

Letter of Intent for Multiple Charters

All applicants are required to submit a Letter of Intent for multiple charters (LOIMC) indicating their intent to apply for more than one charter with Education One. The LOIMC must be submitted prior to submitting an initial proposal. A submission of an LOIMC does not obligate a submission of an initial proposal to Education One. However, schools should be advised that the LOIMC is subject to Indiana's Public Access Laws, including public records requests.

Please send all completed documentation via email to:

Emily Gaskill
 emily@education1.org
 Executive Director, Education One

Proposed Schools Information			
School Name <small>(An organizer may apply for up to five charters)</small>	City	School District	Planned Year of Opening
Rooted School (7-12)	Indianapolis	Indianapolis Public Schools	2020
Rooted School (K-6)	Indianapolis	Indianapolis Public Schools	2028
Applicant Group			
Legal Group Name	Rooted School Inc.		
Primary Contact Person	Ma'at Lands		
Primary Contact Email	mlands@rootedschoolindy.org		
Primary Contact Cell Phone	317-998-0045		
Has the legal group applying for charter authorization obtained or are in the process of obtaining a 501c3 status? [Yes] [No]			
Applying as a/an [New School] [Existing School] If applying as an existing school, please indicate the school's first year of operation, the current authorizer, and the year renewal of the current charter will take place. First Year of School Operation- 2020 Authorizer- Office of Education of Innovation Year of Renewal- 2026			
Does the applicant group seek approval for multiple campuses under a single charter? [Yes] [No] If yes, please indicate how many.			
Does the applicant group already operate schools elsewhere in the United States? [Yes] [No] If yes, please indicate where.			
Will the applicant group partner with an Education Service Provider (ESP)? [Yes] [No] If yes, please provide the name of the ESP.			

Provide the proposed school's mission.

The mission of Rooted School Indianapolis (Rooted) is to provide our students personal pathways to financial freedom. We exist to see our students academically prepared and financially free. Rooted currently co-locates at Eastern Star

Church's facility and provides a safe and secure place for students. We see high school students, particularly high school students from the poorest quarters of the population, as an untapped talent source for generating economic growth. Nobel Prize economist James Heckman found that 50 percent of lifetime earnings inequality is determined by factors present in the life of a person by age eighteen. This means that the longer it takes for our most financially insecure young adults to get high paying jobs, the less likely it becomes that they will obtain a high paying job. This is not a matter of hard work. This is the consequence of fading economic mobility—the fair chance to get ahead.

At Rooted, we believe that our students can reach their fullest potential when they are given access to the region's high-wage jobs in tandem with an academically rigorous high school education. We ultimately aim to disrupt the cycle of poverty by ensuring that Rooted students are equipped to succeed in their post-secondary plans, whether that be obtaining a college degree, building the next groundbreaking company or working in a high-wage job.

Starting with the local technology sector, Rooted will guide students to meet the rigorous demands of the college of their choice while partnering with local companies to expose students to the world of work. In this way, students form connections between algebra and app development, English class and digital marketing, history and community organizing. Through this approach, students can start to understand the value of education, not through memorization but through problem-solving real-world issues.

We make our students a competitive pool of talent by collaborating with local industries to shape our curriculum. This helps us prepare students for the demands of the dynamic workplace. Students work with industry-grade technology while learning and meeting state core academic standards. This will give students an advantage over their peers if they decide to enter their community's most promising companies upon graduation.

Briefly describe the proposed school model and how this model addresses innovation in education and the proposed community needs.

Rooted School Indy's proposed model aligns directly to Rooted's mission by expanding from a 7–12 school into a full K–12 pipeline, first adding sixth grade, then growing to include K–5, so more students can access a rigorous, supportive, and career-connected education from the very start. This phased approach is innovative because it strengthens early literacy and math foundations while preserving Rooted's core model in the upper grades: real-world learning, strong student supports, and clear pathways to college, credentials, and living-wage careers. By reducing school transitions and creating long-term stability for families, the model also responds to community needs for consistent, high-quality options that prepare students not only to graduate, but to thrive as empowered learners, leaders, and future professionals in Indianapolis. This approach also supports continuity for students as the school grows, enabling us to add grade levels in a planned and predictable manner while maintaining program quality and student outcomes.

While families in the community technically have access to multiple schooling options, those options do not consistently meet families' expressed academic, programmatic, and access-related needs. The primary gap is not the absence of schools, but the absence of coherence across the educational continuum, which limits students' ability to sustain academic growth and reach long-term outcomes such as college completion and financial stability.

Academically, families report that students often experience inconsistent expectations and instructional approaches as they move between elementary, middle, and high schools. Many students enter secondary grades without strong literacy and math foundations, despite years of schooling, requiring remediation rather than acceleration. This reality reduces access to advanced coursework, credentials, and career-aligned programming once students reach high school. While Rooted's current 7–12 program is designed to produce graduates who leave with both a college acceptance letter and a job offer, those outcomes are more difficult to achieve when students arrive significantly behind due to misaligned or inconsistent earlier academic experiences. Existing options do not reliably ensure continuity in academic rigor, attendance expectations, or learning habits across grade levels.

Programmatically, current school options operate largely as disconnected entities, with elementary, middle, and high schools functioning independently rather than as part of a unified pathway. Families must repeatedly navigate new systems, new cultures, and new definitions of success as their children transition between schools. This fragmentation disproportionately affects students who already face barriers related to poverty, housing instability, and limited access to supplemental supports. While some schools offer strong isolated programs, there is no comprehensive K-12 model that intentionally aligns academics, student supports, culture, and postsecondary preparation over time. Rooted's existing 7-12 school addresses these needs at the secondary level, but families have expressed a need for that same coherence to begin earlier and be sustained consistently.

From an access and equity perspective, families also face limited options that combine high expectations, strong student supports, and meaningful family partnership within a single, stable school community. Frequent school transitions interrupt relationships, weaken trust, and create gaps in support, particularly for students requiring special education services, intervention, or consistent adult mentorship. Existing systems often rely on families to navigate these transitions independently, rather than designing schools around long-term stability and continuity.

Demographically, the community includes a high percentage of students from low-income households and students of color, many of whom experience educational disruption over time. These students are least well-served by fragmented systems that rely on short-term interventions rather than sustained preparation. Families have expressed a desire for schools that provide predictable routines, clear expectations, and aligned supports across years, not just during a single grade span.

In response to these unmet needs, Rooted's model is intentionally designed to extend the coherence already established in its 7-12 program into earlier grades. The goal is not to replace existing schools, but to fill a critical gap by offering families a unified K-12 pathway where academic rigor, student supports, school culture, and family engagement are aligned and reinforced over time. By addressing fragmentation and inconsistency across grade levels, Rooted seeks to meet expressed community needs for stability, continuity, and long-term preparation that existing options do not fully provide.

Complete the following table, indicating grade level and enrollment projections for the school's first five years.

School	Enrollment	Year 1 SY2026	Year 2 SY2027	Year 3 SY2028	Year 4 SY2029	Year 5 SY2030
Rooted School Indianapolis (7-12)	Grades Served	7-12	7-12	7-12	7-12	7-12
	Projected Enrollment	150	200	225	225	225
Rooted School Indianapolis (K-6)	Grades Served			6	6	K-2,6
	Projected Enrollment			25	50	150
Total		150	200	250	275	375

Ma'at Lands

Signature of Applicant's Authorized Representative

2/9/2026

Date