in creating a viable learning environment and the opportunities for growth.

Recognizing these critical areas will provide the team a baseline for addressing the development phases of the Academy. Table 3 illustrates the eight areas Williams Arts and Technology Academy will address to ensure all key stakeholders understand the essential competencies and their critical role to the success of the Academy.

Table 3

*Skills and Abilities Required for Williams Arts and Technology Academy*

Core Domain	Required Skills and Abilities	Relevance to the Academy
Governance	Understands local, federal, and state guidelines. Follows the procedures and policies agreed upon by the Board.	Ensures all members are aligned with how the Board and staff are accountable for the operation of the school.
Instructional Design	Understands how to align curriculum, instruction, and assessments to the College and Career Ready Standards through the integration of the arts and technology.	Ensures instructional designs are mapped to the competencies and mastery levels for the standards are aligned with deep learning competencies.
Human Capital Management	Understands how to recruit, retain, and optimize the development of all staff.	Supports the growth of all staff and creates a community of trust.
Finance and Facilities Operations	Knowledgeable about school finances and budget operations, including day to day operations and grants.	Maintain a balanced budget and operational facility to support the inclusiveness of the arts and technology.
Student Support Services	Knowledgeable about diverse populations and the processes and procedures required for compliance and student success.	Ensures students, staff, community, and parents see the Academy as a positive environment for all populations.
Community Engagement	Advocates with community leaders as partners to leverage critical thinking of all stakeholders and accelerate trust.	Engages with the community to collaborate and instill a sense of pride.
Technological Resources	Understands how to utilize technology and the integration of technology in the curriculum.	Advances the learning of students with the acceleration of technology as a support tool to enhance their academic growth.

Table 3 (continued)

Core Domain	Required Skills and Abilities	Relevance to the Academy
Accountability	Implements a cycle of continuous improvement with explicit data detail.	Holds staff accountable to progress monitoring and data-driven instruction/outcomes.

Table 4 illustrates the strengths and the alignment of the Founding Team through a comprehensive analysis of their submitted curriculum vitae.

Table 4

*Curriculum Vitae for Founding Team*

Founding Member	Demonstrated Strengths	Alignment with WATA Mission
Dr. Debra Faye Williams-Robbins	District-level, primary, and secondary leadership experience in adult and student support, community collaborations PBIS/SEL, policy development, and K–12 systems oversight.	Embraces well-being and academic systems, community engagement, and operational leadership.
Dr. Ramona L. Coleman	Collaborative leadership in human capital, professional learning, and strategic operations. Knowledgeable in optimizing sustainable PL systems and aligning Title II/IV budgets.	Strong alignment with mentoring development, strategic planning, and capacity-building for adult learners.
Ms. Kathy Gaines	Knowledgeable about human resource policy, workforce development, and recruitment strategies.	Addresses WATA’s need for human capital development strategies.

Table 4 (continued)

Founding Member	Demonstrated Strengths	Alignment with WATA Mission
Ms. Barbara Ahlersmeyer	Effective leadership at central office and building level, in-depth knowledge of multi-tiered systems of support and the integration of systems development.	Recognizes the importance of collaborative leadership, accountability, and systems development.
Alani Arrington-Bey	Active voice with youth and community engagement, investment in early childhood support, and artistic connections.	Bridges a young adult's critical thinking to the planning and implementation plan for the Academy.
Rohli Booker	Invested in fundraising, donor contributions and relations, community advocacy, marketing, and social services.	Elevates collaborative partnerships, Gainful fundraising, and the active voice of building community trust.
Lawrence Campbell	Expertise in facilities, retail, construction, and advance knowledge in financial planning and execution of budgets.	Supports the building operations and financial planning for the Academy.
F. Renee Morrison	Expertise with governance, leadership development, human capital management, and systems development for talent acquisition.	Elevates leadership support for onboarding, human resource policies, and the processes and procedures required for compliance.
Pastor Kim Curry	Effective communicator, Community advocate, knowledgeable about safety preparations/planning, and leadership capacity.	Embraces collaborative partnerships, safety preparedness, and advocacy for effective leadership throughout the community.

Table 4 (continued)

Founding Member	Demonstrated Strengths	Alignment with WATA Mission
Dorotha L. Davis	Expertise in developing and implementing safety/emergency plans throughout the world. Recognized leader in crisis intervention and threat assessment.	Develops tools/resources for safety/emergency plans. Facilitates professional learning/training for safety protocol.
Dr. Quinton Hosford Dixie	Experienced leader in higher education, expertise in the study of cultural literacy, religious history, the Arts, civic duty, and the impact of effective leadership through shared humanities.	Elevates the infusion of the Arts in relation to the history of the Arts and cultural connections through the lens of an interdisciplinary curriculum.

*Note.* WATA refers to Williams Arts and Technology Academy.

Table 5 reflects the areas of concern that the Founding Board members need to speak to, based on the comprehensive analysis of their curriculum vita.

Table 5

*Identified Gaps*

Gap Area	Description	Recommended Mitigation Strategy
Operations Management	Minimal experience in the operations of a charter regarding financing, and reporting to the IDOE.	Collaborate with the IDOE, University of Southern Indiana, and other knowledgeable charter operators and CEOs to identify support for recruiting a financial advisor.
Marketing and Enrollment Strategy	Minimal marketing experience	Collaborate with other universities and community partners to prepare for marketing and development of the Academy.
Special Populations and Compliance Reporting	Effective administrators and teacher leaders; however limited experience with the reporting systems for special populations.	Inquire about support for special populations with retired Directors of diverse populations.
Technology Infrastructure Development	Minimal leadership implementation in system-wide technology.	Seek the expertise of individuals with advanced technological pedagogy and the implementation of 1-1 technology.
Fundraising and Philanthropic Partnerships	Need for expanded fundraising capacity despite strong community relationships.	Connect with philanthropic individuals or groups to discuss support for the Academy.

Williams Arts and Technology Academy Founding Members significantly embrace the mission of the school as a collaborative team. The expansion of the members' knowledge, skills, and demonstrated behaviors will support the development of a comprehensive charter school. In addition, it is recognized that along with the Founding Members' strengths, there are numerous growth areas to address. The Founding Members' goal is to take full responsibility in collaborating with other stakeholders to address areas where the Founding Members have

minimal experience. Founding Members will incorporate the expertise of the Founding Team with targeted support from individuals that are knowledgeable about compliance, finance set-up for charters, marketing, and the infrastructure for IT. The end goal is for the Founding Team members to be strategic in their collaborative partnerships and be prepared for a deeper dive into the operational processes and procedures.

Appendix A provides documentation demonstrating compliance with **Indiana Code 20-24-2-4(b)** as required for charter school authorization. Each subsection corresponds directly to statutory requirements.

### **Curriculum Vitae And Leadership Team Resumés for Founding Team and Board**

Please review curriculum vitae and leadership team resumés included in Appendix B.

### **Mission and Purpose**

#### *Williams Art and Technology Academy Mission*

Williams Arts and Technology Academy will exist to empower students through a character-driven education that merges creativity, innovation, and leadership. Students will be encouraged to discover their voices, cultivate resilience, and use the arts and technology as tools to inspire change. Williams Arts and Technology Academy founders seek to develop a generation of changemakers that will lead with integrity, think critically, and make meaningful contributions to their communities and the world.

#### *Core Commitments*

The Williams Art and Technology Academy will seek to establish mastery learning by supporting all students with the content necessary to master core academic areas.

Mastery learning, introduced in the 1960s, was developed to ensure all students reached a desired level of mastery or competency. In this model, students acquire knowledge, skills,

or attitudes and then complete formative assessments on that learning. If they achieve the desired level, they can proceed to enrichment activities. Students who do not meet the desired level of mastery proceed through corrective activities and retesting. Evidence suggests students within a mastery learning model perform better academically than those in non-mastery learning models with moderate effect sizes. Mastery learning may result in better performance due to several theoretical reasons, including aspects of motivation, testing, and feedback (Winget & Persky, 2022, p. 1114).

In implementing the mastery-based concept, educational staff will implement differentiated, competency-based learning to address the personalized learning modality of all students with the application of student support plans. Student voice is essential to the success of the Academy, and the activation of those unique voices will be used as a catalyst for engagement and creative expression throughout the learning environment to enhance confidence and critical knowledge across all disciplines. Implementation of mastery learning, and differentiated competency-based learning will allow educational staff to share learning experiences with students that support purposeful learning through the integration of the Arts and technology.

With the fluency and implementation of technological resources, the Academy will embed digital tools and advanced instruction in technology to equip students to think critically, problem-solve, and lead others in innovative practices. It is also essential for the Academy staff to focus on the development of the whole child by integrating a comprehensive approach based on identified research and effective practices from the IDOE to ensure both academic and behavioral success. Parents and community stakeholders will engage with Academy staff as collaborative partners to ensure active participation from the boardroom to the classroom. This

collaborative partnership will impact all stakeholders and ensure everyone is dedicated and committed to the successful growth of every student in the learning community.

### *Vision Alignment*

The mission coincides with the Academy's inclusionary vision to support the community with learners who are innovative, empowered, and committed citizens and will embody a thirst for knowledge, perseverance, and shared humanity for mankind. Students will transition from elementary to middle school with the confidence, mastery of competencies, and growth mind-set instilled in their learning community to inspire leadership, creativity, and purpose in a rapidly changing world.

### **Indicators of Success**

#### *Accountability and Assessment*

The success of the Williams Arts and Technology Academy will be assessed through measurable indicators that support the Academy's mission to empower learners through the integration of leadership, creativity, and innovation. Each indicator of success aligns with the mission, vision, and core commitments, ensuring that all learners master academic content, embody a growth mind-set, and see purpose in engaging with the community. Table 6 illustrates key success indicators and targeted outcomes for the Academy.

Table 6

*Academic Mastery and Competency Development*

Indicator	Performance Target/Metric
Academic Achievement	Students demonstrate growth on state-identified and local assessments by one grade level.
Competency-Based Progression	100% of students demonstrate growth within individualized learning pathways through portfolios, progress monitoring, mastery checks, and performance tasks.
Student Success Plans (SSPs)	Comprehensive review of SSPs with teacher and parent collaborations, quarterly to monitor.
Teacher Efficacy	100% of instructional staff engage in competency-based learning practices.

Table 7 illustrates key success indicators and targeted outcomes for the Academy.

Table 7

*Creative Expression and Engagement*

Indicator	Performance Target/Metric
Arts Integration Impact <ul style="list-style-type: none"> <li>• Arts</li> <li>• Music (Instrumental &amp; Vocal)</li> <li>• Theater</li> </ul>	100% of students engage in cross-disciplinary arts projects that demonstrate creativity and collaboration through creative, artistic as well as interpretive writing, performance, oral presentation, and production of art.
Student Voice and Agency	100% of students engage in student-led showcases and exhibitions quarterly to demonstrate engagement and confidence in mastery of standards acquisition.

Table 8 illustrates key success indicators and targeted outcomes for the Academy.

Table 8

*Technological Fluency and Innovation*

Indicator	Performance Target/Metric
Digital Literacy Growth	Students demonstrate mastery of age-appropriate proficiency in digital citizenship and technology use. This will meet the Indiana Computer Science standards.
Integration of Tools	Classrooms maintain a 1:1 technology environment supporting collaboration and inquiry.

Table 9 illustrates key success indicators and targeted outcomes for the Academy.

Table 9

*Whole-Child Development and Well-Being*

Indicator	Performance Target/Metric
Social-Emotional Growth	Improvement in SEL assessment data aligned with IDOE standards.
Positive School Climate	Students and families report feeling safe and supported (mid-year and annual survey).
Attendance	Maintain attendance above 95%.
Enrollment Retention	90% of current enrolled families return.

Table 10 illustrates key success indicators and targeted outcomes for the Academy.

Table 10

*Collaborative Partnerships*

Indicator	Performance Target/Metric
Parent Engagement	90% of families actively participate in conferences or school events annually.
Community Collaboration	Maintain partnerships with a minimum of five community organizations.
Governance Inclusion	Parent and community representation on advisory committees for shared decision-making. One member shall serve on the Board of Directors as a non-voting member.
Public Communication	Quarterly community forums to share updates and gather feedback.

Ultimately, the impact of these key indicators will bring awareness to the community of the students involved at Williams Arts and Technology Academy, along with attentiveness to critical thinking, creativity, use of technology, and the importance of connectedness and well-being. Through the lens of excellence, students will be confident in leading solutions for local and global initiatives and have the wherewithal to engage in data-driven conversations with community partners to demonstrate their accountability to lived learning experiences.

*Vision Realization and Long-Term Impact*

Williams Arts and Technology Academy will embody a holistic approach to the institutionalization of its mission and vision. The Founding Team understands how imperative it is for the learning at the Academy to be transformative with measurable outcomes for all students. Parents and the community will understand the impact of the Academy through the observations of rich learning environments and the visible learning that students model through

interdisciplinary projects, performance-based portfolios, Student Success Plans, and quarterly showcases.

The learning environment will encompass displays of students' voices and collaborative work through innovative projects to share the learned depth of knowledge and creativity with the integration of the arts and technology resources. Educators within the learning environment will assess the visible learning through academic rubrics, data walls, dashboards, and reflective voice to assess competency level. Students will exit the Academy with a lens of empowerment and confidence.

As the Academy's enrollment increases, the sustainable impact will be evident in student academic growth, fluency with the integration of technology and the arts, and a positive mindset for well-being development. Students will acquire the essential skills necessary to master competencies through resilience and leadership that align with the mission to foster innovators who think critically and act creatively as problem solvers. Advisory committees, student showcases, and quarterly conversations with collaborative partners and families will provide the opportunity for students to showcase their talents and achievements in their academic space.

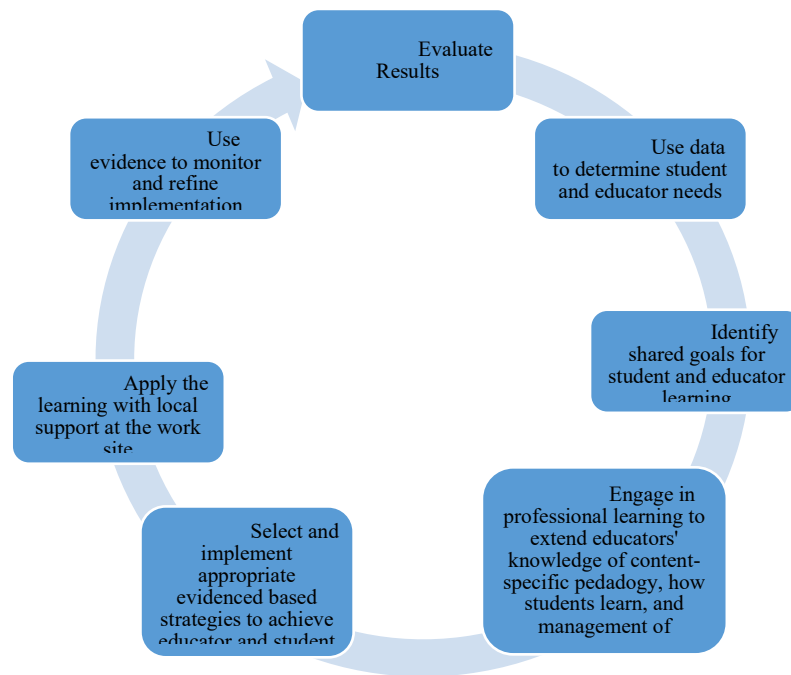
The Founding Team wants to instill a culture of belonging and pride for all students. The Williams Arts and Technology Academy will lead in the community as a model of choice for students to experience a learning environment, where competency-based learning and technology are integrated throughout the curriculum. Students will demonstrate growth academically and behaviorally through growth data.

This demonstration of growth will provide an opportunity for students to reflect on their engagement in lived experiences and the achievement of content mastery. The instructional staff will engage in professional learning through a cycle of continuous improvement to inform one's

pedagogy and accelerate achievement. Instructional practices will magnify and student achievement will be impactful through the implementation of this continuous improvement cycle displayed in Figure 1.

Figure 1

*Seven-Step Cycle of Continuous Improvement*



*Note.* Adapted from Hirsh, K. Psencik, & F. Browne, 2014, *Becoming a Learning System*. Copyright 2014 by Learning Forward, p. 227.

*Key Design Elements*

Williams Arts & Technology Academy's key design elements align with the framing of its mission:

Williams Arts & Technology Academy exists to empower students through a character-driven education that merges creativity, innovation, and leadership. Students are encouraged to discover their voice, cultivate resilience, and use the arts and technology as

tools to inspire change. Williams Arts and Technology Academy seeks to develop a generation of changemakers that can lead with integrity, think critically, and make meaningful contributions to their communities and the world.

Every element of the Academy's academic and operational standards addresses the necessity of competency-based learning, integration of the arts and technology, and the balancing factors of the well-being of every student. The Academy's comprehensive approach to learning ensures that all students engage in exemplary learning experiences that enhance a growth mindset for success in preparation for being on target or surpassing the expected measures for the Indiana College and Career Ready Standards (<https://www.in.gov/doe/students/indiana-academic-standards/>).

The nucleus of the Academy's design is the Design Competency Framework Practitioners Guide (<https://www.redesignnu.org/wp-content/uploads/2025/01/what-is-CBE.pdf>). This framework will allow the Academy to shift from students learning in a traditional grade-level structure to a non-graded system based on the attainment of mastery.

Non-graded classrooms include various organizational arrangements; the learning environment has common attributes and features to ensure alignment with instruction.

The curriculum is geared toward the unique needs of the students, and instruction is individualized to the individual differences among students (Merritt, 2021, para. 1).

Students will engage in learning experiences that will allow the transition from standards mastered rather than weighted seat time. The uniqueness of each student having a Student Success Plan in collaboration with other key stakeholders will support the individualized planning and facilitation of learning required to guide the successful implementation of academic

and behavioral progressions. The individualized planning supports the precise and personalized learning for each student's readiness to learn.

### *Arts Integration Across the Curriculum*

Qiu (2021) proposed

that in the primary art curriculum, teachers must focus on the appreciation of excellent works of art learning and students. Hands-on practical activities are closely integrated; teachers are fully aware of the unique charm of regional culture and strive to improve the efficiency of classroom teaching (p. 98).

Williams Arts and Technology Academy will integrate the Arts into all content areas. The integration of the Arts will support the interconnectedness of deep learning and real-life experiences. The Academy will serve as an inclusive environment where students embrace an environment of creativity and leadership.

### *Technology*

Students will use technology as a bridge for advancing their knowledge in digital literacy. Students will have access to various digital tools, databases, and interactive platforms. Integration of the various technology tools will enrich students' digital knowledge and prepare students to be innovative in a culture of rapid change.

### *Whole-Child and Social-Emotional Development*

Williams Arts & Technology Academy will focus on the well-being of students and staff members using the integrative components of the Collaborative for Academic, Social, and Emotional Learning (CASEL; <https://casel.org/fundamentals-of-sel/>). The Founding Team's belief in addressing the whole child connects the synergy of academic achievement and well-being as essential components of students and staff being successful. The Academy's decision to

focus on leadership skills that narrate the instruction needed for students and staff members to understand self-regulation and problem solvers will be integrated into all facets of the curriculum, both academically and behaviorally.

### *Family and Community Partnerships*

It is imperative for our families and community to recognize the collaborative partnership that our leadership team sees as fundamental to our students' success in their commitment to be learners for life. Students and parents will have collaborative spaces to engage in meaningful conversations as advisory members and review quarterly student success plans. Williams Arts and Technology Academy will partner with organizations throughout the community to provide valuable resources necessary to impact the creativity of students with the inclusion of supportive mentors.

### *Research and School Examples*

The Founding Team reviewed research from several schools that demonstrated shared designs in the integration of the arts, technology, and mastery-based learning. The following is a list of several of those schools.

#### **Aurora Institute/Competency Works Research:** Principles implemented from the

Aurora Institute reinforce the key components of mastery attainment in alignment with competency-based learning. The research model addresses the need for students to have transparent learning objectives, pacing, and guided assessments to assess the learning acquired from the facilitation of the precise and personalized instruction deemed necessary to shift adult practices and student outcomes. (<https://aurora-institute.org/>)

**Coastal Waters Charter School (New Hampshire):** Principles implemented from

Coastal Waters Charter School reinforce the alignment of students' success with College and Career Ready Standards. Coastal Waters Charter School's belief system aligns with Williams Arts and Technology Academy and addresses the implementation of competency-based learning and student learning occurring in progression phases. Coastal Waters Charter School leaders recognized the importance of using portfolios for students to demonstrate their acquisition of mastery in skill development. ([https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/coastal-waters-charter.pdf?utm\\_source=chatgpt.com](https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/coastal-waters-charter.pdf?utm_source=chatgpt.com))

**Creative Minds International Public Charter School (Washington, D.C.):** Principles

implemented at Creative Minds International Public Charter School align with the Academy's integration of the Arts throughout the curriculum. Creative Minds International Public Charter School's concepts of deep learning support the integrative structure of the Williams Arts and Technology Academy through the focused engagement of students and the impact it has on conceptual understanding. ([https://www.dcpsb.org/sites/default/files/media/file/241812987-Creative-Minds-Application%20%281%29.pdf?utm\\_source=chatgpt.com](https://www.dcpsb.org/sites/default/files/media/file/241812987-Creative-Minds-Application%20%281%29.pdf?utm_source=chatgpt.com))

**High Tech Elementary (San Diego, CA):** Principles implemented at High Tech

Elementary address the importance of activating student voices from a project-based learning approach. The integration of technology throughout the learning environment provides a culture where students can showcase creativity and mastery of standards. Williams Arts and Technology Academy plans to use the integration of student voices with the implementation of portfolio assessments and collaborative

interdisciplinary projects to assess mastery of standards.

[https://www.hightechhigh.org/wp-content/uploads/2021/09/HTe\\_Charter\\_Renewal\\_7.1.19\\_-\\_6.30.24\\_on\\_12.4.1](https://www.hightechhigh.org/wp-content/uploads/2021/09/HTe_Charter_Renewal_7.1.19_-_6.30.24_on_12.4.1)

**Indiana Agriculture and Technology School (Fort Wayne, Indiana):** Principles implemented at Indiana Agriculture and Technology School integrate technology throughout the curriculum to support students in their day-to-day learning of the Indiana College and Career Ready Standards.

<https://indiana.ag/academics/>

**Raleigh Oak Charter School (North Carolina A+ Schools Network):** Principles implemented at Raleigh Oak Charter School support the integration of the Arts through their A+ framework. Using the activation of the Arts throughout the learning environment coincides with the thinking of the Williams Arts and Technology Academy to frame the Arts and technology as essential elements to elevate growth.

[https://www.dpi.nc.gov/documents/fbs/charterschools/applications/18-19/raleigh-oak-charter-school/open?utm\\_source=chatgpt.com](https://www.dpi.nc.gov/documents/fbs/charterschools/applications/18-19/raleigh-oak-charter-school/open?utm_source=chatgpt.com)

**Somerset Academy (Full Florida Charter):** Principles implemented at Somerset Academy focuses on the importance of integrating the Arts through all content areas and the impact the Arts have on the comprehensive development of all students in their academics and regulated behaviors.

[https://www.boarddocs.com/fl/palmbeach/Board.nsf/files/B4WQB2684FB9/\\$file/Somerset%20Academy%20of%20the%20Arts%20K8%20CSA%20.pdf](https://www.boarddocs.com/fl/palmbeach/Board.nsf/files/B4WQB2684FB9/$file/Somerset%20Academy%20of%20the%20Arts%20K8%20CSA%20.pdf)

**East Chicago Lighthouse Charter School (East Chicago, Indiana):** Principles implemented at East Chicago Lighthouse Charter School-Primary Campus are based

on the foundational belief that strong literacy skills of comprehension, analysis, and critically responding and applying the conventions of English to a variety of communication tasks is key to academic success. The campus emphasizes a strong foundation in reading and social-emotional skills. Programs include full-day kindergarten, afterschool programs, visual arts, foreign language, and gifted programs. Williams Arts and Technology Academy, through the integration of the arts and technology, will build a curriculum focused on the attainment of literacy skills as its core foundation (<https://www.nwilcs.org/o/east-chicago/page/about-us>).

### *Foundations and Application*

Williams Arts and Technology Academy Founding Members understand the importance of infusing the structured components of the Arts and technology integration systematically throughout the learning environment to ensure consistency of a mastery-based learning framework. After reviewing the components of the schools included, the Founding Members understand the importance of connecting the structured components with the design of sustainable professional learning for adults to enhance the impact of learning for students and effective communication with various stakeholders.

Williams Arts and Technology Academy plans to integrate the concepts learned by:

- reviewing and implementing SSPs with students and families to ensure collaborative partnerships and shared accountability for staff and students;
- infusing performance tasks and structured projects that allow students to demonstrate depth of knowledge in the arts and the integration of technology;

- supporting continuous professional learning for all staff members through a cycle of continuous improvement to ensure adult learners have the necessary skills to design and facilitate mastery learning;
- celebrating mastery learning through visible showcases that facilitate meaningful conversations among students, families, and the broader community to demonstrate growth and mastery of standards.

In alignment with the Academy's mission statement to empower students through creativity, innovation, and leadership, Williams Arts and Technology Academy will align with the effective practices shared in the various models and research-based practices. Focusing on the elements of competency-based and mastery learning, the Academy plans to accelerate a comprehensive approach with the integration of the Arts and technology to ensure students are prepared to be successful contributors in a society of continuous change factors.

#### *Rationale for the Proposed School's Chosen Instructional Approaches*

The instructional approach at Williams Arts and Technology Academy will consist of an integration of the Arts throughout the learning community with the infusion of rich technology. Utilizing the concepts of competency-based learning and the attainment of mastery will support a foundation that is inclusive of the well-being of the whole child. This framework will encompass students with the necessary learning for developing their creativity, resilience, and critical thinking skills for lifelong success.

A non-graded, competency-based framework with mastery as an essential component embraces students' personalized learning needs and allows educators to engage learners in the precise competency-based learning required for everyone to demonstrate mastery. This personalized learning allows educators to focus on the strengths, weaknesses, opportunities, and

threats to the student's pacing of academic content. This realization ensures time is maximized to ensure students master standards and advance through the progression of pathways with demonstrated mastery. The Academy recognizes the need for personalization throughout the learning environment and the advancement of learning from a competency-based lens and not through the avenue of dedicated seat time and grade-level promotions. The focus of the Williams Art and Technology Academy is to ensure a level of accountability whereby all learners demonstrate growth and meet or exceed the academic targets for the Indiana College and Career Ready Standards.

The curriculum will be inclusive of the Fine and Performing Arts to ensure students will be positioned to engage at deeper levels, connect with meaningful articulation, and be poised with the dynamics of creative expression and effective communication. The Williams Art and Technology Academy approach to competency-based learning and demonstration of mastery aligns with the implementation of arts integration and the belief that the Arts accelerate student potential to be solution developers, readers for life, and positivity with their well-being.

Students will engage in the technological skills necessary for them to be successful in their current school environment and with the savviness to extend their learning into their secondary and post-secondary education. Williams Arts and Technology Academy will enhance the curriculum for students by integrating digital tools and interactive platforms to support students in the advancement of the deep learning competencies to be critical thinkers, collaborative partners, creative designers, and effective communicators. Integrating the prior deep competencies will support students with the tenacity and grit necessary to elevate their character and prepare them to be contributing members of society. This approach will support students in the use of technology as solution solvers for complex problems in a global society.

Staff members will collaborate in professional learning communities (PLCs) and use a cycle of continuous improvement to analyze data, monitor and adjust instructional practices, and identify shared goals for each learner's SSP. Facilitation of competency-based lessons, performance tasks, and comprehensive projects will allow all learners the leverage to engage in higher-order thinking through the integration of the Arts and technology. The rationale for integrating both the Arts and technology into the fabric of the learning environment is the connectedness that academic excellence, well-being, and creativity are systemic and produce synergy in learning outcomes for all students.

#### *Curriculum Alignment with State Content Standards*

The Williams Arts and Technology Academy plans to align all educational practices with the Indiana College and Career Ready Standards. This alignment will allow all components of the curriculum, instruction, and assessment resources to be maximized for the mastery level learning required for students to be successful. Students will have identifiable targets to demonstrate their mastery of specific competencies. Educators will modify the curriculum, instruction, and resources as needed based on students' unique needs in understanding and ability to apply meaning to the identified competencies.

Prior to the beginning of each school year, teachers will collaborate in teams to enhance their understanding of the standards. Teachers will unpack the standards to ensure they have a high level of understanding in how to facilitate the instruction required for students to be able to learn and apply the components of each standard with mastery. Understanding of the standards will support the Academy's teachers with the implementation of competency-based learning and the mastery of concepts for students.

Williams Arts and Technology Academy will use the backward design process to plan discoveries for students. The first part of this process will guide teachers to think of the ending result. Founding Members want to ensure teachers plan with the following questions:

What is it we want students to understand and implement?

What is essential for students to know? and

What lasting knowledge is desired of our students?

Teachers will need to determine what evidence clearly demonstrates students have mastered the identified competencies, and finally how will the teachers be supported with the planning of learning experiences in alignment with their instruction (Wiggins & McTighe, 2005). Teachers will use the elements of this process to ensure comprehensive assessments drive effective instruction.

Teachers will examine the standards through a horizontal and vertical lens to ensure alignment from Kindergarten through Grade 6. The vertical alignment will support the identification of any potential gaps in instruction and the success of Academy students. Founding Members' desire is for Academy teachers to integrate the Arts and technology throughout the curriculum and check for horizontal alignment with the implementation of project-based learning through core content areas.

Adult learners will engage in practicing the processes of analyzing data, action research, active inquiry, planning, implementation, and reflective feedback to engage in a cycle of continuous improvement (Learning Forward, 2011). Staff members will have the opportunity to use these processes in the on-going PLCs to ensure instruction aligns with the competencies that students are expected to master. Quarterly examinations of the curriculum and assessments will

drive the data discussions in each PLC to support the alignment of effective instruction and the implementation of the College and Career Ready Standards.

The integration of the Arts and technology will be emphasized through all content areas. Both elements will be seen as essential tools for students to develop a deep awareness and achieve mastery level of the facilitated standards. Instruction will be differentiated for students to see the connections of literacy and numeracy throughout the curriculum. Providing students the opportunity to engage in storytelling, creative writing, and established rubrics will enhance student learning of the literacy standards. The incorporation of robotics, facilitated projects, and the acquisition of coding will support students in the areas of math and science. Williams Arts and Technology Academy Founding Members recognize the importance of embedding these processes and understand how the implementation of these processes will ensure students understand the relevance of each competency.

The Academy will use a learning management system for teachers to implement as a repository for identified curriculum and assessments. Academy Administrators and teachers will review the alignment of the standards and assessments in the learning management system quarterly. After reviewing the resources located in the learning management system, the staff members will adjust the content to ensure alignment and rigor exist for students to have the necessary skillset to shift their learning in the progression of the standards. Williams Arts and Technology Academy's desire is to have a learning environment where the curriculum is robust, the collaboration of its leadership and staff is systematically aligned, and the quality learning that occurs prepares students for success in their learning pathways.

*Special Populations*

This charter school will serve students with disabilities whose needs can be met in an inclusive learning environment, even if the use of assistive devices is required for the students to complete their coursework, and even if the student has been unable to have his or her needs met in a traditional classroom. The Academy's team understands that many students with disabilities thrive in learning environments with the integration of the Arts and technology, particularly students with Autism Syndrome, Tourette Syndrome, Attention - Deficit Hyperactivity Disorder, Disability and Human Development, Attention Deficit Disorder, Pervasive Developmental Disorder-Not Otherwise Specified), and other disabilities. Students with profound hearing loss may also be very successful in this learning environment, as are students with school phobia, chronic illness, physical disabilities, and other disabilities.

Williams Arts and Technology Academy will have a highly qualified administrator to support special needs students to oversee the special education faculty and to ensure that every student identified as having a disability receives any and all accommodations and services as dictated by the student's individual education plan (IEP), and to oversee and direct all activities of special education students, including testing and evaluations, IEP conferences, and any other duties as may arise. The administrator will be certified and have experience in the administration of special education programs.

It is the responsibility of this charter school to ensure that all children with disabilities residing in Indiana, regardless of the severity of the disabilities, that need special education and related services, are identified, located, and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act (IDEA) 2004 (<https://www.ed.gov/laws-and-policy/individuals-disabilities/idea>). The IDEA (2004) requires

each state educational agency to publish a notice to parents, in newspapers or other media, before any major identification, location, or evaluation activity. The IDEA 2004 requires this notice to contain certain information. Another federal law, the Family Educational Rights and Privacy Act of 1974 (FERPA: <https://studentprivacy.ed.gov/ferpa>), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights. This school will fulfill the above duties with this annual notice and will continue to post this notice annually. This school is required by the IDEA 2004 to provide a free and appropriate public education (FAPE) to school-age children with disabilities who need special education and related services. School-age children with disabilities, who need special education and related services, are identified as eligible for special education if they need specially designed instruction and have one or more of the following physical or mental disabilities: deaf/deafness, blind/blindness, emotional, impairment, hearing, impairment mental, multiple disabilities orthopedic impairment, neurodivergent, other health impairment, specific learning, disability speech or language impairment, traumatic brain injury, and visual impairment.

#### *Family Educational Rights and Privacy Act*

Under the provisions of the Family Educational Rights and Privacy Act of 1974, parents of currently enrolled students under the age of 18 have the right to:

1. Inspect and review their student's educational records.
2. Request the amendment of their student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

3. Consent to the disclosure of personally identifiable information contained in their student's educational records, except to the extent that this act and its regulations authorize disclosure without consent.
4. File a complaint with the U.S. Department of Education under the provisions of the Act concerning alleged failures by the district to comply with the requirements of the Act. In accordance with state and federal privacy laws, students who attain the age of 18 may transfer certain rights related to their academic records.
5. Expect that members of the Williams Arts and Technology Academy will not release student information without the written permission of the student's parent or legal guardian.
6. Expect that names and images of Williams and Arts Technology Academy students will not be published in print, video/film, or on our public website without written student and guardian consent.

#### *Least Restrictive Environment*

Williams Art and Technology Academy is committed to educating students with disabilities consistent with applicable federal and state law. The school leaders recognize the importance of educating students with disabilities in the least restrictive environment (LRE). The school will ensure to the maximum extent appropriate that students with disabilities will be educated with nondisabled students and that students are removed from the general education environment only when the nature and severity of the disability is such that education in general education classes using supplementary aids and services cannot be satisfactorily achieved. The student's case conference committee shall determine the placement in which a student will

receive services. These shall be delivered in the LRE regardless of the identified disability (as documented in the appropriate written notice).

### *Procedural Safeguards*

The Academy will establish and maintain procedures to provide reasonable safeguards with respect to the provision of special education services. Procedural Safeguards must be given to parents once each year and upon initial referral or request for evaluation, the filing of the first complaint or due process hearing during the school year, on the date of any disciplinary action constituting a change of placement, and at a parent's request.

### *Transition Services*

As identified in 511 IAC 7-32-100 of Article 7, it is required that transition planning begins at the earliest age appropriate. For each student with a disability, beginning at age 14 (or younger, if determined appropriate by the IEP team), the IEP must include a statement of the student's transition service needs that focuses on the student's course of study, such as advanced academic courses, technical training, or intensive employment preparation. Thus, beginning at age 14, the IEP team, in identifying annual goals and services for a student, must determine what instruction and educational experiences will help the student prepare for the transition from school to adult life.

### *Article 7*

Discipline for special education students is subject to the requirements of Procedural Safeguards (20 U.S.C. 1415 et seq.) and Programs for Students with Disabilities and Least Restrictive Environment (511 I.A.C. 7-1-1 et seq.). The school will establish and maintain procedures and guidelines to implement this policy in accordance with IDEA and Article 7.

*Protocol/Steps for Special Education Testing*

This protocol is always to be followed by the Williams Arts and Technology Academy's Staff. Referrals for special education services can be obtained by licensed personnel or the parents/guardians. If a parent thinks a child may have a disability that is affecting his or her education, the parent can ask the school to evaluate the child to determine whether he or she would be eligible for special education (considered a child with a disability under IDEA). When a request for an evaluation is submitted by a parent, a Williams Arts and Technology Academy staff member will provide written notice within 10 instructional days that testing will proceed or is being refused. If the Academy is initiating an evaluation, then notification will be sent to parents that an evaluation is being proposed. All academic and behavioral data will be collected, along with interviews from staff members and the parents or guardians, to seek information that will assist the team in deciding whether to proceed with an evaluation or not. If the referral is appropriate to proceed for an evaluation for special education services, a consent from the parent or guardian will be obtained. After the school district has received parent/guardian permission (consent) in writing, the initial (first) evaluation must be completed within 60 calendar days.

*Case Conference*

A case conference will be scheduled with parents or guardians to present a written evaluation report describing their child's strengths and needs and what instructional or related services are recommended for the child. Parents/guardians will be given a copy of the report along with a copy of parental rights. Parents may contact the Indiana Department of Special Education for more information at (317) 680-0733. The case conference committee process is used to develop, review, and revise the educational program and services for students with disabilities who are eligible for special education. Every student who receives special education

services must have at least one case conference meeting during a 12-month period. The committee must include, but not be limited to, a Public Agency Representative, the current Teacher of Record, one of the General Education Teachers (parents may grant permission to excuse the teacher), and any extended specialists, such as speech therapy, occupational therapy, and physical therapy. A reevaluation must occur at least once every three years, unless the parents/guardians and the public agency agree that a reevaluation is unnecessary.

Parents may use the following link for additional information about procedural safeguards:

<https://www.doe.in.gov/sites/default/files/specialed/notice-procedural-safeguards-october-30-2019.pdf>

### *Screening*

Williams Arts and Technology Academy will establish and implement procedures to locate, identify, and evaluate school-age students suspected of being eligible for special education. These procedures include screening activities that include but are not limited to, review of group-based data (cumulative records, enrollment records, health records, and report cards); hearing screening (at a minimum of kindergarten, first, second, and third grades); vision screening (every grade level); motor screening; speech; and speech and language screening. Except as indicated above or otherwise announced publicly, screening activities will take place in an ongoing fashion throughout the school year. Screening is conducted at the Academy, unless other arrangements are necessary. If parents need additional information about the purpose, time, and location of screening activities, they will be able to call or write to the school's special education administrator.

### *Evaluation*

When screening indicates that a student may be eligible for special education, the Academy leaders will seek parental consent to conduct an evaluation. *Evaluation* means procedures used in the determination of whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term procedure, used selectively with an individual child, does not mean basic tests administered to or procedures used with all children. This evaluation is called an Individual Assistance Evaluation. This evaluation is conducted by a multidisciplinary team (IAE), which includes other qualified professionals and the parents. The process must be conducted in accordance with specific timelines and must include protection in evaluation procedures. For example, tests and procedures used as part of the multidisciplinary evaluation may not be racially or culturally biased. The process results in a written evaluation report called a comprehensive evaluation report (ER).

This report makes recommendations about a student's eligibility for special education based on the presence of a disability and the need for specially designed instruction. Parents who think their child is eligible for special education may request at any time that the school conduct a multidisciplinary evaluation. Requests for a multidisciplinary evaluation should be made in writing to the Special Education contact person. If a parent makes an oral request for a multidisciplinary evaluation, the Academy will provide the parent with a form for that purpose. Parents also have the right to obtain an independent education evaluation. The Academy must provide information to parents on request about where an independent educational evaluation may be obtained. Under certain circumstances, such an independent educational evaluation may be obtained at parents' expense.

*Educational Placement*

The determination of whether a student is eligible for special education is made by an IEP team. A single test or procedure may not be the sole factor in determining that a child is exceptional. The IEP team must include at least two members in addition to the parent(s). Other required members include at least one administrator and the current teacher (if the child is, or may be participating in the regular education environment), at least one special education provider, and a representative of the school. If the student is determined to be eligible for special education, the IEP team develops an IEP. The IEP shall be based on the results of the multidisciplinary evaluation.

The IEP team may decide that a student is not eligible for special education. In that instance, recommendations for educational programming in regular education may be developed from the case conference. An IEP describes a student's current educational levels, goals, objectives, and the individualized programs and services that the student will receive. IEPs are reviewed on an annual basis. The IEP team will make decisions about the type of services, the level of services, the level of intervention, and the location of intervention. Placement must be made in the LRE in which the student's needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

*Services for Protected Handicapped Students*

Students who are not eligible to receive special education programs and services may qualify as handicapped students and, therefore, be protected under federal statutes and regulations intended to prevent discrimination, in particular, 34 CFR Part 104, pertaining to non-discrimination on the basis of handicap in programs or activities that receive federal financial

assistance, and 28 CFR Part 35, which prohibits discrimination on the basis of disability by public entities. This statute applies to all services, programs, and activities provided by public entities, ensuring accessibility and compliance with the law (<https://www.ada.gov/law-and-regs/regulations/title-ii-2010-regulations>). Williams Arts and Technology Academy will ensure that qualified handicapped students have equal opportunity to participate in the school programs and extracurricular activities to the maximum extent appropriate for each student. In compliance with federal laws, the Academy will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services, or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school programs and extracurricular activities to the maximum extent appropriate to the student's abilities.

To qualify as a protected handicapped student, the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for *protected handicapped students* may be distinct from those applicable to eligible or thought to be eligible students. The parent may initiate an evaluation if the parent(s) believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to handicapped students, parents should address the Special Education Contact.

#### *Mode of Communication*

The content of this notice has been written in straightforward, simple language. If a person does not understand any of this notice, he or she should ask the Special Education Contact for an explanation. The Academy will arrange for an interpreter for parents with limited English proficiency. If a parent is deaf or blind or has no written language, the Academy will

arrange for communication of this notice in the mode normally used by the parent (e.g., sign language, Braille, or oral communication). The Academy will provide all services dictated by the student's IEP using contracted services with approved providers.

### *English Language Learners*

The establishment of an English Language Learners (ELL) committee is vital when considering the educational needs of ELL-identified students. Members shall include an administrator, ELL educator, and parent/guardian. This ELLs committee validates the point that education is a multi-aspect endeavor. This also reinforces the school's commitment to establishing strong family and cultural relationships. Upon enrollment, students will be given an enrollment packet presented in their native language.

Included in the enrollment packet is a Home Language Survey, which must be completed by each student at registration. This registration form will be carefully reviewed for parent/guardian signature and for parent/guardian understanding of and correctly answering the three Home Language Survey questions. Upon review, the form will be filed and remain in the student's cumulative folder. The Home Language Survey consists of three questions as follows:

1. What is the native language of the student?
2. What language(s) is spoken most often by the student? and
3. What language(s) are spoken by the student in the home?

Students whose native language is not English will be required to participate in a language assessment. A student who responds to Question #1 with another native language will be assigned to a regular education group until the program assessment and language assessment can be administered. If a student responds with another native language to Questions #2 and/or #3 of the three Home Language Surveys, the student will be placed into an ELL group until the

English language proficiency assessment is administered. A student's educational background, previous transcripts, assessments, and parental input are important components of the decision-making process.

The ELL committee will review the student's previous work and meet with the student and parent to discuss placement and to develop the ELL student plan. A community language facilitator will be made available to the parent and family as needed during this process. The ELL student plan will be a written document that identifies the student's name, instruction by program, including programs other than English for Speakers of Other Languages programs, amount of scheduled instructional time, assigned courses, and date of the student's ELL identification, assessment data used to classify or reclassify the student as an ELL, and date of exit of the student as English proficient. The ELL student plan will be filed in the student's cumulative folder. Each student's ELL plan is reviewed and updated by the assigned educator each year.

Williams Arts and Technology Academy will use resources that are made readily available for the implementation of ELL services. These services may include, but are not limited to, community partnerships with resources made available through the IDOE and professional development opportunities. This aspect of ELL is done to ensure that the Academy provides the most effective academic services to ELL students with respect to both academic and cultural values.

Instruction will be provided in an inclusive environment with support from highly qualified teachers. Students will have the opportunity to compile a portfolio of lessons to ensure understanding and recall of specific concepts. The courses, materials, and resources can be utilized as they are with non-ELL students. Educators will supplement their instruction with a

variety of resources and materials that support student achievement in language proficiency and academic content. Both content area and ESOL teachers will work together to provide instructional consistency. The Academy will also provide the opportunity for ELL students who qualify to partake in special needs programs, if applicable to the student.

Students who have met the exit criteria are coded as Former English Language Learner (LF), which means the student is reclassified as fully English and will be monitored for a period of two years from the date of exit. Educators and administrators will monitor the progress of each student that has exited the ESOL program. The required competencies will be reviewed and dates documented and signed by the teacher and administrator. A student's progress that falls below average in any content area will be referred to the ELL committee for further discussion on strategies and changes that may be necessary to support the student. Students who are eligible to return to the ESOL program will be reclassified as ELL and meet with the ELL committee to develop a new ELL student plan. All new information will be filed in the student's ELL folder, which will then be filed in the cumulative folder. Utilizing the mainstream/inclusion instructional model, reclassified students will receive instruction in all content areas from both the ESOL teacher and the general education teacher.

Williams Arts and Technology Academy will adhere to all caseload ratios set forth by the IDOE and will staff in accordance with such. The Academy will also take full advantage of partnering with other educational entities, as well as promoting professional development opportunities, as the need arises.

Williams Arts and Technology Academy is committed to ensuring that the ESOL Programs and Services help ELL Students achieve academic success and IDOE standards. The ESOL curricula and instruction will be aligned with all IDOE standards.

The Academy will ensure that:

- Comprehensive instruction is provided for English Language Learners (ELLs) through bilingual assistance, ESOL strategies, and the use of supplementary materials.
- Students will be offered multiple opportunities to listen, speak, read, and write. Lessons will be aligned with Indiana state standards and documented as required by the state.

Any ELL student that does not meet specific levels of performance in reading, writing, science, and mathematics will be provided with resources to support proficiency.

- A Limited English Proficiency (LEP) folder will be generated for each ELL student enrolled in the ESOL program.
- ELL students will be assessed both in language proficiency and academic achievement and participate in district and state assessments.
- An ELL committee will meet to address any issue affecting the instructional program of an ELL student. Parents will be invited to attend ELL meetings.
- All efforts will be made to inform and orient parents using materials translated into their home language.
- The school will not deny ELL students access to any programs being offered to non-ELL students.

### *Response to Intervention*

Williams Arts and Technology Academy will utilize the Response to Intervention (RtI) program that will be in place at the school. This comprehensive plan has a proven track record, and it can be readily implemented in the proposed learning environment. Using universal screening to identify and diagnose the needs of all students performing below grade level or

below the proficient level on state-wide assessments, the Academy will compile data from the various screenings and move quickly to intervene with the students.

RtI is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and the level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student responses to instruction. RtI is designed for use when making decisions in both general education, ELL, and special education, creating a well-integrated system of instruction, and intervention that is guided by child outcome data.

For RtI implementation to work effectively, the following essential components must be implemented with fidelity and rigor:

- High-quality, scientifically based classroom instruction. All students receive high-quality, research-based instruction in the general education classroom.
- Ongoing student assessment. Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. The data gathered will be used when determining which students need closer monitoring or intervention. Throughout the RtI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding

students' instructional needs are based on multiple data points taken in context over time.

- Tiered instruction. A multi-tiered approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction, offering specific, research-based interventions matched to student needs.
- Parent involvement. Schools implementing RtI provide parents with information about their child's progress, the instruction and interventions used, the staff members facilitating instruction, and the academic or behavioral goals established for their child.

Although there is no single, thoroughly researched and widely practiced model of the RtI process, it is generally defined as a three-tier (or three-step) model of school support that uses research-based academic and/or behavioral interventions.

### **The Three-Tier Model**

When schools create a multi-level prevention system, educators can match an appropriate level of support to each student's needs. Tier 1 is high-quality, schoolwide programming and supports designed to meet the needs of all students. Tier 2 is small-group, standardized interventions that target identified needs using validated programs to support students identified at risk for future learning outcomes. Tier 3 is intensive intervention that is intensified and individualized based on student need (Harlacher & Bailey, 2025, p. 6).

#### *Tier 1*

High-quality classroom instruction, screening, and group interventions within Tier 1 promise that all students receive high-quality, scientific-based instruction provided by qualified

personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened periodically to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being *at risk* through universal screenings and/or results on state- or district-wide tests receive supplemental instruction during the school day in the regular classroom. The length of time for this step can vary, but it generally should not exceed eight weeks. During that time, student progress is closely monitored using a validated screening system, such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

#### *Tier 2: Targeted Interventions*

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs based on levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (K–Grade 3), interventions are usually in the areas of reading and math. Additional time may be required for Tier 2, but it should generally not exceed a grading period. Students that continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3.

#### *Tier 3: Intensive Interventions and Comprehensive Evaluation*

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students that do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for

eligibility for special education services under the IDEA (2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

It should be noted that at any point in an RtI process, IDEA (2004) allows parents to request a formal evaluation to determine eligibility for special education. An RtI process cannot be used to deny or delay a formal evaluation for special education.

In addition to variations in the tiers used to deliver RtI services, school leaders use different approaches in implementation, such as problem-solving, functional assessment, standard protocol, and hybrid approaches. Although there are many formats for how a school might implement RtI to best serve the needs of students, in every case, RtI can be a school-wide framework for efficiently allocating resources to improve student outcomes.

### **Response to Intervention Overview**

What is RtI? RtI is a service delivery framework or strategy for the implementation of early intervening services. It is a multi-tiered intervention strategy to enable early identification and intervention for students at academic or behavioral risk. RtI allows educators to identify and address these difficulties prior to student failure. Monitoring student response to a series of increasingly intense interventions assists in preventing failure and provides data that may guide eligibility decisions for learning disabilities.

The goal of Williams Arts and Technology Academy is to engage deep learners through the lens of:

- A comprehensive, multi-tiered intervention strategy that enables early intervention
- An alternative to the discrepancy model for identifying students
- A continuous monitoring cycle to analyze and review each student's progress
- Benchmark and outcome assessments

- An integrated approach to general, remedial, and diverse needs
- Effective resources and scientifically research-based practices provided in direct proportion to student needs
- A best-practices approach

### **General Outcomes**

Williams Arts and Technology Academy will create a learning environment with the outcomes of:

- Increased expectations for ALL students
- Shared ownership for ALL students
- Focused instruction
- Aligned instructional approaches/methods with the student's needs
- Reduced special education referrals
- Reduced disciplinary referrals

### **Safe Environment Approach to Student Discipline and Well-being**

Williams Arts and Technology Academy will promote a nurturing and caring learning environment where students feel safe and supportive. The Academy will establish systematic routines where students are able to acknowledge the shared expectations within the learning community. Staff Members and students will have a clear sense of belonging, and well-being strategies will be implemented throughout the learning community. Parents and students will have access to the school's code of conduct to ensure everyone is knowledgeable about how discipline will be approached by the staff members. The Academy will incorporate professional learning for the staff to engage in training on conscious discipline and trauma-informed care.

Prior to focusing on academics, staff and students will engage in a proactive circle daily to share their thoughts for the day. The Academy will use the expertise of the Board Member with extensive training in school safety to support the development of a school safety plan. The Academy's goal is to keep everyone safe, be proactive regarding negative behavior, and use the learned strategies from restorative practices to minimize the thought of suspending students from their learning environments.

The Academy will approach discipline and well-being with the support of additional counseling and health services. Through the collaboration of local agencies, mental services, and the coordination of a mentoring program, adults and students will have access to fully supported well-being resources. Inclusive of the curriculum, staff members will have the opportunity to invest meaningful community time with students during morning collaborations to support students with SSPs. The Founding Team believes it is important for students to feel safe and know that Williams Arts and Technology Academy will do whatever it takes for them to be successful, contributing citizens to their community.

### **Proposed School's Student Outcome Goals and Measurements**

Williams Arts and Technology Academy will establish coherent goals aligned to Indiana's accountability system and measure them with a coherent assessment suite based on the following targets:

- In K–Grade 2, students will take the i-Ready Diagnostic in August/September to establish baselines.
- 80% will meet or exceed typical growth in literacy and mathematics by spring, with growth bands framed by i-Ready norms.
- In Grades 3–6, the primary proficiency measures will be ILEARN ELA and

- mathematics, with a primary goal of meeting or exceeding the state's prior-year proficiency along with establishing a baseline for students enrolled at the Academy.
- The Academy will raise overall proficiency at least two percentage points per year and maintain a median student growth percentile at or above 50, with the lowest quartile posting growth rates of 55% or higher meeting annual growth targets.
  - Foundational literacy will be monitored with Indiana's IREAD: the goal is  $\geq 90\%$  passage by the end of Grade 2, with targeted interventions to reach 100% passage for any re-testers by the end of Grade 3 and continued support through Grade 6 for late movers.
  - For multilingual learners, World-class Instructional Design and Assessment (WIDA) will anchor language-development goals; students will demonstrate average annual growth of at least 0.7–1.0 composite proficiency levels or meet state exit criteria, with appropriate accommodations on content tests.
  - Students with the most significant cognitive disabilities (those taking Indiana's Alternate Measure (I AM) in Grades 3–6 will have fully aligned goals to Indiana's alternate standards, with at least 70% meeting or exceeding annual I AM performance targets.
  - Science outcomes (grade-band tested by the state) will increase by a minimum of two percentage points in proficiency yearly.
  - Mission-specific indicators will include universal participation in at least one Arts performance/exhibit each year, integration rubrics showing 85% of students meeting Arts/technology competency benchmarks, average daily attendance at or above 95%, and  $\geq 80\%$  favorable ratings on family and student satisfaction surveys.

These goals are grounded in Williams Arts and Technology competency-based model. Students demonstrate mastery through performance tasks, portfolios, and exhibitions alongside state measures. Quarterly data cycles in PLCs will be used to monitor progress, implement timely interventions, and document growth.

If the actual incoming baseline differs substantially from projections, Williams Arts and Technology Academy will recalibrate targets within the first eight weeks using initial diagnostics (i-Ready for K–2; ILEARN through-year or comparable interim assessments for Grades 3–6; WIDA screener/placement for Multilingual Learners; IREAD screeners where applicable). The school staff members will then set cohort-specific annual goals that preserve ambition and comparability: for proficiency, a revised year-one target anchored to the observed baseline plus an absolute gain of at least two percentage points (or the state’s required improvement, whichever is higher); for growth, maintaining a median Student Growth Percentile (SGP)  $\geq 50$  and raising the lowest quartile growth above 55%; for WIDA, preserving the 0.7–1.0 composite gain expectation or documented progress toward exit; and for IREAD, individualized catch-up plans to achieve on-time passage by the next allowable window. These adjustments will be documented in the school’s assessment plan, approved by the leadership team and Board, and reported to the authorizer.

Success will be evaluated through a balanced *mastery + accountability* dashboard that triangulates state tests (ILEARN, IREAD, WIDA, I AM), through-year/interim diagnostics, portfolio and exhibition rubrics, attendance and behavior metrics, and stakeholder feedback. Desired overall results include year-over-year gains in state proficiency, consistently on-track growth for all students and accelerated growth for the lowest quartile, early and near-universal Grade–2 literacy, steady progress in English language proficiency with equitable access to grade-

level content, and verified advancement on arts/technology competencies embedded in Williams Arts and Technology Academy curriculum. By coupling these measurable goals with quarterly review and rapid intervention, the Academy will ensure that every learner demonstrates annual academic growth, that gaps close predictably, and that instruction reliably yields rigorous, future-ready outcomes.

### **Rationale for Goals and Targets**

Williams Arts and Technology Academy's student-outcome goals reflect the systematic thinking and alignment of the IDOE. Considering the shift in how the IDOE plans to look at how students/schools demonstrate growth, the Founding Team Members see the importance of looking at student growth beyond state assessments. Students will demonstrate a passion for learning beyond the indicator of test scores by engaging in authentic learning experiences that will align with the College and Career Ready Standards with a full integration of the arts and technology.

The Academy will be a school of transparency. Staff members will analyze data continuously to maximize the learning of Academy students and adjust instruction as needed. Staff members will use the established goals to engage in collaborative conversations during PLCs. In addition to internal stakeholders, the Board will share updates on the progression with other key stakeholders to ensure parents and community have an awareness of how the school is performing using key metrics.

### **Internal and External Stakeholders' Mission Alignment**

The Williams Arts and Technology Academy Founding Team values the voices of internal and external stakeholders and will maintain on-going communication with both to ensure transparency with the Academy's data-driven goals. The Academy will adhere to its mission in

elevating the voice of students in a safe environment to be successful and still acquire mastery learning through the integration of the Arts and technology.

Data will always be at the forefront and support for the staff members in continuous professional learning will bring an awareness and understanding of how to analyze data and use it within PLCs to engage in collaborative conversations with leadership. The Founding Board also sees the imperativeness of leadership and teachers sharing the acquired learning of students with parents during student-led conferences, portfolios, and through the facilitation of project-based learning exhibits to demonstrate students' evidence of mastering the competencies. The Academy staff members will be intentional with sharing data with the authorizing entity and facilitate an annual Academy report for the public and individual stakeholders to narrate our accomplishments in alignment with our mission and indicators of success.

Table 11

*Enrollment for Years 1–5*

Year	Grade Level	Number of Students	Disabilities	English Learners	Free or reduced-price Lunch
Year 1	K-3	120	12	12	120
Year 2	K-4	150	15	15	150
Year 3	K-5	180	18	18	180
Year 4	K-6	210	21	21	210
Year 5	K-6	210	21	21	210
At Capacity	K-6	210	21	21	210

The Founding Team discussed the possibility that 10% of the students would have disabilities and another 10% would be English learners the first year, and approximately three students would be added to each group after Year 1.

### **SECTION III**

#### **LEGAL STATUS AND GOVERNING DOCUMENTS**

The organizing group has set up a corporation, Williams Arts and Technology Academy, Inc., and has created Articles of Incorporation, By-Laws, and has applied with the IRS to become a 501(c)3 corporation.

##### **Organization Charts**

See Table 1 of the William Art and Technology Academy Founding Chart.

##### **Governing Board**

The Governance Board shall be composed of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Board Members will be measured to carry out their legal responsibilities. The following positions will constitute the officers of the Board's configuration: President, Vice-President, Treasurer, and Secretary.

##### **Full Disclosure of Board Members**

Full disclosure will be made of the identity of all relatives employed by the school who are related to the charter school, President of the Governing Board, Governing Board Member, Administrator, Assistant Administrator, or any other person employed or engaged by the school, or any organization engaged by the school.

### **Board Training and Compliance**

All Governance Board members will comply with the fingerprinting policy and board training statutes adopted by the Indiana Department of Education.

### **Officers of the Governing Board**

#### *President and Vice-President of the Board*

The President shall establish the agenda for all meetings of the Governing Board in consultation with the Board and, as appropriate, at the discretion of the President, other members of the Governing Board. The President shall preside over all meetings of the Governing Board and shall have such other powers as the Governing Board shall determine. In the absence of the President at any meeting of the Board, the Vice-President shall exercise the rights and perform the functions of the President.

#### *Vice President*

In the absence of the President, or in the event of his/her inability or refusal to act, the Vice President shall perform the duties of the Chair and, when so acting, shall have all the powers of and be subject to all restrictions upon the Chair. Any action taken by the Vice President in the performance of the duties of the President shall be conclusive evidence of the absence or inability to act by the President at the time such action was taken. The Vice President shall perform such other duties as, from time to time, may be assigned to him/her by the President or by the Governing Board.

#### *Treasurer*

The Treasurer shall be the chief financial officer of the school and, subject to the direction and control of the Governing Board, shall have general charge of the financial affairs of the school; shall keep, or see that, full and accurate books of account and shall maintain

custody of all funds, securities, and legal documents of the school. The Treasurer shall prepare or have prepared, and present, or have a presentation, at each meeting of the Governing Board a report on the financial condition and affairs of the school. The Treasurer shall prepare or oversee all filings required by any school district, State of Indiana, the Internal Revenue Service, and any other governmental agency. The Treasurer shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board.

#### *Secretary*

The Secretary shall record and maintain records of all proceedings of the Board in a book or series of books kept for that purpose and shall give such notices of meetings of the Board as are required by the Charter, these bylaws, or by state law. No later than seven days before any meeting of the Governing Board, the Secretary shall distribute to each member copies of any minutes from prior meetings that have not been approved by the Governing Board. The Secretary shall have such other powers and duties as are usually incident to that office and as may be vested in that office by these bylaws or by the Board. In the absence of the Secretary from any meeting of the Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary.

#### *Other Officers*

Other officers shall have such duties and powers as they may be designated from time to time by the Governance Board. The policies and procedures used by the Governing Board will be promulgated in its contract with the authorizer, its bylaws, applicable administrators, faculty, and student handbooks, and manual. The Board will continually assess the school, the Educational Program's successes, and areas in need of improvement. The Board will be directly

involved in analyzing alternatives and additions to the program by analyzing student and School performance data. By incorporating such scrutiny, the Board will ensure that the school will continue to consistently and effectively serve our student population.

All Governing Board meetings shall be announced and advertised, and open to the public. All meetings shall be in keeping with applicable state law, including compliance with the Open-Door Law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held primarily at the office located at 1331 Gay Street, Fort Wayne, Indiana, 46803. It is likely that in the initial stages of the school launch and development, the Board may choose to meet more frequently. However, the Board believes that meetings will be most productive as student achievement data become available and when sufficient time has been given to the management company to deliver and report goals, objectives, and results. Board meetings will be attended by the school's administration, school personnel, and any other relevant service providers, and such meetings will be open to parents and the public.

### **General Duties by Statute and Contract**

Board Members must perform all duties:

- In good faith
- In a manner he/she believes is in the best interest of the school
- With the same care that an ordinary prudent person in a similar position would use under similar circumstances
- Duty of care
- Duty of loyalty
- Duty of confidentiality

- Duty of obedience to the purpose of the school, as well as
- Direct the operations of the school and provide executive oversight to ensure the achievement of its mission and its purpose

Contract with authorizer to:

- Execute the contract to begin school
- Evaluate whether to continue school operations throughout the contract period
- Decide whether to apply for contract renewal with the authorizer
- Identify contractors and vendors as needs are determined
- Ensure that school facilities will meet all health and safety standards
- Maintain insurance coverage per contract terms
- Ensure all employees and contractors pass criminal background checks and are fingerprinted
- Hire certified and licensed instructors and professionals subject to a management agreement
- Ensure the school is non-sectarian
- Conduct meetings in accordance with Indiana's Open-Door Law
- Provide access to public records
- Report on child abuse or neglect
- Conduct statewide tests of student achievement
- Ensure the school leaders follow state and district policies for student suspension, expulsion, and removal
- Maintain confidentiality of student records

- Ensure the Management Company complies with the rules for employers regarding non-discrimination in wage rates, worker's compensation, and unemployment compensation
- Participate in the state information management system
- Adopt and maintain a comprehensive school safety plan
- Disclose and address all potential conflicts of interest on the part of members of the Governing Board

*Specific Duties by Statute and Contract*

Board Members must:

- Develop and implement a financial plan, including a budget forecast for each year of the contract
- Provide for the development of financial policies, procedures, and internal controls, and consider and approve such policies, procedures, and controls
- Comply with rules provided by the state auditor and maintain auditable financial records
- Provide scheduled financial reports to the IDOE
- Develop and implement a Governance and Administrative Plan that lists policies and procedures for the management and administration of the Academy

Develop and implement an Educational Plan that will:

- Provide students with a quality education and one year's worth of learning for one year's worth of instruction

- Provide students with the requirements to complete the plan of study, including high school completion, career planning, and post-secondary enrollment
- Implement an accountability plan that lists policies, procedures, and measurements to assess student achievement of academic goals, performance standards, including completing all Indiana state-required annual reports for parents of enrolled students on progress in meeting academic goals

The Governance Board may, in a meeting announced and held consistently with applicable law, authorize representatives and agents of Williams Arts and Technology Academy to exercise such powers and duties consistent with applicable law

### **Roles and Responsibilities**

The Governance Board is accountable for the academic, financial, and operational performance of the school. The Governance Board will govern all operations of the school, delegating day-to-day management to the administrative staff and establishing the reporting relationship between the Governance Board and the administrative staff. The Governance Board will approve budgets, set policy, establish procedures, have the authority to select the Executive Director(s), and to terminate his or her employment, and ensure that the financial and administrative management of the school meets regulatory requirements, maintains sound fiscal standards, and remains financially viable.

Further, the Governance Board will ensure that the school's performance and accountability measures, standards, and goals are met or exceeded; ongoing assessments and evaluations are accomplished; financial reports are prepared and presented on a timely basis and controls are in place in accordance with all Indiana public school accounting policies and procedures; state requirements are met; the school is operated in compliance with this charter

application; the charter contracts with the authorizer and all applicable laws; and annual progress and accountability reports are made to the IDOE and other entities in the format and time required by law.

### **Board Creation/Transition**

The members will convene an organizational meeting to become an appropriate Governing Board. The transition to a Governing Board will be supported by the orientation and training provided to Governing Board members. By resolution, the members will select and approve officers and members, including its president, to manage the affairs of the school.

#### *Procedures*

The Board may solicit the community for local board members via past and ongoing personal relationships and accomplishments, recommendations of experts, and completion of an informational profile or survey portraying their qualities and vision as a policy-making body for an educational institution. The Board will expect to add board members on an ongoing basis. All Governance Board members will participate in all state-required training for Governance Board members.

The Governance Board shall be composed of individuals with the desire and expertise to direct the school. The expertise and passion for local involvement of the Governance Board will be the standard by which the officers and Governance Board Members will be measured to carry out their legal responsibilities. The following positions will constitute the officers of the Board's configuration: president, vice- president, treasurer, and secretary.

All Governing Board meetings shall be advertised and open to the public. All meetings shall be in keeping with applicable state law. Subject to change by the Board, it is anticipated that the Board will schedule regular meetings to be held at the office located at 1331 Gay Street,

Fort Wayne, Indiana, 46803. It is likely that in the initial stages of the school launch and development, the Board may choose to meet more frequently.

#### *Ethics and Conflicts of Interest*

The school's governing board is guided by a set of by-laws that defines how the board will operate, including conflicts of interest. In addition to the by-laws, ethics and conflicts of interest are specifically addressed during the Board's training and orientation. Consistent with Indiana law, each Governing Board member will sign a Conflict-of-Interest Policy.

#### *Board Expansion, Development, and Succession*

Policies for terms of service and other matters will be developed by the Board in compliance with the By-Laws, state law, and the school's mission and vision.

#### *Governing Board Removal Procedures and Term Limits*

All Governing Board removal procedures and term limits may be found in the provisions stated in the By-laws.

### **Financial Plan**

Please see the attached Budget.

## **SECTION IV**

### **PLAN OF EXECUTION**

#### **Overview and Gantt Chart (Project Timeline)**

The Williams Arts and Technology Academy is scheduled to open in August 2026, serving students in Kindergarten through Grade 3 during its inaugural year. The school will expand one grade level per year until reaching Grade 6 in its fourth year of operation. The school will be located at 1331 Gay Street, Fort Wayne, Indiana, within facilities made available by Pilgrim Baptist Church.

The following Gantt Chart, project management tool, provides a detailed, milestone-driven roadmap for ensuring a successful launch. The timeline spans from January 2025 through July 2026, covering planning, governance, operations, staffing, and marketing milestones. Progress toward these deliverables will be reviewed monthly by the steering committee and documented in progress reports submitted to the Board of Directors.

Table 12 illustrates the projected timeline from the Charter Application to the Opening of the School.

Table 12

*Gantt Chart – Project Milestones and Timeline*

Phase	Key Milestones	Start	End	Responsible Party	Status
Founding and Governance	Charter Application Preparation and Submission	August 2025	December 2025	Steering Committee	Submitted
	Charter Approval and Formation of Board of Directors	Feb 2026	July 2026	Steering Committee	Pending
	Board Orientation and Governance Training	Feb 2026	May 2026	Board Chair	Planned
Academic and Program Design	Curriculum framework and assessment plan finalization	March 2026	August 2026	Academic Director	In Progress
	Staff professional development plan	March 2026	August 2026	Academic Director	Planned
Facility Development	Facility Agreement Execution (1331 Gay St.)	March 2026	August 2026	Facilities Committee	In Progress
	Space renovations, inspections, and code compliance	April 2025	May 2026	Facilities Committee	Planned
Marketing and Enrollment	Launch marketing plan launch and community outreach	February 2026	August 2026	Marketing Team	Planned
	Enrollment period and student selection	March 2026	October 2026	Enrollment Coordinator	Planned

Table 12 (continued)

Phase	Key Milestones	Start	End	Responsible Party	Status
Operations and Staffing	Hiring of principal and key staff	Mar 2026	Mar 2026	HR Committee	Planned
	Teacher recruitment and onboarding	Mar 2026	Jul 2026	Principal	Planned
Pre-Opening Readiness	Family orientation and staff training	Jul 2026	Aug 2026	School Leadership	Planned
	Charter authorizer pre-opening visit	Mar 2026	Mar 2026	Board Chair	Planned
Opening	Official school opening	Aug 2026	—	All Teams	Planned

### **Marketing, Outreach, and Student Recruitment Strategies**

#### *Target Population*

Williams Arts and Technology Academy will serve students within Fort Wayne, Indiana, with a special focus on families seeking an arts- and technology-integrated education. The school is committed to providing equitable access for students from diverse socioeconomic and cultural backgrounds, particularly those historically underrepresented in Arts and technology pathways.

#### *Pre-Opening Marketing and Outreach*

During the pre-opening year, the school will employ a comprehensive outreach strategy to build awareness and meet the Year 1 enrollment target of 120 students using the following strategies:

1. Community Partnerships and Engagement

- a. Establish partnerships with local churches, youth organizations, arts institutions, and community centers.
  - b. Participate in Fort Wayne community fairs, neighborhood events, and family resource expos.
  - c. Conduct informational sessions at community venues, emphasizing the school's mission and academic model.
2. Digital and Print Marketing
- a. Launch a school website and social media presence highlighting the school's arts and technology integration.
  - b. Implement targeted social media campaigns in zip codes within the Fort Wayne area.
  - c. Distribute flyers, brochures, and postcards through local libraries, recreation centers, and community organizations.
3. Public Information Sessions
- a. Host monthly open houses and virtual webinars to provide families with detailed information about enrollment, curriculum, and transportation options.
  - b. Offer translated materials and bilingual staff for accessibility.
4. Parent and Community Ambassadors
- a. Recruit and train parent ambassadors to assist with outreach and serve as trusted messengers in the community.
  - b. Trained parent ambassadors will assist with strengthening family engagement and increase awareness of the school's mission.

*Ongoing Recruitment (Post-Opening)*

Once operational, Williams Arts and Technology Academy will maintain a continuous recruitment effort to sustain and grow enrollment by:

- Conducting annual student exhibitions and performances to engage the broader community
- Partnering with local media outlets to showcase student success stories
- Establishing referral programs for families and community partners

**Stakeholder Engagement and Continuous Feedback**

Williams Arts and Technology Academy recognizes that continuous engagement with families, students, staff, and community stakeholders is essential to sustaining a responsive, high-quality educational environment.

*Feedback Mechanisms*

Annual Climate Surveys will be conducted for students, families, and staff to assess satisfaction and identify areas for improvement. Parent and student focus groups will be held twice annually to collect qualitative and quantitative feedback on the learning environment and school culture. Family advisory councils composed of parents, teachers, and administrators will meet quarterly to review progress toward academic and operational goals.

*Use of Feedback*

Collected feedback will be synthesized and presented to the Board of Directors each semester. Action items will be incorporated into the school's annual improvement plan, ensuring that stakeholder voices directly inform programmatic and operational decisions.

## **Facility Needs and Plan**

### *Facility Requirements*

Based on projected enrollment and the Academy's Arts and technology focus, Williams Arts and Technology Academy will require approximately 15,000–20,000 square feet of instructional and support space. The facility design will include:

- 10 classrooms equipped with digital learning tools and flexible seating;
- one visual arts studio and one performing arts space;
- one technology lab/makerspace with computers and digital design equipment;
- one multipurpose room for assemblies and community events; and
- administrative offices, restrooms, storage, and staff work areas.

### *Facility Location and Status*

Williams Arts and Technology Academy has secured a tentative agreement to utilize the facility located at 1331 Gay Street, Fort Wayne, Indiana, housed within the Pilgrim Baptist Church. Preliminary site evaluations indicate that the space meets local zoning and building code requirements and can accommodate the school's projected enrollment for Years 1 and 2. The Facilities Committee is currently working with local contractors and city officials to finalize renovation plans and inspection timelines.

### *Off-Campus and Partner Facilities*

To enrich the Arts and technology experience, the school leaders anticipate formal partnerships with local arts organizations for exhibitions and performances, technology and innovation centers for project-based learning experiences, and community venues for field trips and extended learning opportunities.

### *Facility Contingency Plan*

If the primary facility at 1331 Gay Street is not available by the targeted completion date, Williams Arts and Technology Academy will implement a facility contingency plan. This plan includes:

- Temporary Modular Classrooms: Leased units placed on the Pilgrim Baptist Church property or a comparable site within district boundaries
- Co-Location Agreement: Temporary shared space within a nearby community organization or educational facility
- Phased Occupancy: Opening with a limited grade configuration, if required, ensuring compliance with safety and capacity standards

All contingency options will be vetted to ensure compliance with IDOE and local building code requirements.

### **Transportation Plan**

Williams Arts and Technology Academy is committed to ensuring that transportation is not a barrier to student access.

#### *Transportation Overview*

The school will serve families within the Fort Wayne, Indiana, area. Williams Arts and Technology Academy will not initially provide district-level bus service but will implement a combination of transportation supports to ensure equitable access.

#### *Transportation Components*

1. Partnership with Local Transportation Providers: The school will contract with an approved bus company to provide morning and afternoon routes serving key neighborhoods with high-student enrollment.

2. Carpool Coordination: Williams Arts and Technology Academy will facilitate family carpool connections through a secure online platform and designated drop-off/pick-up areas.
3. Public Transit Support: The school will collaborate with Fort Wayne Citilink to explore subsidized bus passes for qualifying families.
4. Field Trip and Event Transportation: Contracted transportation will be arranged for off-campus activities and community-based learning events.

### *Safety and Compliance*

All transportation services will comply with Indiana State School Transportation Safety Standards. The school will develop and implement a Transportation Safety Policy addressing bus procedures, dismissal protocols, and student supervision.

### *Monitoring and Evaluation*

The Williams Arts and Technology Academy Steering Committee will oversee the successful execution of this plan until formal governance transitions to the Board of Directors. Monthly progress reports will track completion of milestones in the Gantt chart. The School Director and Board Chair will jointly submit quarterly progress updates to the charter authorizer. Performance indicators will include completion of all pre-opening requirements, enrollment targets met by July 2026, facility readiness certification by August 2026, and compliance with all local and state operational benchmarks.

Williams Arts and Technology Academy's commitment to accountability, community engagement, and strategic execution ensures that the school will open on time, fully prepared to deliver a rigorous and innovative arts and technology program for Fort Wayne students.

### **Policies and Assurances**

Please see attached Assurances.

#### *Community Concerns (Posed Actual or Perceived Conflicts)*

Voices within the community may have concerns regarding the opening of a new charter school in the area. Some of the comments may include the thoughts below:

1. Negative comments or remarks that Founding members shared about charters when they were part of another entity may push others to question their shift in acceptance of charters at this time.
2. Other educational institutions saying what can you do differently?
3. Not a need for another charter school to open may be shared by others within the area.

#### *Possible Responses to Posed Actual or Perceived Conflicts*

Founding members are considerate of possible conflicts and are confident they are pursuing the opening of Williams Arts and Technology Academy for the transparent purpose of providing families with a premier educational option.

1. It was not until this committee engaged the broader community that members fully understood what students were missing in their educational experiences.
2. Williams Arts and Technology Academy will design instruction aligned to each student's path of learning.
3. Parents have consistently expressed concerns regarding class size. Williams Arts and Technology Academy will offer smaller class sizes during critical developmental learning periods.

4. This process has provided the team with an objective opportunity to assess the full needs of the students in the community and design a school model that addresses those needs effectively.

### *Community Engagement/Involvement*

Williams Arts and Technology Academy is seeking to be a vital component of the community and will integrate the voice of stakeholders to ensure all community members recognize the Academy as a collaborative partnership.

1. Williams Arts and Technology Academy will hold quarterly informational sessions for the public and stakeholders.
2. Hold monthly meetings with students and parents. Solicit feedback on the school curriculum and child's growth.
3. Use all social media venues for advertising and communication.
4. Engage in partnerships with churches, as well as other performing programs. Have concerts that are unique and involve various performances of the Arts.
5. Write grants for scholarship and performance programs.
6. Make use of The Fort Wayne Philharmonics Instrument Loan Program.
7. Partner with Heart of the City Mission Foundation and other key leaders to facilitate free lessons with all students.
8. Partner with Sweetwater Sound and other key leaders to obtain instruments for students.

In summary, this application frames how Williams Arts and Technology Academy will support the greater community through a learning environment for students that systematically integrates the Arts and technology. Being committed to our Mission, Williams Arts and

Technology Academy exists to empower students through a character-driven education that merges creativity, innovation, and leadership. Students will be encouraged to discover their voice, cultivate resilience, and use the arts and technology as tools to inspire change. Williams Arts and Technology Academy seeks to develop a generation of changemakers that can lead with integrity, think critically, and make meaningful contributions to their communities and the world.

**2026-2027 Operating Budget and Assessments**

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## APPENDIX A: STATUTORY COMPLIANCE DOCUMENTATION

### IC 20-24-2-4(b) Requirements

#### Introduction

This appendix provides documentation demonstrating compliance with Indiana Code 20-24-2-4(b) as required for charter school authorization. Each subsection below corresponds directly to statutory requirements.

#### IC 20-24-2-4(b)(3)(I)

##### Detailed School Calendar for the Instructional Year

Williams Arts and Technology Academy will adopt a comprehensive instructional calendar for the 2026–2027 school year that aligns with surrounding school districts. The instructional calendar will ensure compliance with Indiana minimum instructional hour requirements and supports the Academy’s mission of arts and technology integration.

#### IC 20-24-2-4(b)(3)(M)

##### Embedded Budget and Financial Plan

Williams Arts and Technology Academy have included the most current proposed operating budget and multi-year financial plan as part of this application.

The embedded financial plan reflects:

- State tuition support projections
- Federal grant allocations (as applicable)
- Staffing and personnel expenditures

- Facilities and operational costs
- Instructional materials and technology integration
- Reserve planning and contingency projections

The Governing Board acknowledges that minor budget adjustments may be necessary prior to official adoption to reflect:

- Updated enrollment counts
- State funding modifications
- Contractual adjustments
- Operational refinements

Any revisions will be formally approved by the Board before implementation.

The submitted budget demonstrates fiscal sustainability, conservative forecasting, and alignment with academic programming.

IC 20-24-2-4(b)(3)(N)

#### Formal Personnel Plan

Williams Arts and Technology Academy maintains a formal personnel framework addressing selection, retention, and compensation. The Board hires the administrator and participates in the hiring process for Administrators, Business Manager, and other administrative positions. The Administrator has primary authority for hiring all other school employees and brings all recommendations to the full Board of Trustees for approval. To ensure the recruitment and retention of highly qualified and appropriately certified staff, the Recruitment and Retention committee will recruit and employ personnel who have the necessary credentials and the required licensure to assume the respective staffing assignments within the K–6 program. This committee will continue to be actively engaged in the employment process until the targeted

staffing assignments have been achieved to begin operation. Once the schools' open assignments have been filled by the Recruitment and Retention Committee, this committee will be dissolved. All employees will be provided with an “Educator and Staff Handbook” which will define expectations for employment.

- The Board is responsible for the evaluation of the Administrator. At the end of the school year, the Board will determine final administrator effectiveness rubric rating and discuss this rating with the Administrator during the end-of-year conference.
- The Academy Administrator’s evaluation will be comprised of two major components:
  - Professional Practice – Assessment of leadership practices that influence student learning, as measured by competencies set forth in the Indiana Educator Effectiveness Rubric. The Academy Administrator will also be evaluated in the domains of Educator Effectiveness and Leadership Actions.
  - Student Learning – An educator's contribution to student academic progress, assessed through multiple measures of student academic achievement and growth, including the A-F Accountability Model, as well as progress towards specific Administrative Student Learning Objectives (SLOs) using state, national, international, or school-wide assessments.
- WATA will partner with the Indiana State Police, CJISS to allow access to “Limited Criminal History Information.” The current plan is to use the “Limited Criminal History Information “process” for all employees.
- The Administrator will work with the Board in identifying, interviewing, and hiring the teaching staff and other personnel. The goal will be to have all personnel hired

and in place by the end of July. For the newly sponsored charter school, the Administrator will interview all current educators and hire those who best meet the criteria for teaching in a charter school. These criteria include, but are not limited to:

- being a team player
  - respecting authority
  - showing verifiable knowledge of content area
  - being self-directed
  - possessing good communication skills
  - relating to students
  - having high expectations
  - possessing a strong work ethic
  - possessing integrity
  - having a caring heart
  - having a desire to help others
- In addition to interviewing current staff, the Administrator will first contact University of Southern Indiana and then surrounding universities' job candidate career fair coordinators to identify and interview prospective educator candidates, attend college/university job fairs, reach out to Teach for America and access the IN-DOE School Personnel Job Bank. As part of the interview process, candidates will be expected to provide a portfolio containing his or her educational philosophy, resume, letters of recommendation, and evidence of exceptional work either as a classroom student (college) or as a classroom educator (if the candidate has had teaching experience). The candidate will be asked to provide all pertinent information relating

to classroom performance and expectations to hire the best and most qualified educator.

- Certified staff will operate under a contractual agreement. They will be paid on a twelve-month calendar. The contract will specify the number of days and the number of hours in the school year to be worked. Contracts for certified staff will serve to keep continuity in the school and minimize disruption to instruction. Professional staff will be paid on a 12-month calendar year at a salary rate inclusive of fringe benefits. Support staff will be paid an hourly wage specified at the time of employment. The hourly wage will be paid at or above the minimum federal minimum wage according to Section 6(a)(1) of the Fair Labor Act. Overtime will be subject to the Fair Labor Act as well.

#### IC 20-24-2-4(b)(3)(Q)

- The salary range will be \$50,000.00 for a beginning educator and \$50,300.00 for a master educator. Salary increases will be determined in accordance with IC 20-28-9-1.5. Full-time educators will be offered a competitive compensation package that will include health insurance, participation in TRF, dental, vision, and life insurance. The compensation system (in compliance with I.C. 20-28-9-1) will be based on a combination of the following factors:
  - The number of years of an educator's experience
  - The attainment of additional content area credits or degrees (The combination of these two factors (i.e. #1 and #2) may account for no more than 33% of the calculation to determine an educator's increase or increment).
  - Educator evaluation results conducted under IC 20-28-11.5

- The assignment of instructional leadership roles, including conducting evaluations
- The academic needs of the students in the school corporation
- Educators who are rated “improvement necessary” and “ineffective” are not eligible for an increase.
- Strategy for retaining high-performing educators: School leaders are often faced with educator burnout, low morale, and staff turnover. To retain the best educators and staff, it is vital to develop a positive school climate. In 2007, the National School Climate Council spelled out specific criteria for what defines a positive school climate, including:
  - Norms, values, and expectations that support social, emotional, and physical safety
  - Engagement and respect is essential to the success of all people
  - Students, families, and educators work together to develop and live a shared school vision
  - Educators model and nurture attitudes that emphasize the benefits gained from learning
  - Each person contributes to the operations of the school and the care of the physical environment
- Thus, in establishing these components, it is intended for educator turnover to be minimized.

#### Desegregation Order Compliance

Williams Arts and Technology Academy affirms:

- The organizer is not subject to any existing desegregation orders.

If any desegregation order were applicable, the Academy will operate in full compliance with all federal and state requirements. The Academy maintains a nondiscrimination policy consistent with:

- IC 20-24
- Title VI of the Civil Rights Act
- Title IX
- IDEA
- Section 504

IC 20-24-2-4(b)(3)(T)

#### Disclosure of Other Charter Applications

Williams Arts and Technology Academy provides the following disclosure:

- The organizer has not submitted any other charter school applications within the past five (5) years.

This disclosure ensures transparency and compliance with statutory requirements.

IC 20-24-2-4(b)(4)

#### Annual Audit of Program Operations

The authorizer will conduct an annual review and audit of program operations, which includes:

- University of Southern Indiana (USI) will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry

standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

#### Certification Statement

Williams Arts and Technology Academy certifies that all information contained in this appendix is accurate and consistent with Indiana Code 20-24-2-4(b).

## APPENDIX B: RECOMMENDATIONS

1. Tim Captain
2. Pastor Raymond C. Dix, Jr.
3. Madeline Garvin
4. George Guy
5. Wil Smith
6. Patricia M. Turner

APPENDIX C: CURRICULUM VITAE AND LEADERSHIP TEAM RESUMÉS

DEBRA FAYE WILLIAMS-ROBBINS

PROFESSIONAL EXPERIENCE

2021–2025 Deputy Superintendent, Fort Wayne Community Schools, Fort Wayne, IN

Report directly to the Superintendent as a cabinet member

Primary responsibility is to develop, oversee, implement, support and align district-wide strategies and programs for K-12, seeking and developing relationships with community partners, parents, and businesses; developing structures to ensure equity of access to college and career readiness support; develop student enrollment and placement procedures; provide professional learning for Positive Behavior Interventions and Supports (PBIS) and Social Emotional learning; enhance the partnership between FWCS and parents to improve parental engagement through Parent Teacher Association (PTA) and Parent Trailblazers programming, all aligned to the school boards' mission, vision and goals

Oversee directors responsible for District-wide security, transportation and college and career readiness. Oversee director responsible for 6-12 schools.

Meet with and present to school board members as directed by the Superintendent

Participate in state level discussions, presentations, testifying on behalf of public education, and attend state level meetings as directed by the Superintendent

Provided input to district-level decisions regarding academic achievement, leadership training, human resource procedures, operations, technology, transportation, budgets, facility projects, security, and community partnerships Responsible for the hiring, leadership development, and evaluation of principals in 6-12 and alternative.

Provide district-wide training, K-12, for quality service.

Oversee the development and monitoring of alternative schools' School Improvement Plans (SIP).

Monitor data aligned to disproportionality, student achievement, discipline, attendance, and graduation requirements for secondary schools and alternative schools

Assist in the development and training of strategies to reduce disproportionality K-12

Respond to parent and community concerns/questions regarding district/school policies and procedures

Develop local, state, and national partnerships that enhance students' opportunities to be academically successful

Collaborate with other departments in the district, community partners, parent organizations, colleges, and other resources in support of K-12 student success

Work directly with FWCS legal council and school board members to review and rewrite district-wide Policies, as Co-chair of the Policy Committee.

Oversee the Academic Coherence Team (ACT) consisting of cabinet members directly related to academic achievement.

Serve on community boards and committees.

2016–2021 Chief Officer for Student, Family and Community Engagement,  
Fort Wayne Community Schools, Fort Wayne, IN

Report directly to the Superintendent as a cabinet member

Primary responsibility was to develop, oversee, implement, support and align district-wide strategies and programs for K-12, seeking and developing relationships with community partners, parents, and businesses; developing structures to ensure equity of access to college and career readiness support; develop student enrollment and placement procedures; provide professional learning for Positive Behavior Interventions and Supports (PBIS) and Social Emotional learning; develop strategies for recruitment and retention of students; provide support to athletic, music, guidance and therapeutic counseling programming, ensure McKinney Vento (homeless) requirements are implemented; ensure tutorial services are provided through Study Connection programming; Enhance the partnership between FWCS and parents to improve parental engagement through Parent Teacher Association (PTA) and Parent Trailblazers programming, all aligned to the school boards' mission, vision and goals

Worked with Community organizations to secure resources and develop relationships in support of student success

Oversaw the continual development of the Family and Community Engagement Center, a new district-wide initiative designed to increase student and family engagement, develop programming to support families and remove barriers to academic success by the creation of resources because of district and community partnerships.

Meet with and present to school board members as directed by the Superintendent

Participated in state level discussions, presentations, testifying on behalf of public education, and attend state level meetings as directed by the Superintendent

Provided input to district-level decisions regarding academic achievement, leadership training, human resource procedures, operations, technology, transportation, budgets, facility projects, security, and community partnerships

Responsible for the hiring, leadership development, and evaluation of principals in K-12 alternative schools and employees at the Family and Community Engagement Center (FACE)

Provide district-wide training, K-12, for quality service and student and family engagement strategies.

Oversaw the development and monitoring of alternative schools' School Improvement Plans (SIP), Family and Community Engagement Department Plans (DSP), and Balanced Score Cards (BSC)

Monitor data aligned to disproportionality, student achievement, discipline, attendance, and graduation requirements for alternative schools

Assist in the development and training of strategies to reduce disproportionality K-12

Respond to parent and community concerns/questions regarding district/schools policies and procedures

Develop local, state, and national partnerships that enhance students' opportunities to be academically successful

Collaborate with other departments in the district, community partners, parent organizations, colleges, and other resources in support of K-12 student success

Work directly with FWCS legal council and school board members to review and rewrite district-wide Policies, as Co-chair of the Policy Committee.

2001–2016     Assistant Superintendent for Secondary Schools–Middle and High School Levels,  
Fort Wayne Community Schools,  
Area Administrator for K-12 Schools,  
Fort Wayne Community Schools

Reported directly to the Superintendent as a cabinet member

Oversaw, office and school level yearly budgets of 56 million dollars

Primary responsibility was to oversee all comprehensive and alternative high schools and programs

Aligned school operations and procedures with school boards' mission, vision, and goals

Met with and presented to school board members as directed by the Superintendent

Participated in state level discussions, presentations, and meetings as directed by the Superintendent

Provided input to district-level decisions regarding academic achievement, leadership training, human resource procedures, operations, technology, budgets, facility projects, security, and community partnerships

Responsible for hiring, leadership development, and evaluation of all comprehensive and alternative high schools and programs' principals

Assisted in the hiring and training of assistant principals and counselors

Oversaw the development and monitoring of School Improvement Plans (SIP) and Balanced Score Cards' targets and measures (BSC)

Monitored data aligned to student achievement, discipline, graduation requirements

Responded to parent and community concerns/questions regarding district/school policies and procedures

Developed community partnerships that enhance students' opportunities to be academically successful

Collaborated with Ivy Tech and Parkview to develop educational pathways for allied health careers beginning in high school.

Collaborated with Vincennes and Ivy Tech to create Early Colleges at two high schools

Directed the revision of the instrumental music programs for middle and high schools

Assisted in the facilitation of Fort Wayne Community Schools Foundation Board to develop the "b" Instrumental Program

Researched and developed programs designed to assist students with advanced academic opportunities such as dual credit, advanced placement; through Bio-med, Engineering, International Baccalaureate, and New Tech Academy

Led the revision of high school grading procedures

Revised and monitored guidance counseling program to include a greater focus on college and career planning

Chaired committee to revise student discipline Code of Conduct procedures to emphasize a continual educational connection

Assisted in the development and monitoring of high school Title I program

Developed the organizational structure, decided on programs and services for the new Family and Community Engagement Center, that opened in June of 2016.

1993–2001 Principal, Arlington Elementary School Fort Wayne, IN

Responsible for day-to-day operations of running an elementary school

Responsible for monitoring student achievement

Responsible for hiring, training, supervision, and evaluation of staff

Responsible for development of the school's mission and goals

Responsible for student behavior management

Worked in conjunction with the PTA to provide programs for student development

1991–1993 Dean/Counselor Miami Middle School, Fort Wayne, IN

Responsible for student behavior management

Assisted in building master schedule and scheduling students in classes

Partnered with community agencies to provide services to students

1990–1991 Title I Resource Teacher, Lakeside Middle School, Fort Wayne, IN

Co-taught with 6-8 Title I teacher to provide core curriculum instruction

Assisted science teacher in the instruction of Title I students

Completed all Title I compliance paperwork

1979–1990 Elementary Classroom Teacher  
Fort Wayne Community Schools, Fort Wayne, IN

Responsible for classroom instruction

Responsible for classroom behavior management

1978–1979 Substitute Teacher  
Fort Wayne Community Schools, Fort Wayne, IN

## **EDUCATION**

2022 Dissertation (Ed.D.)  
Ball State University, Muncie, Indiana

2015 Education Specialist (Ed.S.)

Ball State University, Muncie, Indiana

2000 Thomas M. Cooley Law School, Lansing, Michigan

Juris Doctor

Passed the Indiana Bar in July 2000

1988 Indiana University/Purdue University, Fort Wayne Campus, Fort Wayne, IN  
Administration and Supervision Certification

1984 Indiana University/Purdue University, Fort Wayne Campus, Fort Wayne, IN  
Master of Arts in Elementary Education

1978 Earlham College, Richmond, IN  
Bachelor of Arts in Elementary Education

## PROFESSIONAL AFFILIATIONS

2024– YMCA of Greater Fort Wayne - Executive Board  
 2023– Fort Wayne Alliance of Black School Educators Member and President  
 2023– Indiana Alliance of Black School Educators - President  
 2022– National Alliance of Black School Educators  
 2020– Fort Wayne Housing Authority  
 2019– Rotary International, Downtown Chapter  
 2016– Fort Wayne United Board Committee and Board Chair  
 2016–2025 United Way Board Member  
 2016–2019 Fort Wayne Sister Cities International Chapman Committee Chair  
 2016– Boys and Girls Club Board Member and Executive Board Member  
 2013–2019 Fort Wayne Sister Cities International Board Member  
 African-American Alumni Board Member for Earlham College  
 Zeta Phi Beta Sorority Member  
 Past SCAN Board Member  
 Past Alumni Council Board Member for Earlham College  
 Past Fort Wayne Philharmonic Board of Directors Member  
 Past SCAN Board of Directors Member  
 Past American Heart Association Fort Wayne Metropolitan Board Member  
 Past Heartland Chamber Chorale Board of Directors Member  
 Past YMCA Childcare Division Board of Directors Member  
 1993–2001 International Village of the Three Rivers' Festival Board Member  
 1991–2001 Fort Wayne Administrators and Professionals Association –FWAPA  
 1997–1999 Girl Scouts of Limberlost Council Board of Directors (1997-1999)  
 1989– Kappa Delta Pi Honor Society - Rho Kappa Chapter (charter member)

## ACCOMPLISHMENTS

- 2019- PTA Lifetime Award
- 2018- Developed Fort Wayne Community Schools Readiness to Learn System
- 2018- Restorative Practices Train the Trainer Circles Certified
- 2016- Leadership Fort Wayne Graduate
- 2016- Disney Quality Service Graduate (led training for district)
- 2015- Learning Forward Academy Graduate

## AWARDS AND RECOGNITIONS

- 2025 Champion of Change in Education Awardee from Greater Fort Wayne, Inc and Women's Network
- 2021- United Front Humanity Awardee
- 2012- Partnership Matters Award from Indiana AHEC Network
- 2010- Excellence in Education Award from NAACP
- 2008- "Believe in Yourself, Achieve Your Goals, Inspire Others" Award from ITT Technical Institute, Fort Wayne, IN
- 2004- One of the Twenty-One Women in Leadership for the ABC viewing area by ABC/Channel 21 Alive
- 2003- Kappa Alpha Psi Fraternity "Sweetheart" for community service
- 2002- Delta Sigma Theta – Educational Development Award
- 2001- Admitted to Indiana Bar May 2, 2001
- 2000- Received "Book Award" in Law Practice from Thomas M. Cooley Law School  
Dean's List at Thomas M. Cooley Law School
- 1999- Honored by Chi Eta Phi Sorority of African American Nurses, 1999  
Interviewed by CBS as representative for Thomas M. Cooley Law School
- 1989- Inducted as Charter member of Kappa Delta Pi Honor Society for Excellence in Education  
Nominee for Junior Achievement BELL Award  
Spotlighted in WFFT/FOX African American History Community Service Announcement  
Spotlighted in FWCS Conflict Mediation Video  
Spotlighted in FWCS Reading Recovery Video

## MAJOR PRESENTATIONS

- 2019 Fort Wayne Community Schools Assistants Readiness to Learn System
- 2018 Rotary Presentation regarding FACE  
Lead trainer/presenter for Fort Wayne Community Schools Positive Behavior Professional Learning
- 2016 Keynote Speaker, Zeta Phi Beta Luncheon

2014	Keynote Speaker, Trine University, Freshman Orientation
2014	Keynote Speaker, NAACP WIN Luncheon
2012	Keynote Speaker, Trine University, MLK program
2002	Speaker for Allen County Reads
2000	Speaker for IPFW Study Circle Conference on “Racism Past, Present, and Future”
2000	Keynote Speaker–Delta Sigma Theta, Inc. “Investing in our Future”
1999–2012	Keynote Speaker, Various Awards and Recognition programs Speaker for Ivy Tech State College Class
1995	Keynote Speaker Department of Veterans Affairs, Fort Wayne, IN Member of Panel Discussion for Classes at IPFW, Fort Wayne, IN

## **GRANT IMPLEMENTATION**

Smaller Learning Communities \$5 million  
 Social Studies Grant  
 GEARUP Grant – 7- year grant, 3.2 million the first year  
 Physical Education Grant  
 Perkins Grant  
 McKinney Vento Grant  
 Career Tech/CTE Adult Basic Ed/ABE  
 El Civics  
 Work Indiana

**Barbara Ahlersmeyer**

OBJECTIVE

Pursuing Post-Retirement Opportunities

EXECUTIVE SUMMARY

As Principal of Northrop High School (Post-Retirement):

Brought continuity to staff and community after having had four principals in prior nine years and having survived the COVID pandemic.

Re-established student expectations of behavior and achievement while addressing student and staff anxieties post-COVID.

Collaborated with the administrative team on developing better communication, support, and relationships within the team.

Strategized to improve the success of several teachers who were struggling with student achievement and behavior.

Emphasized the need to make the students, staff, and Northrop community proud to be a Bruin and to support Northrop High School.

As Assistant Principal of Jefferson Middle School (Post-Retirement):

Mentored new principal while filling an administrative vacancy.

Supported principal as he extended his philosophy of education and built his relationship with his school community.

Learned post-retirement updated district policies and practices.

As Interim Director of Student and Family Support Services (Post-Retirement):

Supervised FWCS lottery, guidance, nursing, attendance, homeless, and student hearing personnel.

Served as administrative bridge from FWCS Student Services to the family and community engagement program being developed.

Collaborated with technology in selecting which student historical information was to be digitalized and monitored the project as it was implemented.

Reported to Cabinet when requested and provided information on current projects.

**As Principal of Northrop High School (Pre-Retirement):**

Directed student population of 2200+ and staff of 150.

Shared with students and staff my expectations to raise student achievement, attendance, and opportunities.

Addressed student behaviors that hindered learning in a timely manner and informed both teachers and parents of the outcomes.

Emphasized students were our priority and encouraged staff to develop relationships with them to enhance learning.

Worked with the school improvement team (SIT) to improve achievement by thinking out-of-the-box and bringing the rest of the staff forward.

Developed with SIT a proposal to create a freshman academy that would provide more structure and focus on learning for ninth graders.

Carried the freshman academy proposal to the other high school principals and the district for approval.

Initiated the freshman academy with a block schedule and highly motivated teachers that did raise achievement.

Integrated test strategies across the curriculum to improve test scores on ISTEP, SAT, and PSAT.

Required subject area meetings once a month to encourage continuity of instruction and development of quarterly subject specific tests.

Encouraged staff to pursue additional education in their chosen field or administration.

Mentored seven Northrop teachers pursuing an administrative license.

Promoted teacher learning through class period learning sessions and across all curricular areas called Pods.

Selected collectively with administration and SIT books and activities for the Pods to read and discuss which included strategies to improve instruction, address behaviors, build relationships, and understand brain development.

Collaborated with Indiana-Purdue Fort Wayne, Trine, and Vincennes to approve Northrop staff for teaching dual credit classes.

Promoted with parents and students the opportunity to earn college credits with college-approved teachers.

Celebrated students collectively earning over 4,000 college credits over several years.

Initiated the Project Lead the Way engineering program (PLTW) affording students the opportunity to earn dual class credits.

Initiated, along with administrators and counselors, a project to each mentor 10 Juniors who needed individual support and encouragement to reach graduation.

Raised graduation rates through improved focus on instruction, relationships with students, and improved student attendance to the low-90's percentile with one year being 95 percent graduation.

Collaborated with the administrators in the Northrop feeder pattern to discuss district projects, community activities, and issues that might be forthcoming.

Worked with the PTA to increase membership, promote programs, and support students and staff.

Celebrated with the Northrop community and PTA, Northrop being selected the first ever National PTA Organization of the Year.

Attended athletic, fine arts, and other extra-curricular activities and events in support of students, staff, and parents.

Celebrated academic achievements at every opportunity with students and the Northrop community.

As Principal of Geyer Middle School:

Directed the staff of 75 and the student body of 500+.

Weekly reviewed and discussed lesson plans with all teachers.

Implemented embedded staff development utilizing books, videos and personnel.

Initiated block scheduling.

Supervised the implementation of SMART and IAT's.

Promoted the use of PAL's and Quarterlies.

Restructured team leader roles and empowered them to make decisions.

Introduced student-led parent-teacher conferences.

Improved communication with feeder schools.

Guided the committees through the PBA and PL 221 process and on-site review.

Supervised individual testing of each student's reading level and learning style.

Expanded the partnerships in the community with Geyer Middle School.

Enhanced the advisor-advisee program to incorporate character education and pro-social skills.

Improved the morale of staff and students.

Reduced significantly issues related to safety and security.

Promoted a nurturing and caring environment for students and families.

Served as the president of the administrative organization and as a member of the negotiation team.

Served on two district strategic plan committees: 1) discipline 2) middle schools.

As Manager of Pupil Personnel in Fort Wayne Community Schools:

Served as district hearing officer.

Approved student transfers.

Served as liaison with community agencies.

Monitored racial balance.

Assisted in the development of SMART and attendance policies.

As Director of Student Services in East Allen County Schools:

Directed the student support program of three psychologists, thirteen registered nurses, and 25 guidance counselors.

Supervised students and staff in summer remediation teams.

Directed the school/student security and crisis intervention teams.  
Completed state reports, which generated funding for state aid and summer school programs.

Developed the general education intervention plan and in-serviced personnel.

Developed a guidance program with counselors and other administrators.

Served as board member on a 4-district special education cooperative.

#### TIMELINE

2021–2022	Principal, Northrop High School, FWCS
2019–2021	Retirement #3
2018–2019	Assistant Principal, Jefferson Middle School, FWCS
2016–2018	Retirement #2
2015–2016	Interim Director, Student & Family Support Svcs, FWCS
2014–2015	Retirement #1
2003–2014	Principal, Northrop High School, FWCS
1996–2003	Principal, Geyer Middle School, FWCS, Fort Wayne, IN
1994–1996	Manager, Pupil Personnel, FWCS
1984–1993	Director, Student Services, EACS, New Haven, IN
1981–1984	Assistant Principal, Village Woods Junior High, EACS
1975–1981	Guidance Counselor, New Haven High School, EACS
1969–1975	Teacher, Social Studies, Monroeville Junior High, EACS

#### EDUCATION

1969	Indiana University, Bloomington, Indiana B.A. in Political Science
1971	Indiana University, Bloomington, Indiana M.S. in Administration and Supervision
1971–2003	Purdue University, East Lafayette, Indiana 36 hours of admin courses above M.S. degree

#### RESOURCES

(Provided upon request)

## Alani Arrington-Bey

## OBJECTIVE

Motivated student with a passion for leadership, community involvement, and personal growth. Have a strong background in athletics, teamwork, and creative expression. Seeking opportunities to contribute fresh perspectives, creativity, and dedication to civic and community initiatives.

## EDUCATION

Ivy Tech Community College, Fort Wayne, IN  
Currently Enrolled

Santa Fe College, Gainesville, FL  
Attended

Braden River High School, Bradenton, FL  
High School Diploma

## WORK EXPERIENCE

2023–2024     Santa Fe Little School, Gainesville, FL  
Day Care Teacher

Provided care and supervision for children while supporting health, safety, and emotional well-being.

Assisted with daily routines such as meals, hygiene, and rest.

Developed transferable caregiving skills applicable to healthcare settings.

## LEADERSHIP &amp; ACTIVITIES

Track & Field Athlete – High School

Competed in sprints and relays; strengthened teamwork and discipline.

Weightlifting – High School

Qualified for State Competition senior year.

Competitive Cheerleading – Youth & High School

Built leadership, communication, and commitment through team performance.

Volunteer, Children's Ministry – Pilgrim Baptist Church

Assist with teaching, mentoring, and supervising children during services and community programs, fostering a safe supportive environment.

## SKILLS & INTERESTS

Creative expression through painting, photography, and drawing  
Strong communication and teamwork abilities  
Community service  
Patient Care & Support  
Pediatric Assistance  
Child Development Understanding  
Housekeeping & Sanitation  
Meal Preparation & Nutrition  
Compassionate Communication

## EXPERIENCE

While pursuing nursing studies, I am focused on academics and community involvement, along with my hobbies.

I have developed strong time management balancing school, athletics, and extracurriculars.

I have gained team collaboration skills through group projects and leadership roles

I am committed to ongoing professional and personal development.

## CERTIFICATIONS

Certified Nursing Assistant (CNA)  
CPR Certified

## Rohli Booker

## PROFESSIONAL EXPERIENCE

- 2023–      Director of Mission Advancement  
Vincent Village, Fort Wayne, IN
- Lead fundraising, grant development, marketing, communications, and donor stewardship strategies to support organizational growth.
- Strengthen relationships with foundations, corporate partners, individual donors, and community stakeholders.
- Develop and manage targeted campaigns, events, and initiatives to expand donor engagement and increase annual revenue.
- Oversee messaging, storytelling, and brand alignment across all platforms.
- 2023–2024      House Manager  
Vincent Village, Fort Wayne, IN
- Oversaw residential operations and provided support to families participating in transitional housing.
- Ensured compliance with program policies, safety standards, and case management coordination.
- Assisted residents with goal-setting, community referrals, and daily needs.
- 2017–2018      Case Manager  
CareStar, Inc., Fort Wayne, IN
- Managed Bureau of Developmental Disabilities waivers and connected clients to resources that supported independent living.
- Functioned as team lead in the development and execution of individualized care plans.
- Conducted home visits and monitored delivery of approved services.
- 2016–2017      Case Manager  
Vocational Rehabilitation, Indianapolis, IN
- Supported individuals with disabilities in career exploration and skill development.

Coordinated assistive technology and services to help maintain or advance employment.

Developed and monitored employment plans in compliance with federal guidelines.

2015–2016 Case Manager  
ReCare, Indianapolis, IN

Assisted SNAP and TANF recipients with job training, skill-building, and employment placement.

Ensured program compliance with state regulations.

2015 Case Manager  
Capital City Family Education, Indianapolis, IN

Supported families involved with DCS in reunification efforts.

Conducted supervised visits, assisted with basic needs, and performed in-home visits.

2013–2015 Social Services Coordinator  
Fay Biccard Glick Community Center, Indianapolis, IN

Managed city, state, and federally funded social service programs supporting self-sufficiency.

Provided case management and connected clients to employment, training, education, and healthcare resources.

Trained and supervised staff, volunteers, and community service workers.

## EDUCATION

2002 Ball State University, Muncie, IN  
B.S. in Biology

## BOARD SERVICE & ADVISORY COMMITTEES

2024– Fort Wayne City Council

2023– Fort Wayne Urban League – Board Member

2023–2025 Pontiac Street Advisory Committee Member

2020–2024 Fort Wayne Community Schools Board of Trustees

- Brightpoint Development Fund – Advisory Committee Member
- Citilink – Board Member
- SEED – Board Member
- Allen County Joint Permitting Oversight Board – Member
- Fort Wayne Winter Contingency - Advisory Committee Member

#### PROFESSIONAL & COMMUNITY AFFILIATIONS

1990– Eta Upsilon Chapter, Zeta Phi Beta Sorority, Incorporated, Member

2020–2025 South Side High School Alumni Association

2021– LaRez Neighborhood Association

2022– Renaissance Pointe Neighborhood Association

#### SKILLS

Program & Project Management  
 Fund Development & Donor Relations  
 Grant Writing & Reporting  
 Marketing & Communications  
 Community Engagement & Partnership Development  
 Case Management & Social Services  
 Presentation & Public Speaking  
 Leadership & Team Coordination  
 Data Tracking & Outcome Measurement  
 MS Office Suite & CRM Proficiency

#### ADDITIONAL STRENGTHS

Strong organizational, analytical, and communication skills.  
 Ability to manage multiple programs and deadlines simultaneously.  
 Experience developing and implementing strategic initiatives.  
 Skilled in adult education, training, and facilitation.  
 Dedicated to community development, equity, and family stability.

## Lawerence Campbell

Results-driven operations professional with decades of experience overseeing retail management, district leadership, hardlines operations, and construction/cabinetry services. I am known for strong communication skills, attention to detail, and the ability to lead large teams through complex remodels, new store openings, and operational transformations. I bring a unique blend of retail expertise, project management, CAD design skills, and financial oversight

CORE SKILLS

Operations Management  
 General & District Management  
 Hardlines/New Store Remodels  
 CAD Design & Planogram Development  
 Project & Workflow Management  
 Communication & Presentation  
 District Training & Staff Development  
 Billing, Systems, and Inventory Accuracy  
 Attention to Detail & Quality Control

## PROFESSIONAL EXPERIENCE

2007– Campbell’s General Service – Construction & Cabinets Division  
 CFO

2000– Construction Division & Cabinets Division

Lead financial and operational management, including CAD drawings, billing, systems oversight, and workflow coordination.

Manage cabinet fabrication, installation projects, and construction operations.

Direct client relations, project proposals, budgeting, and quality assurance.

1984–2017 Extensive Retail Leadership Experience

Held progressive roles across multiple major retail brands and department stores, including:

Operations Manager

General Manager (Multiple Locations, Major Metro Areas)

Hardlines Manager & District Hardlines Manager

## Remodels & New Store Development

### RETAIL BRANDS & PROJECTS

Mr. Wiggs, Cook United Stores, Hills, Zayre, T.J. Maxx, Ames, Target Corporation, J.C. Penney, Andrew's Jewelry

### KEY CONTRIBUTIONS

Led major store remodels, resets, and new store openings across diverse markets.

Managed high-volume operations, sales teams, and customer service standards.

Served as District Trainer, developing staff in operations, merchandising, and hardlines execution.

### ADDITIONAL LEADERSHIP EXPERIENCE

2007– Pilgrim Baptist Church of Fort Wayne, Inc.  
Treasurer & IT Operations | 2007–Present

Manage accounts payable/receivable, payroll, financial systems, and reporting.

Oversee IT operations, security systems, and technology upgrades.

Support organizational planning and financial stewardship.

### EDUCATION

1976–1980 Indiana University–Purdue University Fort Wayne (IPFW)  
Business Administration (DIGITS Program)

Ramona L. Coleman, Ph.D.

## PROFESSIONAL SUMMARY

Skilled educationalist, executive administrator with 42 years of experience in public education, specializing in primary and secondary education, coaching, human capital management, leadership development, and the design of professional learning with school systems and businesses through CAAG Consulting. Established expertise in creating and implementing sustainable, comprehensive professional development systems. Adept at fostering collaborative and trusting learning environments and developing and supervising comprehensive initiatives. Results-driven leadership with expertise in curriculum development and program evaluations. Passionate about building robust communities and ensuring high-quality learning for adults.

## PROFESSIONAL EXPERIENCE

2025– CAAG Consulting Services

Collaborate with school systems and business entities to cultivate leadership with a strategic focus on accountability and the activation of data-driven tools that lead to accelerated growth for all stakeholders.

2021–2025 Assistant Superintendent of Human Capital Management

Led district-wide human capital initiatives to recruit, develop, and retain top-tier professionals.

Implemented strategic workforce planning and talent management strategies to enhance staff performance.

Directed professional growth programs, ensuring alignment with district goals and student achievement.

Oversaw and directed professional learning planning for the entire district of 30,000+ students and over 3,500 staff.

Organized and managed the annual budget of the professional learning department for non-competitive and competitive grants.

2018–2021 Director of Professional Learning, Fort Wayne Community Schools

Constructed the FWCS Human Capital System and ensured integration in all departments and facets of the district.

Spearheaded district-wide professional learning initiatives, fostering educator effectiveness.

Designed and facilitated leadership development programs for aspiring administrators.

Supported all departments in implementation of strategic initiatives with a focus on teaching and learning, and human capital growth.

Managed Title II, Part A and Title IV, Part A funding to support teacher training and instructional improvement with allocated funding up to three million dollars.

2014–2018     Manager of Professional Learning, Fort Wayne Community Schools

Supervised the implementation of comprehensive teacher induction programs.

Collaborated with district leaders to enhance instructional coaching models.

Developed and delivered high-impact professional development sessions.

Supported the development and implementation of the FWCS Instructional Coaching Model.

2010–2014     Coordinator of Professional Development, Fort Wayne Community Schools

Led the FWCS New Teachers Academy and FWCS New Teachers Orientation.

Designed, organized, and implemented district-wide professional development initiatives.

Provided ongoing coaching and mentorship for aspiring school leaders.

Administered Title II A (Professional Development Grant) to maximize educator growth.

2009–2010     District Instructional Coach, Fort Wayne Community Schools

Facilitated FWCS Coaches Academy to support instructional leadership.

Led Teacher-Based Collaboration and Professional Learning Communities (PLC) initiatives.

Conducted classroom observations, provided lesson planning support, and modeled best instructional practices.

Ensured compliance with IEP requirements and analyzed ISTEP+, DIBELS, and Acuity Data to drive instructional decisions.

- 1986–2009     Teacher, Fort Wayne Community Schools
- Delivered high-quality instruction, fostering student growth and achievement.
- Led curriculum development initiatives and implemented differentiated instructional strategies.
- 1986–1987     Special Education Teacher, Kealing Magnet School, Austin, Texas
- Taught 7th and 8th-grade special education students, ensuring individualized student support.
- 1983–1986     Special Education Teacher, Taylor Independent School District, Taylor, Texas
- Developed and implemented specialized learning plans for 7th and 8th-grade students with diverse needs.

## EDUCATION

- 2024             Indiana State University, Terre Haute, Indiana  
Ph.D. in Educational Leadership  
Dissertation - Perceptions of Professional Learning: Discovering the Impact of Defined Learning's Professional Development with Teachers in an Urban District at the Middle School Level
- 2010             Indiana Wesleyan University, Fort Wayne, Indiana  
M.S. in Curriculum
- 1983             Henderson State University, Arkadelphia, Arkansas  
B.S. in Education (Specialization: Mildly Handicapped, K-12)

## LICENSURES & CERTIFICATIONS

K-6 Elementary Licensure, 7/8 Non-Departmentalized (Indiana)  
K-12 Administrative Licensure (Indiana)  
K-12 Mildly Handicapped Licensure (Texas)

## COACHING & CONSULTING

Learning Forward, National Professional Learning Association

Professional Learning Coach (Five Years of Service)

Provided coaching and mentorship for educators and school leaders to enhance instructional effectiveness.

Supported districts in designing and implementing professional learning frameworks aligned with best practices.

Facilitated workshops and training sessions on instructional coaching, leadership development, and equity in education.

Contributed to learning communities focused on improving student outcomes through sustained professional development.

## PROFESSIONAL AFFILIATIONS

Learning Forward Organization

Deep Learning Community

Fort Wayne Education Association

Parent Teacher Association (PTA)

Indiana State Improvement Grant - Partners in Education Committee

Second Vice President, Parent Teacher Association

PL221 Committee, Staff Development Committee, Handwriting Adoption Committee

Association of Supervision and Curriculum Development

## PROFESSIONAL ARTICLES & TESTIMONIALS

Defined. (2020). Defined: White paper: Professional development for PBL. How to improve teachers' capacity to lead project-based learning. Defined.

Psencik, K., Brown, F., Cain, L., Coleman, R., & Cummings, C. T. (2014). Champions of learning: District leaders build skills to boost education practice. Learning Forward.

Psencik, K., Coleman, R., & Mitrani, V. (2019). The power of coaching in Fort Wayne, IN.

The Learning Professional: The Learning Forward Journal. Learning Forward.

Why invest in the Learning Forward Academy. (2018). The Learning Professional: The Learning Forward Journal. Learning Forward.

## PRESENTATIONS

Indiana State Improvement Grant (IN-SIG)

District-Wide Professional Learning (Fort Wayne Community Schools)

Impactful Coaching (Learning Forward Conference)

Implementation of Defined Learning (LUDA Conference)

Deep Learning Implementation (Deep Learning Conference)

## AWARDS & RECOGNITION

Aspiring Superintendent's Capstone

New Pedagogies for Deep Learning Facilitators Institute

Learning Forward Academy Graduate

Family Engagement in Education: Creating Effective Home and School

Partnerships for Student Success

State of Indiana's Voluntary Action Program Community Service Award

Differentiated Staff Development for Educators' Program

Disney's Approach to Quality Service

Teacher of the Year Nominee

## COMMUNITY ENGAGEMENT

Fort Wayne Urban League Board

Study Connection Mentor

Redemption Church, Youth Teacher

United Day of Caring, Towles Intermediate School

President, Congress-McKinnie Neighborhood Association

Stephen Minister, Bethlehem Lutheran Church

Assistant Youth Director, Good Hope Missionary Baptist Church

Girl Scout Leader

Interim Director, South Side Opportunity Services, Inc.

Pastor Kim Curry

## PROFESSIONAL SUMMARY

Dynamic organizational leader, senior pastor, and seasoned environmental, health, and safety (EHS) professional with more than 20 years of combined experience in ministry leadership, corporate safety management, community engagement, and organizational development. Recognized for exceptional interpersonal communication, team-building skills, and the ability to strengthen safety culture while leading transformative faith-based initiatives. A proven pastor, collaborator, and safety practitioner who excels in guiding organizations, congregations, and teams toward purpose, clarity, and measurable growth.

## CORE COMPETENCIES

Pastoral Leadership • OSHA Compliance • Sermon Development • Risk Assessment • Root-Cause Analysis • Emergency Response • Training & Curriculum Development • Safety Culture Development • Community Partnerships • Communication (Written/Verbal) • Program Management

## EXPERIENCE

- 2020– Senior Pastor & Founder—Unity Christian Fellowship, Fort Wayne, IN
- Lead a multi-generational congregation focused on spiritual growth and community transformation.
  - Deliver weekly sermons, create series, and develop biblical study guides.
  - Provide leadership development, pastoral care, and strategic church governance.
  - Manage budgets, volunteer teams, and operational administration.
  - Build partnerships with civic, nonprofit, and educational institutions.
- 2020– Lead Pastor—The Ubuntu Collaborative, Fort Wayne, IN
- Lead a coalition of African American pastors united for shared ministry and advocacy.
  - Coordinate citywide worship events, training, and community outreach initiatives.
  - Serve as spokesperson and liaison with major institutions, including

hospitals and civic bodies.

2017–2024    Safety & Health Professional—General Motors, Fort Wayne, IN

Supported G-Comply processes in Body, Paint, and GA for Fort Wayne Assembly Plant launch teams.

Conducted risk assessments, audits, incident investigations, and root-cause analyses.

Ensured OSHA compliance and adherence to GM global safety systems.

Delivered training and coached employees in safety standards and practices.

2016–2017    Community Connector—Associated Churches of Fort Wayne

Developed partnerships between churches and schools for family support and resource alignment.

Mentored at-risk youth and coordinated community-based programs.

2014–2015    Safety Director—Culy Construction & Power Services

Ensured compliance with OSHA 29 CFR 1926 standards and regulatory requirements.

Conducted audits, heavy equipment safety assessments, confined-space evaluations, and training.

Led investigations and developed corrective-action plans.

2009–2013    Safety Coordinator—AEP/Ohio Power

Delivered safety training and hazardous condition monitoring.

Investigated incidents and supported preventive safety initiatives.

2007–2009    Safety Manager & Coordinator—AEP/Indiana Michigan Power  
Managed SH&E; programs, investigations, and compliance activities across multiple sites.

1997–        Assistant Pastor—Come as You Are Community Church

Preach, teach, counsel, and support ministry activities across multiple generations.

1995–2007     Shop Electrical Mechanic—AEP/Indiana Michigan Power

Performed electrical maintenance and ensured safe work procedures.

United States Navy — Aviation Electrician

Gained highly technical electrical and leadership experience.

## EDUCATION

Purdue University Fort Wayne  
Organizational Leadership & Supervision —

## CERTIFICATIONS

OSHA 30-Hour Construction • First Aid/CPR/AED

## TECHNICAL SKILLS

Microsoft Office (Word, Excel, PowerPoint) • Safety Reporting Systems • Data Tracking • Social Media Management

## DOROTHA (DOTTIE) L. DAVIS

## EDUCATION

2024	Crisis Intervention Team International–National and International Instructor
2024	Crisis Intervention Team Coordinator Certification
2024	Civilian Response to Active Shooter Events Train-the-Trainer
2023	Sequential Intercept Mapping Facilitator for the National Alliance on Mental Illness Indiana
2023	Fair and Impartial Policing–National Trainer
2019	International Association of Chiefs of Police - Women’s Leadership Institute Instructor
2019	Advanced Course on Strangulation Prevention
2019	Gavin de Becker & Associates, Advanced Threat Assessment Academy
2018	Columbia Suicide Severity Rating Scale Instructor
2016	Youth Mental Health First Aid USA Instructor
2015	Suicide Prevention Gatekeeper Instructor Certification
2014	National Association of School Resource Officers
2014	Indiana School Safety Specialist Advanced Academy
2009	Lethality Assessment Program
2003	National FBI Academy Session #212 graduate
2003	Purdue University, West Lafayette, IN
2000	Crisis Intervention Team, Memphis, TN
1992	Purdue University Certification in Social Service Certification in Substance Abuse Counseling

- 1992 Purdue University  
AAS
- 1992 Family Violence Instructor, Training Project on Family Violence
- 1981 Fort Wayne Police Academy

#### PROFESSIONAL EXPERIENCE

- 1981–2013 Fort Wayne, IN Police Department
- 1981–1990 Patrol officer assigned to Uniform Division and Vice and Narcotics Division
- 1990–1996 Patrol Sergeant assigned to 2nd shift patrol
- 1996–2000 Lieutenant assigned to 2nd shift patrol and Internal Affairs Division
- 2000–2006 Captain assigned to Training Center and Southwest Division
- 2006–2013 Deputy Chief assigned to Northeast Division and Training Center
- 2000– Advanced training in hostage negotiations, responding to persons with mental illness through the Crisis Intervention Training Program, advanced domestic violence, and sexual assault response Davis Corporate Training, Inc.
- Keynote speaker
- Workshop and panel presenter and moderator
- Expert witness in civil and criminal cases throughout the United States
- Security vulnerability assessments
- Threat assessment management
- 2013–2019 Fort Wayne Community Schools  
Director of Security
- Largest school corporation in Indiana with 30,000 students, 4,000 employees, and 63 facilities
- Implemented electronic visitor management system  
Assisted with design and creation of secure vestibules
- Trained on civilian response to active shooter for staff

Supervised off-duty officers, probation officers, and firefighters employed as security personnel for the district (approximately 160 personnel)

Wrote emergency plan template for all schools

Implemented radio frequency identification cards for personnel, and established access levels based on job description

Assisted with placement of internet-protocol cameras for all schools

Implemented an emergency plan software with push notifications for the district

Member of the Allen County Safe Schools Commission

## HONORS

2024	Nominee Foellinger Foundation David A. Bobilya Excellence in Nonprofit Leadership Award
2023	Peggy Hobbs Award in recognition of outstanding achievement and community service, YWCA
2017	Peggy Hobbs Service Award in recognition of outstanding personal development, achievement and dedication as a volunteer, YWCA
2012	Lifetime Achievement Award Rocky Mountain Women in Law Enforcement, Denver, CO
2011	Commitment to Ending Violence in the Community Award, Center for Nonviolence
2011	Alumni Citation Award Indiana Purdue Fort Wayne
2010	Community Hero Award from the National Alliance on Mental Illness
2007	ATHENA Award given by the Fort Wayne Chamber of Commerce in recognition for professional excellence, providing valuable service to the community, and for assisting women in their attainment of professional goals and leadership skills
2006	Stephen L. Von Riesen Lecturer of Merit Award from the National College of District Attorneys Education Division
2005	Harlene Bartlett award from the Indiana Coalition Against Domestic Violence for “outstanding service to the community including those affected by family violence”

- 2003 National Alliance on Mental Illness award for continued support of the Crisis Intervention Team Program
- 2002 Meritorious Service Citation for development and implementation of the Crisis Intervention Team Program
- 2002 Citizen of the Year Award by the National Association of Social Workers Indiana Chapter for outstanding contributions to the community and promoting the quality of Social Services
- 2002 Hope Award by the YWCA of Fort Wayne for confronting violence against women
- 2001 Jane Novak Award from Park Center, Inc. for advocacy, education, public awareness, consumer and family support, and service integration in mental health resources
- 1998 Indiana Law Enforcement Officer of the Year award given by the Indiana Coalition Against Domestic Violence
- 1983 Meritorious Service Citation, actions above and beyond the call of duty in rescuing a victim from a burning vehicle, Fort Wayne Police Department

#### TEACHING EXPERIENCE

- 2024– Crisis Intervention Team International subject matter expert and trainer
- 2024– Consortium member and trainer
- 2024– Office on Violence Against Women Law Enforcement Training and Assistance
- 2023– Fair and Impartial Policing, LLC – National Instructor
- 2019– International Association of Chiefs of Police - Women’s Leadership Institute
- 2015– Northwest Indiana Law Enforcement Academy
- 2009– Indiana Law Enforcement Academy guest instructor 2009-present
- 2004– Indiana Coalition Against Domestic Violence
- 2002 Ontario Provincial Police, Canada for victim advocates, police, and tribal nations
- 2000–2002 International Association of Women Police
- 1999–2011 National District Attorneys Association Conference on Domestic Violence

- 1992–2013 Fort Wayne Police Training Center
- 1992–2009 Family Violence Training Project instructor
- 1992– Guest instructor at Indiana-Purdue University Fort Wayne and the University of St. Francis
- 1992– Keynote speaker/workshop presenter at local, state, and national conferences throughout the United States and in Canada

## PUBLICATIONS

- Fort Wayne Police Department Domestic Violence Protocol
- Fort Wayne Police Department Officer-Involved Domestic Violence Protocol
- Fort Wayne Police Department Crisis Intervention Team Protocol
- Co-authored the *Misuse of Police Powers in Officer Involved Domestic Violence*
- Co-authored of *Developing Policies for Police-Involved Domestic Violence*
- Authored “*His Target*” published by ICADV and the Abuse of Power Website
- 2008 Authored Law Enforcement’s Response to a Mental Health Crisis, *Fort Wayne Medicine Quarterly*
- Authored How Would Your Employees React to an Active Shooter? *Inside Indiana Business*
- Authored Using the Police as a Viable Resource, *Inside Indiana Business*
- Authored Let’s Talk About Guns, *Journal Gazette Opinion Column*

## MEMBERSHIPS

- 2024– Board of Directors, Community Harvest Food Bank
- 2024– Board of Directors, School Care Team
- 2018–2024 Board of Directors, YWCA Northeast Indiana
- 2018–2019 Board of Directors, Allen County Drug and Alcohol Consortium
- 2018–2019 Board of Directors, Mental Health America of Northeast Indiana

2017–2019	Board of Directors, The Euell Wilson Center
2017–	Safe Visitor Advisory Board
2014–	Board of Directors, Fort Wayne Sexual Assault Treatment Center
2010– 2019	Advisory Board Member, Criminal Justice Program, Ivy Tech Northeast College
2010–2017	Board of Directors, Mental Health America of Northeast Indiana
2006–2012	Board of Directors Women’s Bureau
2006–2009	Board of Directors YWCA Northeast Indiana
2005–2018	Rape Task Force
2004–2008	Chair, Governor’s Council for the Prevention and Treatment of Family Violence
2002–2013	Board of Directors, Indiana Coalition Against Domestic Violence
2002–2009	Advisor to the Battered Women’s Justice Project
2001–2010	Board of Directors, Park Center, Inc.
2000–2004	International Association of Women Police
1996–2006	Domestic Violence Task Force
1995–2006	Mayor’s Commission on Domestic Violence, Rape, and Sexual Harassment
1981–2013	Fraternal Order of Police

Quinton Hosford Dixie, Ph.D.

## EDUCATION

- 1999            Union Theological Seminary, New York, NY  
  
                  Doctor of Philosophy in Modern and American Church History  
                  Dissertation Title: "The Business of Religion: Institutional Isomorphism and the  
                  Quest for Black Baptist Unity, 1880–1915"
- 1996            Union Theological Seminary, New York City, NY  
                  Master of Philosophy
- 1993            Union Theological Seminary, New York, NY  
                  Master of Arts in Religious Studies  
                  Thesis: "New Time Religion: The Rev. Albert B. Cleage, Jr., and the Crisis in  
                  Black Religious Culture, 1945–1967"
- 1989            James Madison College, Michigan State University  
                  B.A. in Urban Policy
- Summer 1987 University of West Indies (Cave Hill Campus, Barbados), and the University of  
                  Guyana (Overseas Study)
- Summer 1986 St. Catherine's College, University of Cambridge, England (Overseas Study)

## PROFESSIONAL EXPERIENCE

- 2025–           Director, Office of Black Church Studies, Duke Divinity School
- 2020–           Associate Research Professor, History of Christianity in the U.S, and Black  
                  Church Studies, Duke Divinity School
- 2018– 2020    Associate Professor, History & Religious Studies, Purdue University-Fort Wayne
- 2015– 2017    Director, Peace and Conflict Studies Program, Indiana University-Purdue  
                  University Fort Wayne
- 2009– 2018    Associate Professor, Religious Studies, Indiana University-Purdue University Fort  
                  Wayne
- 2003– 2009    Assistant Professor, Religious Studies, Indiana University-Purdue University Fort  
                  Wayne
- 2003– 2007    Coordinator, Religious Studies Program, Indiana University-Purdue University  
                  Fort Wayne

- 1999– 2003 Assistant Professor, Religious Studies, Indiana University, Bloomington
- 1997– 1999 Visiting Lecturer, Religious Studies, Indiana University, Bloomington
- 1995– 1997 Assistant Editor, Howard Thurman Papers Project, Colgate-Rochester Divinity School
- 1990– 1995 Research Associate, “The Religious History of the Civil Rights Movement Project,” Union Theological Seminary in the City of New York
- 1991– 1994 Editorial Assistant for *I Have a Dream* (Harper San Francisco, 1992), and *Conversations with God* (Harper-Collins, 1994) with Dr. James Melvin Washington
- 1990– 1994 Research Assistant for the “African-American Documentary Religious History Project”
- 1989– 1990 Reporter, *The Frost Illustrated*, the local African-American newspaper in Fort Wayne, Indiana
- 1989 Assistant Campaign Director, United Way of Allen County, Indiana

## PUBLICATIONS

### Books

- McNeil, G. R., Roberson, H., Dixie, Q. H., & McGruder, K. (2013). *Witness: Two hundred years of faith and practice at the Abyssinian Baptist Church of Harlem, New York*. Wm. B. Eerdmans Publishing.
- Dixie, Q. H., & Eisenstadt, P. (2011). *Visions of a better world: Howard Thurman’s pilgrimage to India and the origins of African American nonviolence*. Beacon Press.
- Williams, J., & Dixie, Q. (2003). *This far by faith: Stories from the African American religious experience*. William Morrow.

### Co-Edited Books

- Thurman, H. (2015) *The bold adventure: The papers of Howard Washington Thurman, Volume III, September 1943-May 1949*. Fluker, W. E. (Ed.), Peter Eisenstadt, P. (Assoc. Ed.), Dixie, Q. H. & Issa, K. J. (Consulting Eds.). The University of South Carolina Press.
- Thurman, H. (2012). *Christian, who calls me Christian? The papers of Howard Washington Thurman, Volume II, April 1936-August 1943*. Fluker, W. E. (Ed.), Dixie, Q. H. & Eisenstadt, P. (Assoc. Eds.). University of South Carolina Press.

Thurman, H. (2009). *The sound of the genuine: The papers of Howard Washington Thurman, Volume I, 1918–1936*. Edited by Walter Earl Fluker, W. E. (Ed.), Dixie, Q. H. & Eisenstadt, P. (Assoc. Eds.) University of South Carolina Press.

Dixie, Q. H. & West C. (Eds.). (1999). *The courage to hope: From black suffering to human redemption*. Beacon Press. I also wrote the introduction, pp. xi–xiv.

### **Book Chapter**

Dixie, Q. H. (2005). How Firm a Foundation? The Institutional Origins of the National Baptist Convention, USA, Inc. In Roozen, D. A. & Nieman, J. R. (Eds.), *Church, identity, and change: Theology and denominational structures in unsettled times* (pp. 327–335). William B. Eerdmans Publishing.

### **Preface for a Book**

Dixie, Q. H. (2004). Preface to the New Paperback Edition. In Washington, J. M., *Frustrated fellowship: The black quest for social power* (pp. xix–xx). Mercer University Press.

### **Articles**

Dixie, Q. H. (2017). The road to common ground: Peter Paris's *Black Religious Leaders* and the need for more disunity. *American Baptist Quarterly*, 36(2) (review essay for a special issue on Baptist History and Race).

Dixie, Q. H. Rules, rights, and religion: Abyssinian Baptist Church and the quest for community, 1808–1810. *Seattle University Law Review*. Seattle, Washington, forthcoming

Dixie, Q. (2007). Organizing God's Children: The denominational tradition and the problem of Black Baptist unity, in *Baptist History & Heritage*, 42(3), pp. 8–18.

Dixie, Q. H. (1998). The intellectual legacy of James M. Washington. *Union Seminary Quarterly Review*, 52(1–2), 9–14.

### **Encyclopedia Entries**

Dixie, Q. H. (2018). European hip hop. In *St. James Encyclopedia of Hip Hop Culture*. Gale, a Cengage Company.

Dixie, Q. H. (2005). Union Theological Seminary. In *The Encyclopedia of New York State* (pp. 1604–1605). Eisenstadt, P. (Ed.). Syracuse University Press.

Laderman, G. & Leon, L. (2003). Civil rights movement. In *Encyclopedia of Religion and American Culture* (pp. 490–493). ABC-CLIO.

Dixie, Q. (1999). Baptists. In Appiah, K. A., & Gates Jr., L. (Eds.), *Africana: The encyclopedia of the African and African American experience* (pp. 178–180). Basic Civitas Books.

Dixie, Q. H. (1995). Pan-African Orthodox Church (The Shrine of the Black Madonna). In *The Columbia Encyclopedia of African-American Culture and History* (p. 2098). Macmillan Publishing Company.

“Noble Drew Ali.” (1995). *The Columbia encyclopedia of African-American culture and history* (pp. 2021–2022). Macmillan Publishing Company, 1995.

“Rev. Rufus Lewis Perry.” *The Columbia encyclopedia of African-American culture and history* (pp. 2127–2128). Macmillan Publishing Company.

## **SERVICE**

### Community

2015-2017	Board Member, Fort Wayne Trails Organization
2012-2016	Knight Foundation Donor Advisory Board
2012-2017	Board Member, United Negro College Fund, Local Council
2011-2012	Grants Committee, Community Foundation of Greater Fort Wayne
2011-2013	Board Member, Fort Wayne Urban League
2011-2012	Co-Chair, Legacy Task Force
2009-2011	Chair, NAACP Education Committee
2007	North River Taskforce, Fort Wayne, IN
2006–2007	Task Force for Signature/Gateway Structure, Fort Wayne, IN
2005–2007	Downtown Blueprint Plus Committee, Fort Wayne, IN
2005–2007	Vice President
2005–2006	Board Member, Fort Wayne Philharmonic
2004-2007	Board Member, African/African American Historical Society
2004–2007	Chair, Collections Committee
2004–2007	Chair, Program Committee

2004–2010	Redevelopment Commission, City of Fort Wayne
2004–2010	Urban Coalition, Secretary
2004–2005	Pi Lambda Theta, Member

Kathy Gaines

## BOARD REPRESENTATION PROFILE

Dynamic and accomplished educational leader with a proven record of shaping inclusive, high-performing systems within a large urban school district. I bring over four decades of expertise in leadership development and workforce innovation. As a prospective Board Member for the Williams Arts and Technology Center, I will provide a critical lens for governance.

My leadership philosophy emphasizes student agency, adult accountability, and community partnership. I am deeply committed to sustaining a governance culture that ensures fiscal responsibility, policy alignment, and student-centered decision-making to drive transformative outcomes across all grade levels.

## CORE COMPETENCIES

Human Capital Development and Retention

Governance, Strategic Planning, and Compliance Oversight

Organizational Culture and Workforce Transformation

Recruitment, Onboarding, and Leadership Pipelines

Stakeholder Engagement and Community Partnerships

## PROFESSIONAL EXPERIENCE

2014–2020     Fort Wayne Community Schools, Fort Wayne, IN  
Director of Human Resources

Oversaw strategic human capital initiatives impacting over 3,500 employees in one of Indiana's largest school districts.

Partnered with executive leadership to align staff performance systems with student achievement and district goals.

Cultivated collaborative environments focused on teacher efficacy, leadership pipelines, and professional growth.

Championed inclusion and equitable access in recruitment and staff development, aligning human resource practices with district diversity goals.

- 2008–2014 Fort Wayne Community Schools, Fort Wayne, IN  
Manager of Recruitment and Hiring
- Developed and implemented data-informed recruitment systems that expanded access to high-quality educators in underrepresented communities.
- Conducted professional development for administrators on effective hiring and onboarding aligned with the district’s professional learning competencies.
- Partnered with legal and compliance divisions to ensure fair and transparent hiring practices.
- 1995–2008 Fort Wayne Community Schools, Fort Wayne, IN  
Principal, Shambaugh Elementary School
- Led academic and operational transformation in a K–5 environment with a focus on personalized learning, and student well-being.
- Guided faculty through the implementation of data-driven instruction and mastery-based progress monitoring.
- Designed schoolwide initiatives emphasizing technology-supported learning, boosting student engagement and performance.
- Supervised staff development to increase teacher capacity in differentiation and competency-based assessment.
- 1992–1995 Fort Wayne Community Schools, Fort Wayne, IN  
Dean of Students, Memorial Park Middle School
- Strengthened student behavior systems and equitable discipline policies aligned with restorative practices.
- Supported teachers in creating culturally responsive, non-punitive classroom management strategies.
- 1978–1992 Fort Wayne Community Schools, Fort Wayne, IN  
Resource Teacher & Special Education Teacher
- Created and implemented individualized education plans grounded in mastery and growth principles.
- Designed interdisciplinary arts and literacy programs to enhance student motivation

## EDUCATION

- 1991            Indiana University–Purdue University, Fort Wayne, IN  
M.S. in Elementary School Administration
- 1983            Indiana University–Purdue University, Fort Wayne, IN  
M.S. in Elementary Education (Endorsement in Learning Disabilities)
- 1978            Bluffton College, Bluffton, OH  
B.S. in Elementary Education

## BOARD AND COMMUNITY LEADERSHIP

- 2024–           Board of Director, Brandon Foundation
- 2022–           Board of Directors, YWCA Northeast Indiana
- 2014–2016     State Board Member, Indiana Black Expo
- 2012–2013     President, Fort Wayne Black Expo
- 2004–2010     Board of Directors, Fort Wayne Rescue Mission
- 2001–2003     Mentor Intern Committee, Fort Wayne Community Schools
- 2000            Strategic Planning Committee, Fort Wayne Community Schools (2000)
- 1999–2008     President & Vice President, Fort Wayne Administrative & Professional Association
- Fort Wayne Alliance of Black School Educators | Secretary & Vice President
- 1979–           Alpha Kappa Alpha Sorority, Inc.  
Past Offices held: President, Vice President, Secretary

F. Renee Morrison, PHR, CP

## PROFESSIONAL PROFILE

I am an accomplished Human Resource Director managing all the facets of human capital. I successfully managed the improvement of human capital growth and profitability, as well as managed recruiting and providing competent staff for our managers to train and coach for high performance work in the facilities being staffed. I was instrumental in successfully driving our organization for the required changes during the COVID-19 pandemic. I actively wrote new policy and stayed well informed of all the changes that were required to operate during the time of change and positioning Human Resource as a business partner.

## HUMAN RESOURCE QUALIFICATIONS

Talent Acquisition Staff Coaching and Mentoring, HR Best Practices

Handbook Development for Leadership and Development Compensation Planning

Strategic Positioning of Employee Relations Service Delivery Standards

## PROFESSIONAL EXPERIENCE

2024– Dupont Hospital, Ft. Wayne, Indiana  
Human Resource Generalist

Responsible for on-boarding new employees and introducing them to Dupont Hospital in a way that gives them a positive start and image of our company, by describing their various benefits and showing them where to find their resources. I was asked to look over the Dupont Handbook to make sure that information was properly stated. I manage the High School Internship program, and the adult volunteers' program. I am responsible for making sure that the employees see me as a resource. I have been trained and can prepare your company for audits with state regulators, if needed, or perform HR audits to make sure we are following local, state, and federal laws. I am a strong coach for your employees' development and training. I understand the importance of growing and sustaining the bottom line so that the organization can operate in a profitable and self-sustaining position.

2017–2024 Life Line Stem Cell, Inc., Fort Wayne, Indiana  
Human Resource Director, Performance Management Specialist

Transforming HR into a strategic business partner by managing all facets of the human resources capital. Presenting to the executive level to keep the CEO, CFO, and COO well informed of the Human Capital needs and changes of the organization. I am prepared and capable to handle crises strategically and position

the company to perform in unusual times. With my past banking experience, I met with the executive team to discuss the CARES Act which included PPP, ESLP and EFMLA. Partnered with the Compliance Officer to update the Contingency plan during COVID-19 concerning the layoff of employees. Writing policy and procedures for the organization, including the Employee Handbook, and new policies as we ventured through difficult times. Working the retention of our employees by having weekly company challenges to sustain the relationship. Developed a performance system that allows the company to measure the technician's performance. Created and implemented a management/supervisor Situational Leadership training program, with monthly electronic activities and quarterly face-to-face meetings and activities. This program will enhance the supervisor's performance in handling the daily activities of the organization. The company is then able to reduce risk of supervisor errors that could cost the company money. The administrator of the 401k program. This includes educating our employees about what we are offering and assisting them in registration to be signed up for this program.

2010–2017 Fifth Third Bank, Fort Wayne, IN  
Financial Center Manager

Responsible for growing the P & L of the financial center that I managed. Charged to manage the human capital for the financial center. Coaching and developing the staff to meet sales goals and performance excellent in customer service. The behaviors that I taught the team allowed our financial center to grow our assets and meet the expected goals.

2004–2010 Donor Services of Indiana, Fort Wayne, IN  
Human Resource Director

Formed policies and procedures for the Human Resource Department. Developed measurable work performance reviews to enhance the growth in performance. Actively recruited and developed the Human Capital for donor recovery. Instrumental in conducting annual audits of the personnel files and tracking required medical documentation. Assisted the managers in creating tools for tracking progress in performance and career development.

## EDUCATIONAL AND PROFESSIONAL CREDENTIALS

Indiana University–Purdue University, Fort Wayne, IN  
M.S. in Organizational Leadership and Supervision with a focus in Human Resources

Marion College,  
B.S. in Business Management

Fort Wayne Business College, Fort Wayne, IN  
B.A. in Management

PROFESSIONAL ORGANIZATIONS/COMMUNITY EXPERIENCES

Northeast Indiana Human Resource Association/ Society for Human Resource  
Management-Conference Committee

Fort Wayne Urban League Governance Committee

The Impact Center—Officer of the Board, Treasurer, and Finance Chair

Healthier Moms and Babies—Committee member-volunteer

Zeta Phi Beta Sorority, Inc—Committee at the State Level

APPENDIX C: UNIVERSITY OF SOUTHERN INDIANA

STATEMENT OF ASSURANCES

1. Dr. Debra Faye Williams-Robbins
2. Barbara Ahlersmeyer
3. Alani Arrington-Bey
4. Rohli Booker
5. Lawrence Campbell
6. Dr. Ramona Coleman
7. Pastor Kim Curry
8. Dorotha Davis
9. Dr. Quinton Dixie
10. Kathy Gaines
11. F. Renee Morrison

APPENDIX D: ARTICLES OF INCORPORATION  
WILLIAMS ARTS AND TECHNOLOGY, INC.