

ACADEMY of GREATER WORKS
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Academy of Greater Works

Martindale-Brightwood
Indianapolis, Indiana

Charter School Proposal
submitted to Authorizer
Mayor Bart Peterson

21 February 2005

Charter Applicant Information Sheet

This sheet must be attached to the Prospectus and Full Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School Academy of Greater Works
 Proposed School Address (if known)
Martindale-Brightwood
 School District in which Proposed School would be located
Indianapolis Public Schools
 Legal Name of Group Applying for the Charter
Academy of Greater Works, Indianapolis, Inc.

Applicant's Designated Representative Jeffrey LaMont Berry
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 City Indianapolis State IN
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 E-mail address jberry@buildingexcellentschools.org

The proposed school will open in the fall of school year: 2004-05 2005-06
 Other (please specify year) 2006-07

Proposed Grade Levels & Total Student Enrollment (Table 1)

	Grade Levels	Total Student Enrollment	
First Year	Planning Year	2005-06	-0-
Second Year	5	2006-07	88
Third Year	5,6	2007-08	176
Fourth Year	5,6,7	2008-09	256
Fifth Year	5,6,7,8	2009-10	328
Sixth Year	5,6,7,8	2010-2011	328
Maximum	5,6,7,8	2011 +	328

Are you planning to work with an educational management organization (EMO)?
 Yes No If so, please indicate the name of EMO: _____

Have you submitted this application to another sponsor? Yes No . If so, please indicate:

Name of Other Sponsor: _____ Date Submitted: _____

Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? Yes No . If so, please indicate the name of the Sponsor:

Executive Summary:

Mission Statement

The **Academy of Greater Works** provides students in grades 5-8 with a liberating education that ensures academic excellence in literacy and math and builds honorable character. Our students are eager and prepared to excel in high school and college and become leaders in our communities, nation, and world.

We envision a school where every student is welcome and held to high expectations of academic and behavioral achievement; where every student works hard to catch up, get ahead, and free himself from the restraints of a substandard education. We believe all our students, regardless of their neighborhood conditions or family circumstances, can achieve and expect them to learn and demonstrate new knowledge and skills in ways usually reserved for students in advanced programs of study. As early as 5th grade our students begin to see themselves as scholars, critical thinkers, and problem solvers, running on their way to college. Literate and confident in their proven abilities, they believe in their capacity to become leaders who can achieve greatness, displaying and building upon a foundation of honorable character. They see themselves as we see them--young entrepreneurs with creative minds to enter and achieve in whatever career path they choose so they can become economically independent, contributing members of society.

Statement of Needs

The founding group and community supporters of the Academy of Greater Works firmly believe that Indianapolis urgently needs a high-performing charter school for students in grades 5-8 for five primary reasons:

1. Public middle schools which serve the vast majority of inner-city students are underperforming.
2. Algebra I is not offered in most middle schools in the local district.
3. Students are not prepared to enter and succeed in college.
4. Unsafe school culture contributes to poorly performing students and schools.
5. Students have limited access to after-school activities.

Like other urban cities, the gap in achievement for disadvantaged children is part of the educational landscape in Indianapolis. Too many of our children are failing basic literacy exams in record numbers. Local public schools are not preparing all of our children for the future, nor inspiring all of our children to do and be their very best. Only 40% of 6th and 8th grade students on average passed the 2003-04 ISTEP+ exam. Most schools do not effectively use annual assessment data to drive instruction and decisions. Two of the district's middle schools that are struggling the most, Coleman and Forest Manor, are located in or near Martindale Brightwood, one of the city's most economically distressed neighborhoods.

Student learning takes place at nearly 30 public schools (both district and charter) that serve more than 3,000 8th graders, but only five (5) of those schools currently offer Algebra I as part of its regular curriculum. Algebra and geometry in middle school are crucial to success in the later study of mathematics and in many situations that arise outside the classroom. Research shows that students who do not enroll and do well in Algebra I by 8th grade are not on track to take more advanced math classes in high school such as Algebra II, Geometry, Trigonometry, and Calculus. These courses form the basis for numerous math, science and technology courses in college and future careers. Students who do not receive this preparation in middle school are even further behind when they enroll in high school and their first year of courses in college. Ultimately their career choices in life are limited.

In September 2004, Indianapolis Public Schools reported 4,125 students enrolled in 9th grade, 2,429 students enrolled in 10th grade, 1,552 students in 11th grade, and only 899 students remained by 12th grade. While some enrollment decline is due to student migration, school choice, and students repeating grades, the fact remains that the IPS student dropout rate is at staggering proportions, especially for African-American male students.

Based on 2002-03 data from the Indiana Department of Education, middle schools with poor academic performance frequently had a higher incidence of suspensions and expulsions compared with the IPS district overall. The location of the Indianapolis Youth Detention Center in Martindale Brightwood is an indication of the high juvenile crime rate in the neighborhood that unfortunately shows up in schools. Youth development specialists report that students most often get into trouble between the hours of 3 to 8 p.m. when school is not in session, and in the summer when youth programs are scarce or not easily accessible. The same *America After 3 p.m.* report notes that 25% of Indiana's K-12 youth are responsible for taking care of themselves after-school and spend an average of 7 hours or more per week unsupervised. We do have a responsibility to make certain that every one of our students has a safe and educational place to spend their after-school time. This responsibility is broader than the scope of schools, therefore, we need parents and communities connected to schools as partners in education.

Educational Foundation

As a mayor-sponsored charter we provide innovation in education that leads to more quality schools. Our goal is to repeat what works, drawing upon the best achievements in other charter, public, and independent schools, to achieve the highest educational outcomes for every single child. The hallmarks of our educational foundation are structure, discipline, and masterful teaching. The college preparatory curriculum is the heart and core of our *liberating education* and has three major goals:

- Students gain a broad base of knowledge through a liberal arts curriculum covering the core disciplines of reading, math, science, and social studies/history.
- Students learn to read well, as literacy is the foundation to comprehension in all other content areas. Students learn to do math well, as it opens career paths often closed to those who lack a strong foundation in math, science and technology.
- Students develop behaviors strengthened by leadership and economic literacy that prepare them to gain access to opportunities they have often been denied.

We believe schools exist to prepare students for future success. Therefore, we give students a solid foundation in academic skills, the clear advantage of advanced work, and the unwavering expectation of appropriate behavior. Students, in turn, demonstrates measurable responses to three basic questions: *What do you know? How shall you behave? What can you do?*

Accountability Plan

Our goal is to operate a solid organization with sound fiscal management and a long-term strategic plan that supports our students and staff, ensures student achievement, and organizational viability. We will use multiple evaluation measures—including norm-referenced, criterion-referenced, comparative, and value-added assessments—to determine whether we have met our most important goals in the following areas:

- *Academic Performance*
Our students will demonstrate significant improvement and then mastery of content and skills in English/Language Arts, Mathematics, Science, and Social Studies/History.
- *Organizational Viability*
Our organization will demonstrate commendable stewardship of public resources, high levels of student enrollment and attendance, and parental satisfaction.

□ *School-specific Objectives*

Our students will demonstrate proficiency in leadership and entrepreneurship skills, as well as gain admission to rigorous, college-prep high school programs.

Business Plan

Our strategic business plan is driven by five basic questions:

- 1) Does it improve student achievement?
- 2) Does it earn and maintain the public trust?
- 3) Does it serve the public good?
- 4) Can we afford it?
- 5) Can it be sustained?

We have included 5-year budget projections using conservative revenue and liberal cost estimates that produce a balanced budget each year of operation. In some years we carry a surplus for a capital fund in addition to our contingency fund. Other strategies for keeping revenue high and costs low are: maintaining a lean administrative staff of essential personnel; building beneficial community partnerships; accessing local, state and federal funds; and managing time and resources for effective fundraising.

Organizational Capacity

Members of our founding board represent a broad set of knowledge and skills in the fields of business, finance, accounting, law, education, real-estate, philanthropy, government, community organizing, and banking. The founder and lead writer of this prospectus, Jeffrey Berry, is a Fellow in the national Building Excellent Schools program and has degrees, certifications, and experience in education, urban ministry, government, and youth development. He is also a certified teacher and founder of a non-profit youth organization and small business. Every member of the board is committed to the mission and believes that student academic achievement drives our decisions, governance, and leadership.

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I. Our Vision

A. Mission

Explain the mission of your proposed charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree.

The **Academy of Greater Works** provides students in grades 5-8 with a liberating education that ensures academic excellence in literacy and math and builds honorable character. Our students are eager and prepared to excel in high school and college and become leaders in our communities, nation, and world.

For too many years the educational system in this country said “NO” to the poor, women, blacks, the disabled, the Catholic, and non-English speaking immigrants. After years of struggle, our system of education finally said “YES,” but it came with the limitations of segregated education. Although more years of struggle and activism produced integrated schools, open and free to all, too many schools in urban districts in this nation now have low standards of expectation for its students. Low expectations for student achievement and behavior lead to low performance, especially for students trapped in under-performing urban schools: this nation’s underserved and economically disadvantaged, Latino and black students. As early as 5th grade, student gains in education in failing schools actually begin to decline, so that by the time these students graduate from high school they are four years behind, graduating from high school with an 8th grade education. Or they drop out altogether, unable to read, unable to write, unable to do math, unable to get a living wage job and support themselves or a family. The American Dream is lost and life becomes a daily struggle to survive.

There is a popular tale that goes something like this:

*Every morning in Africa, when a gazelle wakes up it knows it must run faster than the fastest lion or it will be killed.
Every morning in Africa, when a lion wakes up it knows it must outrun the slowest gazelle or it will starve to death.
It doesn't matter whether you're a lion or a gazelle. When the sun comes up, you'd better be running!*

We envision a school where every student is welcome and held to high expectations of academic and behavioral achievement; where every student works hard to catch up, get ahead, and free himself from the restraints of a substandard education. We believe all our students, regardless of their neighborhood conditions or family circumstances, can achieve and expect them to learn and demonstrate new knowledge and skills in ways usually reserved for students in advanced programs of study. As early as 5th grade our students begin to see themselves as scholars, critical thinkers, and problem solvers, running on their way to college. Literate and confident in their proven abilities, they believe in their capacity to become leaders who can achieve greatness, displaying and building upon on a foundation of honorable character. They see themselves as we see them--young entrepreneurs with creative minds to enter and achieve in whatever career path they choose so they can become economically independent, contributing members of society.

We have faith that every one of our students can achieve well beyond their current low levels of academic performance. We believe our students can avoid many of the delinquent behaviors that limit and impede their educational, social, economic, and spiritual development. We give our students real hope as they grow to believe in themselves by mastering the academic and personal skills they need to excel. We nurture hope in students by setting before them many witnesses and role models who have overcome adversity and by holding our students to the highest standard of achievement and behavior each and every day. And for the urban youth of Indianapolis, we demonstrate our love for them in ways they have grown not to expect—by demanding a great deal, not allowing them to fail, and pushing them towards greatness.



B. Need

Indiana law states that charter schools are to be established to provide innovative and autonomous programs that among other things serve different learning styles and needs of public school students and offer public school students appropriate innovative choices. Explain the need for this particular school in the community it will serve and the target student population. Strong answers to this question will address why your school is needed beyond simply an analysis of school district statistics and a general discussion of school choice.

The founding group and community supporters of the Academy of Greater Works firmly believe that Indianapolis urgently needs a high-performing charter school for students in grades 5-8 for five primary reasons:

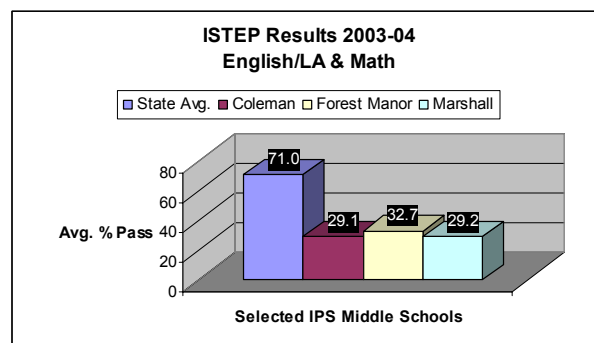
1. Public middle schools which serve the vast majority of inner-city students are underperforming.
2. Algebra I is not offered in most middle schools in the local district.
3. Students are not prepared to enter and succeed in college.
4. Unsafe school culture contributes to poorly performing students and schools.
5. Students have limited access to after-school activities.

By serving middle school students of Indianapolis, the Academy of Greater Works will have a positive impact on students, families, and the community through a school designed specifically to address each of these needs.

Need 1. Public middle schools which serve the vast majority of inner-city students are underperforming.

Like other urban cities, the gap in achievement for disadvantaged children is part of the educational landscape in Indianapolis. Too many of our children are failing basic literacy exams in record numbers. Local public schools are not preparing all of our children for the future, nor inspiring all of our children to do and be their very best. Only 40% of 6th and 8th grade students on average passed the 2003-04 ISTEP+ exam.¹ Nowhere is this achievement gap more evident than at Coleman, Forest Manor, and Marshall public middle schools, where the majority (85-90%) of enrolled students are Black and Latino and eligible for free or reduced lunch. Their combined enrollment (1,781 students) accounts for nearly 25% of students attending a 6-8th grade IPS middle school. Only 30% of students tested at these middle schools can pass the statewide exam in Reading and Math, as shown in Figure 1 below. This means that 70% (1,246) of these students are unprepared for the academic demands of high school² and the real chance at a promising future. More distressingly, these are the best test scores these schools have demonstrated in the past seven years. While some progress is made each year, it has been insufficient. Rather than being liberated from a life of illiteracy, unemployment and crime through the equalizing medium of education, these children are struggling in under-performing schools.

Fig. 1



¹ See Appendix A: Indiana Department of Education Comparison of IPS 6-8 Middle Schools. ISTEP+ refers to Indiana Statewide Testing for Educational Progress Plus.

² Indiana state law requires high school students to pass all CORE-40 classes in English, Math, Science and Social Studies with a C or better, or pass the Qualifying Graduation Exam (QGE) to graduate and receive their high school diploma.

Coleman and Forest Manor are located in or near Martindale Brightwood, the city’s most economically distressed neighborhood. The Academy of Greater Works meets the need for a high-performing middle school in Martindale Brightwood where the majority of students attend underperforming schools. Like other excellent schools in urban areas,³ we have designed our Academy with the following core beliefs and practices:

- A firm belief that all students can learn at high levels
- A clear college-focused mission understood by all and evidenced throughout the school
- A principal who serves as the Instructional Leader, ensuring a focus on the academic mission
- A highly structured organization and learning environment focused on skill mastery
- Frequent internal academic assessments which provide data to drive instruction
- A strong discipline code enforced by all
- Clear and frequent communication with parents regarding student performance
- A college preparatory curriculum taught by masterful teachers willing to do whatever it takes to improve student learning
- More time for learning with an extended school day and year

Based on this school design, the Academy of Greater Works will reduce the academic achievement gap for disadvantaged students in Indianapolis by holding its students to high standards of academic excellence.

“High expectations are one thing—the relentless pursuit of excellence is another. Tangible and unyielding goals are the focus of high-performing schools... High expectations mean nothing if they are compromised in the classroom. Once the principal sets a clear vision for the school, every teacher has to be held personally responsible for enforcing it.”⁴

Our teachers and administrators use assessment data to determine which students need extra help, in which classes, which teachers are struggling, and give both teachers and students the supports they need to improve student outcomes. We will demonstrate that with a highly structured environment, and key supports for learning, students at The Academy will greatly exceed the Indianapolis Public School average of 40% proficiency and will exceed the Indiana state average of 70% proficiency on the ISTEP+.⁵ Our students will know better, and they will do better. Through our annual report and other public methods, we will share approaches to our success with other public schools so that even more students have opportunities for success.

Need 2. Algebra I is not offered in most middle schools in the district.

Student learning takes place at nearly 30 public schools (both district and charter) that serve more than 3,000 8th graders, but only five (5) of those schools currently offer Algebra I as part of its regular curriculum.⁶ Algebra and geometry in middle school are crucial to success in the later study of mathematics and in many situations that arise outside the classroom. Research shows that students who do not enroll and do well in Algebra I by 8th grade are not on track to take more advanced math classes in high school such as Algebra II, Geometry, Trigonometry, and Calculus.⁷ These courses form the basis for numerous math, science and

³ See Appendix B: Brief List of High-Performing Charter Schools Visited as a Building Excellent Schools Fellow.

⁴ Samuel C. Carter (2000), *No Excuses: Lessons from 21 High-Performing High-Poverty Schools*, The Heritage Foundation, Washington, D.C., p.9.

⁵ Indiana Department of Education, <<http://www.doe.state.in.us/asap/data.html2004>>, accessed 9/22/04, based on 2003-04 results.

⁶ Indiana Department of Education school corporation snapshots, <<http://mustang.doe.state.in.us/SEARCH/search.cfm>>, accessed 2/9/05; Center for Inquiry, Parker Montessori, Key Learning Community, McClellan, and Shortridge.

⁷ National Council of Teachers of Mathematics, <<http://standards.nctm.org/document/chapter6/index.htm>>, accessed 9/30/04.



technology courses in college and future careers. Students who do not receive this preparation in middle school are even further behind when they enroll in high school and their first year of courses in college. Ultimately their career choices in life are limited.

The Academy of Greater Works meets the need for more Pre-Algebra and Algebra I classes in public middle schools, as these courses are requirements for all students in the 7th and 8th grade. Courses are taught by masterful teachers, and additional math supports such as after-school tutoring, Saturday school, and summer school are provided for students who need help to master the necessary skills and content required. Additionally, students take not one, but two math courses each day. The first, Math Operations, focuses on numeracy and basic calculations. The second, Math Lab, focuses on critical thinking and problem solving.

The liberating education provided by the Academy of Greater Works includes Algebra I as part of its curriculum so that students are free to choose advanced math classes in high school and college, and have higher paying career choices.

Need 3. Students are not prepared to enter and succeed in college.

In September 2004, Indianapolis Public Schools reported 4,125 students enrolled in 9th grade, 2,429 students enrolled in 10th grade, 1,552 students in 11th grade, and only 899 students remained by 12th grade. Inequities in IPS graduation rates are further evidenced by the fact that two-thirds of African-American male students fail to graduate with their cohort.⁸ While some enrollment decline is due to student migration, school choice, and students repeating grades, the fact remains that the IPS student dropout rate is at staggering proportions, especially for African-American male students. Poor school performance in middle school means that most students enter high school unprepared for the academic demands. The sad reality is that far too many of our inner-city students end up in juvenile detention centers or jail and minimum wage jobs rather than college and high-paying careers. “By twelfth grade, on average, black students are four years behind those who are white or Asian. Hispanics don’t do much better...”⁹ From 2000-2003, only 60% on average of IPS graduates “pursued” a college education.¹⁰ No state data shows how many of those who intend to enroll actually do so and successfully graduate from college.¹¹ One fact is undeniable: students who are better prepared academically to enter postsecondary education tend to complete a certificate or degree or attend a four-year institution more often than those who are less prepared.¹²

The Academy of Greater Works meets the need for more college-bound graduates by equipping our students with the academic and social skills needed to succeed in academically rigorous high schools. We educate our parents and families regarding entrance requirements of high performing secondary schools and strategically guide them in the admissions and financial aid process.¹³ Such schools enable our students to continue the excellent gains they make at the Academy of Greater Works. We also work with students to help them pass Advanced Placement and entrance exams at schools with a college preparatory mission. The Parent Council, community volunteers and teachers work together to plan exploratory field trips to Indiana as well as national colleges and universities. Referrals to college resources, such as financial aid, and a college-prep checklist are provided to all students upon graduation from the Academy of Greater Works so parents and students can begin early the necessary work of preparing for college search, admissions, tuition and success. The Student

⁸ M. Holzman, *Public Education and Black Male Students: A State Report Card*, Cambridge, MA, Schott Education Inequity Index, The Schott Foundation for Public Education, 2004, p. 30.

⁹ Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning*, New York, Simon & Schuster, 2003, p. 12.

¹⁰ Indiana Department of Education, <<http://www.doe.state.in.us/asap/data.html2004>>, accessed 9/25/04. Data is based on student self-reporting of intentions on an end-of-year survey, not actual college enrollment and completion.

¹¹ Economic development data for Martindale-Brightwood in particular shows that less than 10% of the population has earned a Bachelor’s Degree or higher. See Appendix C: Martindale Brightwood 1 Mile Demographic Report.

¹² Education Statistics Quarterly, Vol. 5, Issue 2, *Postsecondary Education*, <<http://nces.ed.gov/programs/quarterly>>, accessed 9/30/04.

¹³ See Appendix D: Preliminary List of Marion County High Schools with 70% or More Students Passing ISTEP+. The founding group also plans to conduct an Academy of Greater Works high school feasibility study if funding permits.



Services Director, who is also responsible for guidance counseling, will lead this placement effort and provide follow-on support as appropriate. Finally, our strategic fundraising, youth entrepreneurship, and community partnership goals include efforts to provide a partial college scholarship or financial assistance to every Academy of Greater Works graduate who earns it.

Need 4. Unsafe school culture contributes to poorly performing students and schools.

Based on 2002-03 data from the Indiana Department of Education, middle schools with poor academic performance frequently had a higher incidence of suspensions and expulsions compared with the IPS district overall. The three schools studied in this needs assessment (Coleman, Forest Manor, and Marshall) had a combined total of 308 suspensions and 42 expulsions, with 8 of those suspensions and expulsions involving drugs, weapons, or alcohol.¹⁴ The location of the Indianapolis Youth Detention Center in Martindale Brightwood is an indication of the high juvenile crime rate in the neighborhood that unfortunately shows up in schools. Years of work with juveniles in the criminal justice system led one defense attorney to report, "They all had one thing in common: a substandard education."¹⁵

The Academy of Greater Works meets the need for a safe and academically challenging school in Martindale Brightwood by establishing: (1) a highly structured organization and learning environment; (2) a strong discipline code enforced by all; and (3) clear and frequent communications with parents regarding student behavior and performance.

Our attention to safe, respectful, positive school culture is driven by one of our central responsibilities as educators. We are not only concerned with what students know, but also with how they behave. Do our students respect themselves, their peers, and adults around them? Will our students go on to college to become leaders who give back and help build their communities? These are the questions we ask ourselves. These are the questions we want our students to ask one another in their pursuit of honor and excellence. Together with parents and students, we establish a school-wide Covenant and Code of Conduct which are clearly explained and understood by all. How our students conduct themselves whenever they are in school uniform are matters of importance. Performing service learning activities in the Martindale Brightwood community alongside parents and teachers are ways to enhance, not interfere with academic studies. Students whose conduct is disruptive or not becoming of scholars and leaders in school or at school-sponsored events are held accountable. Consequences for violating the Code of Conduct include demerits, verbal or written apology, detention, reflection on behavior, parent conferences, loss of class or school privileges, in-school suspension, and in the most extreme of circumstances, expulsion. Addressing even the smallest infraction early and assigning an Advisor to every student will help prevent larger issues before they occur.

While it is not easy to measure, we expect our students to demonstrate they know how to interact respectfully with their peers and adults, as well as evidence the value of leadership through community service. Virtues in the Code of Conduct demonstrated by students are: Purpose, Courage, Perseverance, Compassion, Respect, Responsibility, and one additional virtue students self-select and define in conference with their Advisor.

Need 5. Students have limited access to after-school activities.

Youth development specialists report that students most often get into trouble between the hours of 3 to 8 p.m. when school is not in session, and in the summer when youth programs are scarce or not easily accessible. The same report notes that 25% of Indiana's K-12 youth are responsible for taking care of

¹⁴ Indiana Department of Education, <<http://www.doe.state.in.us/asap/data.html2004>>, accessed 9/25/04.

¹⁵ As reported by Sheila Joseph, a Building Excellent Schools Fellow and former juvenile defense attorney whose experience with youth offenders echoes that of many others in the criminal justice system.



themselves after school and spend an average of 7 hours or more per week unsupervised.¹⁶ Students in vulnerable urban neighborhoods also find limited opportunities for jobs and summer internship experiences because of the limited number of successful businesses in their neighborhoods. The problem is worsened in the absence of adequate public transportation. It is not within the design of a school to address job opportunities, business development, and public transportation issues, as we are not a social service provider. However, we do have a responsibility to make certain that every one of our students has a safe and educational place to spend their after-school time, and that they are prepared to conduct themselves properly on the job as they mature. This responsibility is broader than the scope of schools, therefore, we need parents, mentors and communities connected to schools as partners in education.

The Academy of Greater Works meets the need for more positive after-school activities with parent and community involvement. Students are engaged in learning experiences during after-school hours daily, on weekends, and the summer. Community service learning opportunities and youth entrepreneurship activities are among many choice opportunities for enrichment and skill application. Others include such activities as science club, studio art, karate, stepping, drama, photography, computer technology, music, and drums. State, national, and international travel, expeditionary learning, and camps are additional opportunities (provided that funding permits) for students who meet certain academic and behavioral goals. Older 7th and 8th grade students who need the extended challenge work with local college and university students to plan off-campus work projects. Such a rich learning environment for our students is well-supported by our Parent Council and community volunteers and partners. Every student in our Academy receives a home-school visit at least once a year. Every parent signs a Covenant that outlines our expectations, such as their Academy involvement 15 hours per year. Even the neighborhood colleges and universities, churches, community centers, and businesses are enlisted in tutoring, school safety, recruitment, and fundraising efforts to improve student achievement at the Academy of Greater Works. Initial letters of support are included in Appendix K.

¹⁶ *America After 3 PM* preliminary report, <http://www.after-schoolalliance.org/america_3pm.cfm>, accessed 9/25/04.



C. Goals

Summarize your most important goal and associated measures in relation to the following three categories:

- *Academic performance;*
- *Organizational viability; and*
- *School-specific objectives.*

Our teachers and administrators use assessment data to determine which students need extra help, what classes they're struggling in the most, and which teachers are struggling and in what specific areas of instruction. We aim to hire the most competent teachers in their field of study, yet all teachers participate in summer and weekly professional development to improve their competence around individualized instruction and student assessment. Both students and teachers are given the supports they need to improve student outcomes. We use multiple evaluation measures—including norm-referenced, criterion-referenced, comparative, and value-added assessments—to determine the degree to which we are achieving our mission and how best to adjust our program to increase academic performance.

A. Academic Performance

Goal 1: *Students will demonstrate significant improvement and mastery of English and Language Arts skills.*

Measure 1: 75% of students enrolled at the Academy of Greater Works for two or more years will pass the ISTEP+ exam of English/Language Arts proficiency.

Measure 2: The Academy of Greater Works students on average will show significantly greater growth over time than IPS and Indiana students for English/LA in the same grade level, and all students who have attended two or more years will perform at or above national norms as currently measured by the Northwest Evaluation Association's Measures of Academic Progress (NWEA-MAP).

Measure 3: By 8th grade all students will evidence a portfolio consisting of exemplary narrative, informative, persuasive and creative writing to be included in their school record to reflect proficiency in writing based on Indiana's writing and scoring rubric.

Goal 2: *Students will demonstrate significant improvement and mastery of Math content and skills.*

Measure 1: 75% of students enrolled at the Academy of Greater Works for two or more years will pass the ISTEP+ exam of Math proficiency.

Measure 2: The Academy of Greater Works students on average will show significantly greater growth over time than IPS and Indiana students for Math in the same grade level, and all students who have attended two or more years will perform at or above national norms as currently measured by the NWEA-MAP.

Goal 3: *Students will demonstrate mastery of Science content and skill.*

Measure 1: 75% of students enrolled at the Academy of Greater Works for two or more years will perform at or above national norms in Science as measured by the NWEA-MAP.

Measure 2: By 8th grade all students will be able to use the scientific method to design and carry out a science project or invention to be judged by an outside panel of scientists based on International Science and Engineering Fair judging criteria.

Goal 4: *Students will demonstrate mastery of Social Science/History content and skills.*

Measure 1: 75% of the Academy of Greater Works students will perform at or above the national average on the National Assessment of Educational Progress (NAEP) tests of civics, geography, and U.S. history.

Measure 2: By 8th grade all students will be able to research, write, and orally defend a 10-page thesis paper on a major historical event and its economic, social, religious, educational, and/or political impact on American society.



B. Organization viability

Goal 5: The Academy of Greater Works will meet or exceed fiduciary and fiscal responsibility in managing public and private resources.

Measure 1: The Academy of Greater Works will prepare retrospective and prospective budgets for each school year that demonstrate effective allocation of financial resources and cash flow to ensure adequate inputs to achieve the mission.

Measure 2: External annual audit reports demonstrate that the Academy meets or exceeds professional accounting standards.

Goal 6: The Academy of Greater Works will demonstrate strong enrollment and attendance rates.

Measure 1: The Academy of Greater Works will maintain at least 90% of enrollment capacity and a waitlist equal to or exceeding 50% of all entering grades¹⁷.

Measure 2: The daily average attendance rate will meet or exceed 95% each year.

Goal 7: The Academy of Greater Works will demonstrate a high level of parent involvement in and satisfaction with the Academy's academic program and responsiveness.

Measure 1: 75% of parents in the first year, and 85% of parents in the second year and following will report being satisfied with the overall academic program at the Academy of Greater Works based on external annual surveys, and at least 50% of parents will respond to the survey.

Measure 2: 75% of parents in the first year, and 85% of parents in the second year and following will report satisfaction with the Academy's responsiveness based on an external annual survey.

Measure 3: 75% of parents will be involved 15 hours per year in the school program through teacher/parent meetings and other Academy events.

C. School-Specific Goals: Leadership and Entrepreneurship

Goal 8: Students will demonstrate proficiency in leadership knowledge and skills.

Measure 1: 100% of students will demonstrate significant improvement in leadership knowledge and 75% of students will demonstrate proficiency by 8th grade based on the University of Missouri-Rolla test of leadership skills pre/post test.

Measure 2: By 8th grade all students will be able to identify a school or community need and design and implement an improvement plan to address the need.

Goal 9: Students will demonstrate proficiency in entrepreneurship knowledge and skills.

Measure 1: 100% of students will demonstrate significant improvement in leadership knowledge and 75% of students by 8th grade will demonstrate proficiency based on the National Foundation for Teaching Entrepreneurship pre/post test.

Measure 2: By 8th grade all students will be able to write a plan for a youth business or community enterprise and present it orally using technology to a panel of business and community leaders.

Goal 10: The Academy of Greater Works students will gain admission to rigorous, college-prep high schools.¹⁸

Measure: 65% of 8th grade graduates will gain admission to rigorous, college-prep high schools or high school advanced and honors programs.

¹⁷ Students enroll in grades 5 and 6 only based on our growth plan, school culture, and rigorous academic program.

¹⁸ College-prep high school programs are defined by their rigorous academic requirements and extra-curricular programs. Typically, students are required to take four years of mathematics including calculus; four years of English/language arts; four years of science including one year of advanced work in physics, biology, or chemistry; four years of history/social sciences including one year of American history; and at least three years of a language other than English. These schools also offer college counseling, SAT preparation services, and extensive support around the development of academic writing. Some schools have programs that translate directly into college credit. We cannot control graduation and college entrance rates, but we will track the percentage of the Academy of Greater Works students who enroll in four-year colleges and universities.



II. Who We Are

A. Founding Group

Attach leadership information (resumes, background waivers, and memoranda) for the proposed governing board members (if known), the school's leader(s) and business manager (if selected).

Members of our founding board represent a broad set of knowledge and skills in the fields of business, finance, accounting, law, education, real estate, philanthropy, government, fundraising, and community organizing. The founder and lead writer of this prospectus, Jeffrey Berry, is a Fellow in the national Building Excellent Schools program and has degrees, certifications, and experience in education, urban ministry, government, and youth development. He is also a certified teacher and founder of a non-profit youth organization and small business. Every member of the board is committed to the mission and believes that student academic achievement drives our decisions, governance, and leadership. Detailed leadership information for each member of the founding group is in Appendix J. Articles of Incorporation and By-Laws for the Academy of Greater Works are listed in Appendix L and Appendix M, respectively.

III. Educational Services Provided

A. Educational Philosophy

Describe the educational foundation of the proposed school. Include in this description a discussion of the instructional methods to be used. Explain the research that demonstrates that this approach will work with your anticipated student population.

The mission of the Academy of Greater Works is to provide students in grades 5-8 with a liberating education that ensures academic excellence in literacy and math and builds honorable character. Our students are eager and prepared to excel in high school and college and become leaders in our communities, nation, and world.

We believe schools exist to prepare students for future success. Therefore we give students a solid foundation in academic skills, the clear advantage of advanced work, and the unwavering expectation of appropriate behavior. Students, in turn, demonstrate measurable responses to three basic questions: *What do you know? How shall you behave? What can you do?*

What do you know? Scholars who Achieve.

"Children will do what you expect them to do, what you train them to do."
--Dr. Lorraine Monroe ¹⁹

Students know how to read and compute beyond the basics.

Given the severely low academic performance of students in surrounding schools, we anticipate students will arrive at The Academy of Greater Works two or possibly three years behind since most students cannot pass the grade-level appropriate English and Mathematics ISTEP+ exam. Our goal is to graduate students at or above grade level. Every student is unique, but all students need to master the foundational skills of language

¹⁹ Lorraine Monroe (1997), *Nothing's Impossible: Leadership Lessons from Inside and Outside the Classroom*, Public Affairs, New York. In 1991 Dr. Lorraine Monroe successfully restructured the Frederick Douglass Academy, a public school in Harlem, in the belief that caring instructors, a disciplined but creative environment, and a refusal to accept mediocrity could transform the lives of inner-city kids. Her experiment was a huge success. The academy became one of the finest schools of its kind in the country, sending graduates to leading colleges and universities.

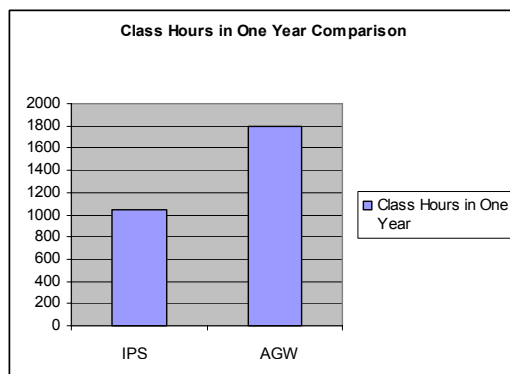


arts and math as these are essential skills for other academic disciplines and college success.²⁰ Our lead founder's site visits to successful charter schools such as Amistad, KIPP Bronx, and North Star, as well as academic research, have repeatedly demonstrated that a rigorous and frequently assessed reading and math program are key strategies to improving student achievement in all academic areas. We value both decoding and comprehension in reading, as well as computation and problem-solving in mathematics, so that students have the facility of working on the mechanics and the higher order thinking skills.

High Standards and Instructional Supports

To prepare students for collegiate success, we provide them with a solid foundation of academic skills, the clear advantage of advanced work, and the unwavering expectation of appropriate behavior. Therefore, students need more time on task to catch up and get ahead. This requires an accelerated academic pace. Two hours of reading and writing instruction daily and two hours of math instruction are keys to this philosophical approach. We also believe that by offering an extended day and extended year, including our mandatory Summer and Saturday Academy for students who are failing or need the additional academic support, over a period of four years we give our students over 2,800 more hours of academic instruction than the average student in district schools.

Fig. 2



Instructional Methods Used

The Academy of Greater Works is designed as a small school with an average of 22 students in each class. We believe that class size beyond this cap makes it extremely difficult for teachers to manage student behavior and academic instruction. We teach to students' varied learning styles utilizing an engaging curriculum. We acknowledge the value in a variety of educational approaches to enhance student learning, but we also know that educational approaches should only be adopted if they provide the highest in academic outcomes. Both direct instruction and phonics-based reading instruction is provided for struggling readers in both decoding and comprehension. Guided reading and college-prep vocabulary instruction ensures students improve their reading comprehension. All students learn in a language-rich environment where they are surrounded by and immersed in great literature and participate in thought-provoking classroom discussions.²¹ Students' writing is logically and consistently guided through the formal writing process: pre-writing, drafting, revising, editing, and publishing. Math teachers utilize strategies of direct instruction and small group problem-solving. In addition to direct instruction, teachers use other strategies to address different student learning styles and needs. These include: memorization, cooperative learning, class discussions, hands-on activities, brainstorming, simulations, one-to-one, small and whole grouping, projects, field trips, speakers, role plays, audio-visual aides, and case studies. In all classrooms, pacing of instruction ensures that a clear standard can be met through the teaching of a new skill or content, then practice and reinforcement.

²⁰ Examples of their success have been documented in such publications as: *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools* by Samuel Casey Carter (The Heritage Foundation, 2000) and *Successful Charter Schools* (U.S. Department of Education, June 2004).

²¹ National Reading Panel (2000), *Teaching Children to Read: An Evidence-based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction*, NICHD, Washington, D.C.



*“The function of education is to teach one to think intensively and to think critically.”
--Martin Luther King Jr.*

Mission-driven teachers and staff

We enlist every adult in the Academy in our goal to have students reading at or above grade level before they enter high school. Both administrative staff and teacher schedules allow at least one hour each week to sit and read with a student. Teacher schedules also allow for personal attention to student work and behavior, so that teachers come to know each child’s learning strengths and challenges. Teachers are given individual and joint time during the school day to plan and apply their understanding of individual student needs to the design of lessons and use of instructional methods.²² Teachers are encouraged and supported in their attainment of subject mastery as they observe other master teachers in-school and off-site. Every new teacher in the Academy receives additional training on our school culture and mission. Focused on continuous improvement, every teacher prepares a professional growth plan for approval by the Principal and Executive Director.

Parental high expectations

Schools with strong parental involvement, especially when parents reinforce the school culture and hold high academic expectations for their child, achieve high academic results. We openly communicate with parents, the community, and other volunteers to encourage their committed involvement. By working together to build a strong Academy, we help efforts to strengthen the neighborhood while strengthening our students’ core academic skills and knowledge. From the beginning parents are informed of academic and behavioral expectations and goals during community forums before the student lottery and during mandatory parent orientations after enrollment. Above all, parents are invited, encouraged, and expected to enter into covenant partnership with the academy and agree to insist on daily attendance, arrange for appropriate study time and space, attend Academy functions and required parent-teacher-student conferences, monitor daily reading and homework, volunteer to help with Academy activities through service on the Parent Council, and help their child make college plans. As partners, parents serve as resources to teachers and staff for the academic, social and psychological development of their children.²³ Mandatory daily homework for students in all core subjects every night provides further independent practice. Student progress is checked daily every morning by teachers and parents are notified about the required after-school Homework Center for students who do not complete homework. A recent research study concluded that “the more homework students complete, especially from grades six to twelve, the better they do in school.”²⁴ Parental attitudes are also shown to have positive effects on their children's attitudes toward homework and classroom achievement. With parent-teacher conferences, home-school visits, phone conferences, and make-up conferences, the Academy aims for 100% parent participation.

How shall you behave? Leaders who Build.

*“Intelligence plus character is the goal of true education.”
--Martin Luther King Jr.*

Character is defined as the qualities built into an individual’s life that determine his or her response, regardless of circumstances. To build a positive school culture that correlates to high academic achievement, we create a safe, welcoming community where every student is challenged and learns to cooperate with others in a healthy, productive environment. Every member of the school community promotes student goals in service,

²² See Appendix E for a sample teacher and student schedule.

²³ Kathleen Cotton and Karen Wikelund (1989), “Parent Involvement in Education,” *Northwest Regional Educational Laboratory School Improvement Research Series*, <<http://www.nwrel.org/scpd/sirs/3/cu6.html>>.

²⁴ Harris Cooper, et al, "Relationships Among Attitudes About Homework, Amount of Homework Assigned and Completed, and Student Achievement", *Journal of Educational Psychology*, Vol. 90, No. 1.



decision-making, humanitarian leadership, and development of honorable character. We give clear behavioral expectations, consequences and rewards. All teachers and Academy staff enforce and respond to student behavior in consistent ways. Every teacher and administrator also serves as an Advisor assigned a small group of students to lead, guide and listen to during weekly Advisory Group sessions that focus on the student's holistic development supported by character education curriculum such as *Character First* and *Character Counts*.²⁵ Virtues in the Code of Conduct demonstrated by students are: Purpose, Courage, Perseverance, Compassion, Respect, Responsibility, and one additional virtue students self-select and define in conference with their Advisor. Any member of our community—student or staff—who does not live up to our Code of Conduct,²⁶ is addressed based on the strengths of our discipline and character building approach. That address will:

- provide an immediate response
- be direct, intentional, and firm
- target the specific behavior
- provide consequences that fit the infraction
- respect the dignity of every person.

What can you do? Entrepreneurs who Create.

“Our schools teach everybody a little of almost everything, but, in my opinion, they teach very few children just what they ought to know in order to make their way successfully in life. They do not put into their hands the tools they are best fitted to use, and hence so many failures.”

--Booker T. Washington

The Academy of Greater Works students know what it takes to be successful because they are given the tools of success and opportunities to apply them early. Students are actively involved and engaged in learning. Our After-school, Saturday, and Summer Academy use an authentic approach to learning and provide opportunities for students to participate in youth business training, career exploration, and college awareness events. Brainstorming, for example, is a common approach when generating creative and marketable ideas from students. It is not unusual to see students so anxious to express their own ideas that they enthusiastically rise from their seats with hands raised. Likewise, upon returning months later, a visitor should not be surprised to see students assembled around a workshop table writing a business plan, using technology to design products, and preparing oral presentations for potential supporters. Teachers are trained in effective inquiry-based approaches to learning that help students apply higher order thinking skills in problem-solving situations presented by these real world experiences.

“The first thing we are going to do here, children, is an awful lot of believing in ourselves.”²⁷

--Marva Collins

²⁵ <www.characterfirst.com> and <www.charactercounts.org>.

²⁶ See Appendix F for a draft of our *Honorable Character Values and Code of Conduct*.

²⁷ Marva Collins and Civia Tamarkin (1990), *Marva Collins Way: Returning to Excellence in Education*, 2nd edition, New York, Penguin Putnam, p. 22. Frustrated by the Chicago Public Schools' apathy and low standards, Collins left the school system and, with financial assistance from the government-funded Alternative Schools Network, opened Daniel Hale Williams Westside Preparatory School in 1975. She taught students most considered uneducable, the city's poor and predominantly black students. At the end of the first year, every student scored at least five grades higher on their standardized tests. Source: <www.thehistorymakers.com> and *Encyclopedia Britannica's Women in American History* online edition.



B. Curriculum

Provide a general description of the curriculum that will be used by the school, including the objectives, content, and skills to be taught in the main subject areas at each grade level (or performance level, grade level, etc.) in your school. Explain how the curriculum is aligned with Indiana standards. Please provide a brief example of how the work of a student in a particular subject area would be aligned with a specific state standard (please limit your response to 100 words). Explain how limited English proficient learners, disabled students, and students who enter the school below grade level will be engaged in and benefit from the curriculum.

The mission of the Academy of Greater Works is to provide students in grades 5-8 with a liberating education that ensures academic excellence in literacy and math and builds honorable character. Our students are eager and prepared to excel in high school and college and become leaders in our communities, nation, and world. The curriculum is the heart and core of our *liberating education* and has three major goals:

- Students gain a broad base of knowledge within a liberal arts curriculum consisting of the core disciplines of reading, math, science, and social studies/history.
- Students learn to read and read well, as literacy is the foundation to comprehension in all other content areas. Students learn to do math well, as it opens career paths often closed to those who lack a strong foundation in math, science and technology courses.
- Students develop behaviors allied with leadership and economic literacy that prepare them to gain access to opportunities they have been often denied.

Core Disciplines

Reading/Writing

We expect all of our students to know how to read and how to read well enough to analyze and respond to a variety of texts, and ultimately develop a love of reading. Our English/Language Arts goal is for 75% or more of our students to read at or above grade level. We use literature rich reading and language arts programs such as *SRA/Corrective Reading*, a reading series focusing on both decoding and comprehension to help struggling readers who cannot read the words, do not understand what they “read,” or both. This direct instruction approach to reading has been proven to support struggling readers at the middle school level, special education classrooms, and the needs of students at risk of failure.²⁸ Literary analysis, guided reading, public speaking, grammar, mechanics, spelling, writing, vocabulary development, phonetic and word attack skills are all key elements of our dual course approach to English/Language Arts instruction. Since a great majority of students are likely to enter two or more years below grade level, students will take two English/Language Arts classes each day—one focused on phonics and mechanics, the other on advanced comprehension, oral and written expression. Teachers are committed to providing additional tutoring and extra supports for students who need it, as well as challenging further those students who are already reading at grade level. Our emphasis on mastery of the mechanics of reading and writing by providing additional time on task will provide structure and carefully planned practice for struggling readers, limited English proficient learners, and students with special needs. All students and parents develop a greater appreciation and love for reading in our welcoming and comfortable *THINK BIG* reading room inspired by world-known neurosurgeon Dr. Ben Carson and the Carson Scholars organization.²⁹

²⁸ *Results with Corrective Reading* (2003), McGraw-Hill Education, the Council of State School Officers, and the Association for Supervision and Curriculum Development.

²⁹ <www.carsonscholars.org>.

Mathematics

Teachers at the Academy of Greater Works will face a problem in mathematics similar to those faced in English/Language Arts: how do you get students who enter two years below grade level to exit at or above grade level? Our solution is to require two math classes per year, one focused on basic number sense, math facts, and computational skills (such as *Saxon Math*), and the other based on an investigative and connected approach to math instruction and problem-solving (such as *CMP Connected Mathematics* endorsed by the National Science Foundation and the National Council of Teachers of Mathematics). This longitudinal and intensive approach to mathematics instruction enables students to make great gains in a short time. By the end of 8th grade, students are able to solve algebraic equations and communicate with others about mathematical ideas. This “doubling up” approach is similar to our intensive reading program. Furthermore, providing after-school tutoring in math and mandatory Saturday sessions for students at risk of failure, students become proficient and therefore confident in their math abilities and begin to seriously consider more technical career fields in science, medicine and engineering. Figure 3 shows an example of a student problem aligned with standards.

Fig. 3

<i>Please provide a brief example of how the work of a student in a particular subject area would be aligned with a specific state standard (please limit your response to 100 words).</i>
Mathematics Standard 8.7.10 (Problem Solving): Students make decisions about how to approach problems and communicate their ideas.
<i>Problem: Use the equation ($y=5x - 0.1x^2$) to find the height of the arch at these given distances from the left base.</i>
<i>Jenny, Mark, and Rhonda work cooperatively to solve a complex algebraic equation. After carefully reading the problem, they begin to ‘unpack’ each piece and explain their approach and the steps chosen to arrive at their solution. They use values they are given to find the height of the arch. Next, they record the step-by-step operations to calculate their answers. Later they use a graphing calculator to create a table to check their work. To generalize, students recognize that although similar problems may be set up differently, they still understand equivalent equations and the order of operations to solve the problem.</i>

Sciences

Students will learn science through a process of inquiry-based activities, hands-on experiments, and direct instruction using research-based curricula such as *FOSS* (Full Option Science System; supported by the National Science Foundation) and *CPO Science*, another hands-on curriculum but for more advanced learners in earth and space science, physical science, chemistry and physics. To add valuable content and increase student knowledge in life science, earth science, physical science, and chemistry, this approach is supplemented by an integrated textbook and assessment program (such as *Prentice Hall Science Explorer*) that is aligned with national and Indiana middle school science standards. The technology and resources we choose to teach scientific concepts and processes will develop students’ abilities to think critically and use their own informed ideas to conduct investigations and solve problems. Students will use the scientific method, tools and instruments to investigate and design models while developing their skills to observe, collect, classify,

analyze, interpret, synthesize and communicate data. They participate in academic competition with organizations such as SECME, whose goal is in agreement with ours: to increase the pool of historically under-represented (including minorities, women, and individuals with disabilities) and geographically underserved students who will be prepared to enter and complete post-secondary studies in science, technology, engineering and mathematics to create a diverse and globally competitive workforce.

Social Studies/History

Our teachers will develop the Social Studies/History curriculum of the Academy of Greater Works, drawing upon two researched and standards-based curricula that have scopes and sequences which can be easily aligned with Indiana standards. The first, *Freedom: A History of US*, is an interactive and interdisciplinary series with standards aligned with the National Center for History in the Schools and the National Council for the Social Studies. The *Freedom* curriculum “explores the promise that has attracted millions of people from all over the world to America and examines why generations of men, women, and children have been willing to live, sacrifice, and die for freedom.”³⁰ The second, *Core Knowledge* framework, was developed by E.D. Hirsch. Using these and the Center for Civics and Education’s national standards,³¹ teachers will produce a curriculum that helps students learn the lessons of leadership from historical and current events.

The Academy of Greater Works Social Studies/History curriculum equips students to conduct research and educates them about other world cultures to promote multicultural understanding through current events and problem solving activities. For example, after studying a national or global crisis, students write a position statement and role play opposing viewpoints before deciding how they would resolve the problem as citizens of the world and leaders on a global stage. In this way, our curriculum goes beyond the standards, and teaches students to become leaders who learn from both historical and world events.

Economic Literacy: Entrepreneurship and Career Education

“Economic survival in the 21st Century demands that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in a variety of settings.”³² We support our students’ development along the path of pre-K to college and career success by engaging them in meaningful activities that allow them to demonstrate their competency in economic literacy. We know that not all students will choose to become business owners. However, we do want students to view themselves as leaders, owners and producers rather than just followers and consumers. For us, youth entrepreneurship instruction is one method of helping low-income students and families understand the importance of economic self-sufficiency while teaching students such valuable life-long skills as:

- goal-setting in the areas of income earning, money management, spending and credit, and saving and investment as students plan for their future success
- resourcefulness as students individually or in groups create, develop, organize, and manage their own youth business
- job readiness as students practice skills in the resume, search, application, interview, employment process

Economic literacy will also be developed using the *BizTech*TM curriculum developed by of the National Foundation for Teaching Entrepreneurship³³ and the *Exchange City*[®] and *Finance Park*TM curriculum

³⁰ Johns Hopkins University Center for Social Organization of Schools, <<http://www.csos.jhu.edu/tdms/social.asp>>, accessed 10/27/04.

³¹ <<http://www.civiced.org/58toc.htm>>

³² Indiana Department of Education website, *Business and Marketing Education Curriculum: Career Planning and Success Skills, Business Math/Personal Finance, Business Technology Education, and Entrepreneurship* <<http://doe.state.in.us/octe/>>, accessed, 10/10/04.

³³ Research shows that students in the NFTE youth business training program are more likely to start their own business and feel more confident in their ability to be economically self-sufficient than similarly advantaged peers (Brandeis University, 1993).



developed by Junior Achievement of Central Indiana. These combined activities help students develop problem solving and decision-making skills in realistic settings. Students also develop communication, professionalism, ethics, and interpersonal skills for all aspects of life as consumers, producers, entrepreneurs, and economically savvy citizens. Students also receive career exploration opportunities as they study career profiles and clusters as part of Indiana's pre-K through college approach to educational reform.³⁴

Other Programming

The major resources of the Academy of Greater Works support the core academic program, namely literacy and math. As other resources become available and partnerships allow, students are provided quality health education, technology, and Spanish language instruction. During the After-school Academy students are able to take advantage of recreational and arts activities including public speaking, music, drums, dance, sports and fitness, photography, drama, art, dance and step, as well as Latin and French as electives. Extracurricular educational programs are important because they provide learning experiences that meet students' developmental needs and enthusiasm for learning. Incorporated in these behaviors will be an emphasis on healthy lifestyles, including proper nutrition and exercise as a part of daily living. Healthy bodies lead to active, healthy minds

Scope and Sequence Based on Indiana State Standards

The table summary which follows shows how the core subjects of English/Language Arts (divided between Reading and Writing), Mathematics, Science, and Social Studies/History, are based on national and Indiana standards following the 5th through 8th grade sequence. Critical professional development and planning activities improve teachers' ability to: 1) design Academy standards that align with and exceed statewide standards; 2) create subdivisions within the Academy standards that can be taught in a well-paced and manageable timetable; and 3) use and develop assessment tools at the end of each unit and term to determine whether students have met the standard or whether re-teaching and student supports such as tutoring and Summer Academy are required.

Informal studies also suggest NFTE students experience gains in teamwork, planning, organization, communication, and mathematical skills especially (preliminary research, Harvard Graduate School of Education, 1996).

³⁴ Learn More Resource Center (formerly ICPAC), <<http://www.learnmoreindiana.org>>, accessed 11/19/04.

TABLE 2. SCOPE & SEQUENCE BASED ON INDIANA STANDARDS

	Grade 5	Grade 6	Grade 7	Grade 8
Reading	word recognition, fluency and vocabulary development; comprehend, analyze and respond to a variety of grade-level texts incl. classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.	word recognition, fluency and vocabulary development; comprehend, analyze and respond to a variety of grade-level texts incl. classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.	word recognition, fluency and vocabulary development; comprehend, analyze, synthesize and critically respond to a variety of texts at or above grade-level incl. classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.	word recognition, fluency and vocabulary development; comprehend, analyze, synthesize, and critically respond to a variety of texts at or above grade-level incl. classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.
Writing	organize, research, pre-write, draft, revise, edit, publish, deliver, listen and evaluate, written and oral presentations of narrative, expository, persuasive, and descriptive texts and speeches (600 words) using precise Standard English.	organize, research, pre-write, draft, revise, edit, publish, deliver, listen and evaluate, written and oral presentations of narrative, expository, persuasive, and descriptive texts and speeches (800-1000 words) using precise Standard English.	organize, research, pre-write, draft, revise, edit, publish, deliver, listen and evaluate, written and oral presentations of narrative, expository, persuasive, and descriptive texts and speeches (900-1100 words) using precise Standard English.	organize, research, pre-write, draft, revise, edit, publish, deliver, listen and evaluate, written and oral presentations of narrative, expository, persuasive, and descriptive texts and speeches (1000-1500 words) using precise Standard English.
Math Operations & Math Lab	Number Sense: -Addition, Subtraction, Multiplication, Division, Estimation, Money, Time -Decimals, Fractions, Percents -Ratios, Proportions, Scales -Variables and Simple Expressions -Data, Tables, Graphs -Word Problems	-Factors and Multiples -Statistics -Two-Dimensional Geometry -Understanding Rational Numbers -Two-Dimensional Measurement -Probability -Using Rational Numbers -Spatial Visualization -Word Problems	-Introducing Algebra -Similarity -Ratio, Proportion and Percent -Integers -Linear Relationships -Three-Dimensional Measurement -Probability and Expected Value -Number Sense -Word Problems	-Representing Relationships -Pythagorean Theorem -Exponential Relationships -Quadratic Relationships -Algebraic Reasoning -Symmetry and Transformations -Data and Statistics -Combinatorics -Word Problems
Science	General Science: -Earth & Space Science -Physical Science & Chemistry -Life Science & Biology	Earth & Space Science: -Exploring Planet Earth -Inside Earth -Earth's Changing Surface -Earth's Waters -Weather and Climate -Astronomy	Physical Science & Chemistry -Chemical Building Blocks -Chemistry Interactions -Motion, Forces, and Energy -Sound and Light -Electricity and Magnetism	Life Science & Biology -Cells and Heredity -From Bacteria to Plants -Ecology & Environment -Animals -Human Biology and Health -Anatomy & Physiology
History & Social Studies	World Geography U.S. Geography Indiana History <i>State Travel</i>	Introduction to World History American History & Civics -1600-1800 -1801-1850 <i>Regional Travel</i>	American History & Civics -1851-1900 -1901-1950 <i>National Travel</i>	American History & Civics -1951-present -Senior Project <i>International Travel</i>

C. Assessment

Describe how student progress will be determined, measured and reported through a detailed outline of the school's approach to accountability. As a starting point, charter schools in Indiana are subject to mandatory assessment and testing requirements applicable to all Indiana public schools. Please indicate whether, in addition to administering state-mandated standardized exams, the school will also use additional or multiple assessment tools to determine and report student progress.

In addition, the outline of the accountability approach should describe other internal and external measures that will be used to establish and monitor student academic and non-academic progress beyond the basic Indiana testing requirements. Explain why particular measures have been chosen, how baseline achievement data will be collected, in which subject or development areas such data will be collected, and which assessment tools will be used.

Student Assessment

Our competent and dedicated teachers at the Academy of Greater Works use a multi-dimensional approach to monitor student progress, including achievement tests and assessments (Internal, Criterion-Referenced, Norm-Referenced, and Value-Added), class projects, parent feedback, and other teacher reports. Teachers themselves are involved continuously in professional development through summer and in-service training, professional publications, and school site visits. Every test students take is aligned with Indiana state standards and other national standards established by professionals in their field. Results of assessments are reported to teachers, students, parents, our Board of Trustees, the Mayor's office as authorizer, the community, and state and federal agencies as appropriate. Frequent and multiple assessments help teachers to guide instruction, lesson planning, and gain an accurate picture of each student's performance to determine which students need tutoring, enrichment, or special education referral. Teachers and Academy leaders spend time during weekly staff meetings and in summer professional development sessions to disaggregate test data by grade, race, gender, exceptionality, and limited English proficiency to display how every student and every subgroup of students is performing in every subject at all times. Such tests also help to identify the major gaps in teaching and instruction. As the chart below shows, multiple assessments are given at strategic times throughout the year.

Table 3: Frequency of Multiple Assessments at the Academy of Greater Works

	Apr	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Reading/Math Test												
National NWEA MAP												
State ISTEP+ Exam*												
Class Quiz, Test, Project												
10-Week Assessments												
State GQE Exam												
Entrepreneurship Test												
Leadership Test												

* The ISTEP+ exam may be changed to the Spring instead of Fall season.

Reading/Math Placement Test (Internal Assessment):

Every newly enrolled student after the lottery and upon acceptance of a seat in our Academy, is given in April an internal assessment developed by the Academy to help determine the student's reading and math levels. This data will supplement school records indicating a student's ISTEP+ results from previous years. The data from the Reading/Math Placement Test is used to place students in our intensive summer academy. This will ensure highly focused and immediate support to students whom we expect, based on the low grade-level passage rates on the state ISTEP+ exam, to be two or more grade levels behind, and it will ensure that as efficiently as possible these students gain the basic and essential skills in these two core subjects.

National NWEA MAP (Norm-referenced):

The Northwest Evaluation Association's Measure of Academic Progress (NWEA MAP) is administered in the Fall of a student's first year of enrollment at the Academy to establish baseline data for student performance in Reading/Language Arts, Math and Science. The MAP standardized test is administered again in the Spring of each year to the same cohort of students to measure progress over time. Student and school-wide results are compared to other schools in the nation and other Indianapolis charter schools who also administer the test. Results of this assessment are reported to the Mayor's office as authorizer and used in the annual report an indicator of charter school performance.

State ISTEP+ Exam (Criterion-referenced):

Currently 5th grade students take an English/Language Arts, Math, and Science test as part of the Indiana Statewide Test for Educational Progress Plus (ISTEP+). Students in 6th and 8th grade take the ISTEP+ test in Reading and Mathematics. Expected changes in state and federal requirements will lead to students being tested every year in Reading, Math, Science, and possibly Social Studies/History. The Academy of Greater Works will ensure all students take such exams as required. The ISTEP+ measures student and school performance against a set of criteria all students are expected to know at each grade level, however it does not measure performance over time. We use this data to ensure that we are reaching the Academy's mission and to accurately measure our students' performance in relation to state standards and in relation to the performance of students within Indianapolis as well as across the state. We will disaggregate this data by subgroup (race, ethnicity, gender, SPED, ELL) in order to ensure that subgroups of students are making adequate progress as well.

Class Quizzes, Tests, and Projects (Internal):

Every teacher will use curriculum-based and teacher-developed weekly quizzes, unit tests, and class projects to assess students' knowledge and skills. "Pop quizzes" will help establish a culture of preparation and readiness at all times. Some tests and projects will involve performance-based, authentic assessments in which students have to demonstrate to the teacher their ability to apply knowledge, think critically, and solve problems. For example, students may be asked to use technology and make a persuasive presentation for a new social or entrepreneurial venture. Teachers will at times require students to write and orally defend their responses.

Internal 10-Week Assessments (Criterion-referenced):

In order to more closely track the progress of our students and make faster and more effective adjustments to individual student academic instruction and supports, the Academy assesses its students' progress in core academic subjects at regular 10-week intervals through teacher-developed tests aligned closely with Indiana standards. During summer planning sessions, teachers identify the statewide standards in each content area assessed in each grade, as well as our own higher standards for student achievement. Teachers plan a scope and sequence of learning units for the year and demarcate what students should know and be able to do at the end of each unit and 10 week grading period. Teachers then use the standards and instructional materials to create subject-specific assessments for each grading period to test student achievement. As the year progresses, teachers give a total of four 10-week assessments to provide data as a part of the multi-dimensional approach to measuring student achievement. The results of these tests are quickly accumulated to form a highly useful set of data that is used by teachers to adjust their instructional methods and inform

the Academy of the particular needs of its individual students. Test item analysis, reported and used correctly, is real data that can change teaching and make incremental improvements in student performance within three weeks.³⁵

Graduation Qualifying Exam (Criterion-referenced):

Indiana state law requires every high school student to pass the Graduation Qualifying Exam (GQE) in addition to required core credits to earn a high school diploma. The GQE currently measures Grade 9 academic skills in English/Language Arts and Mathematics.³⁶ Although we are not required to do so by the state, we will give our 8th grade graduates the qualifying exam³⁷ and track results as another measure to determine our students' readiness to excel at high-performing high schools and college.

Entrepreneurship Pre/Post Test (Value-Added):

The National Foundation for Teaching Entrepreneurship (NFTE) pre-test is given at the start of the youth business training program during the After-school Academy in students' 6th grade year. The same test is administered again in 7th and 8th grade to measure progress and attainment of business knowledge and economic literacy. Participants in the NFTE youth entrepreneurship training program are more likely to start their own business and feel more confident in their ability to be economically self-sufficient than similarly advantaged peers (Brandeis University, 1993). Informal studies also suggest NFTE students experience gains in teamwork, planning, organization, communication, and mathematical skills especially (preliminary research, Harvard Graduate School of Education, 1996). Junior Achievement of Central Indiana will also provide supporting evaluation resources and personnel to help measure program gains and effectiveness.

Leadership Pre/Post Test (Value-Added):

The Youth Leadership Development Institute is another unique feature of the After-school Academy to develop and measure student's personal and community leadership skills. We will administer a *Youth Leadership Skills Inventory* at the beginning of students' 6th grade year and again at the end of 7th and 8th grade to measure progress and attainment of leadership skills. The modified assessment tools were developed by the University of Missouri-Rolla (UMR) Student Activities and University Center to assess capabilities in each of these skill areas: Planning and Organization; Problem-Solving; Oral and Written Communication; Decision-Making; Financial Management; Ethics & Tolerance; and Personal/Professional Balance.

³⁵ Based on principal interviews, school site visits, and outstanding test results, the success of this frequent assessment system has been proven by other high-performance charter middle schools such as North Star in New Jersey and Amistad in Connecticut.
³⁶ *ISTEP+ Program Manual 2004-2005*, <<http://www.doe.state.in.us/istep/2004/pdf/progman2004.pdf>>, accessed 10/23/04. The GQE is given for the 1st time in the fall to 10th grade students. Those who do not pass are given four additional opportunities to pass in 11th and 12th grade.

³⁷ <http://www.doe.state.in.us/istep/pdf/41360_WEB_GQE_Sampler_01IN.pdf>



D. Special Student Populations

Describe the school's approach to educating children with limited English proficiency and children with special needs, including those with exceptionally high needs. Describe with specificity how the school will identify children with special needs, develop plans for their education, and monitor their progress. Explain who will carry out these responsibilities—the school's staff or outside providers. Describe how the school's educational program will serve students with limited English proficiency.

The Academy of Greater Works establishes a culture of excellence and inclusion of all members of our school community regardless of need or ability. Professional development on best practices for educating children with limited English proficiency and students needing special education services is a regular part of staff training. Records will be adequately maintained and services properly monitored and reported.

Children with Limited English Proficiency

The Academy of Greater Works ensures that students with limited English Proficiency (LEP) and English Language Learners (ELL) achieve proficiency in English as quickly as possible. All students, including LEP and ELL, are able to achieve the Academy's goals due to our structured immersion program, our extended time on literacy development and increased instructional hours (extended school day, week, and year). The Academy of Greater Works' designated personnel will administer a Home Language Survey during the enrollment process to identify the first language of all new students. Annual assessments will also be conducted for each student determined to be LEP based on their abilities in listening, speaking, reading, writing and academic achievement. Students who qualify as LEP will receive individualized accommodations within their mainstream core classes. In addition, these students will take part in a specialized tutoring program for at least one hour per day. Supervised instructional aides may also be involved in the provision of educational services and all staff will receive appropriate and ongoing training to support English language learners. No student is denied equal educational opportunity based on language deficiency.

Children with Special Needs

At the Academy of Greater Works, no student is denied the opportunity to experience excellence in education based on disability. Both students and staff are protected from discrimination solely on the basis of physical or mental disability in the administration of educational programs, services, and employment. As an entity that receives public funding, the Academy of Greater Works will uphold the rules and regulations provided by the Individuals with Disabilities Education Act (IDEA), Article 7, and Section 504. Parents are an important part of this process, and effective communication between all of those involved in the education of the child with special needs is crucial.

The Academy of Greater Works will provide students who enroll with a pre-existing Individualized Education Program (IEP) special education services based on their IEP and review by the Case Conference Committee (CCC). The committee is composed of the student's parent, designated school personnel, special education teacher, the student (if appropriate) and the regular classroom teacher. In instances when a student does not have an IEP but appears to need additional assistance, teachers will raise concerns at weekly team meetings and will provide multiple instructional interventions and adjustments before initiating the referral process to convene a CCC. The student's parent may also request an initial educational evaluation. Parent and student rights and responsibilities are upheld during the evaluation and disability determination process. For example, parents are provided with a list of sources for assistance in the process and made aware of their due process and privacy rights. If test results conclude that the student has a disability that is included within IDEA, then the CCC will create a written IEP for the student. Additional help could also be provided for students who are not diagnosed, but continue to have difficulty—such as a written 504 plan or in-class interventions.

Once a disability is determined, an IEP is written, and the parents have provided written consent, the student is provided a free appropriate public education (FAPE) and assigned a Teacher of Record licensed in the



disability to work with the regular classroom teachers to provide services. Our Student Services Director will ensure correct implementation of the IEP and reporting to state agencies. The Academy of Greater Works may work with the special education cooperative for Indianapolis charter schools to develop a comprehensive plan on the education of children with disabilities in order to share personnel and related costs.

Physical therapy, speech therapy, counseling, instructional aides, or transportation are examples of related or supplemental services that may be provided as determined by the student’s IEP. The CCC will determine the need for these services and instructional accommodations or modifications made by licensed teachers. The IEP is reviewed and updated by the CCC every year, and reevaluated every three years.

All students and their parents, regardless of special needs, are educated about the Academy’s culture of academic and behavioral excellence. These include rewards and consequences for violating our Code of Conduct or Family Covenant. If a student’s behavior is not the result of the disability, students with a disability (or those with a suspected disability acknowledged by the school) may be disciplined for the same reasons and in the same manner as students without a disability. In the extreme considerations of suspension or expulsion, the Case Conference Committee will meet to determine if the student's misbehavior is caused by the student's disability, an inappropriate IEP, or failure to appropriately place the student or implement the IEP. No student is retained academically or disciplined based solely on special need or language ability.

IV. Organizational Viability and Effectiveness

A. Enrollment/Demand

*Indicate the number of students that will be enrolled each year, explain in detail your rationale for selecting this particular school size, and provide **demonstrable** evidence of parental demand for the proposed enrollment figures. Summarize the recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students as you seek to attract students to your school, including to families traditionally less informed about options.*

Table 4: Enrollment projections after receipt of charter and planning year.

Grade	Planning Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2005-06	2006-07	2007-08	2008-2009	2009-2010	2010-2011	2011-2012
5th	-	88	88	88	88	88	88
6th	-	-	88	88	88	88	88
7th	-	-	-	80	80	80	80
8th	-	-	-	-	72	72	72
Enrolled	-	88	176	256	328	328	328

Enrollment

A positive school culture correlates to improved academic achievement. With any new enterprise, growth must be managed properly and systems put in place to support the needs of personnel and those being served. By taking a planning year, we ensure that we are fully prepared for our first enrollment of students and a successful start to our rigorous academic program. By enrolling one grade at a time, teachers and administrators have sufficient control over the educational program to ensure early academic gains. Outstanding school culture and a positive learning environment where achievement is the priority and everyone is treated with respect is accomplished by tending to every detail of teaching, learning and behavior. Every new student and teacher who enters the Academy of Greater Works participates in mandatory



orientation and professional development (in the case of teachers). Studies have also shown that small schools and small class size help to close the gap in achievement for poor and minority students in reading and mathematics. Each grade has four sections of about 22 students in each class section. We choose to begin with 5th grade so that we can start early to reverse the downward gains in academic achievement, provide accelerated and intensive instruction, so that students are caught up by 8th grade and on the right path toward college. Table IV.A. above shows our projected enrollment numbers and assumes about 10% attrition starting with 7th grade per year based on other charter school enrollment figures with this population. Students lost to attrition in 5th grade are replaced, but no additional students are enrolled after 6th grade. Enrolling students late in 7th and 8th grade would not serve them well as they would be too far behind to reach our 8th grade graduation standards and academic and behavioral expectations. At full capacity, we can educate more than 320 students each year.

Recruitment and Demand

Our recruitment and outreach efforts involve forums and flyer distribution at local businesses, community-based, and faith-based organizations such as churches, grocery stores, doctors’ offices, and community events. We reach out to all neighborhoods in Indianapolis by hosting information and recruitment sessions every year in at least four different parts of the city. We make a concerted effort to reach families traditionally less informed about educational options with such efforts as door-to-door neighborhood walks in those neighborhoods with low levels of educational attainment and printing materials in both English and Spanish. We collect signatures of interested parents at events on sign-in sheets with the support of such community organizations as the Martindale Brightwood Community Development Corporation, Greater Citizens Coalition, and Health and Dental Center.

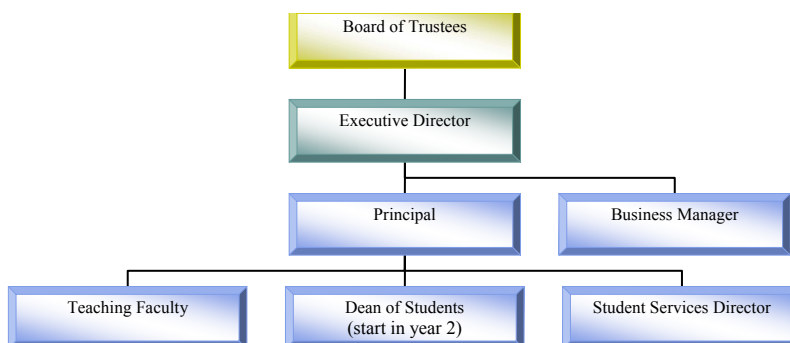
B. Governance and Management

Describe the organizational structure of the founding group and the school governance plan. Include copies of the organizational documents (articles of incorporation, by-laws and evidence that the applicant has been determined by the Internal Revenue Service to be operating under not-for-profit status or evidence that the applicant has applied for such status). Describe the roles and responsibilities of the school's leader(s), the board, and other key personnel.

Describe the process by which the governing board will develop policies and make decisions. Briefly detail your recruitment, selection, and development plans for board members. Provide a summary of the roles and responsibilities of the board in relation to the school's leader(s). Discuss the role distinctions as they relate to curriculum, personnel decisions, budget allocation, and vendor selection.

The Academy of Greater Works governance and management structure is designed to specifically and strategically support the mission of the Academy to provide students in grades 5-8 with a liberating education that ensures academic excellence in literacy and math and builds honorable character.

Fig. 4: The Academy of Greater Works Organizational Chart



Board of Trustees: Three key governance responsibilities define the role of the Board of Trustees, namely, to ensure the Academy of Greater Works achieves its academic mission, is faithful to its charter, and is financially viable. Toward these ends, the Trustees approve the annual budget of the Academy and hire an Executive Director who is authorized to manage the day-to-day operations of the Academy. The Board establishes annual board and organizational goals and a monitoring timetable in conjunction with the Executive Director. To develop policies and make decisions, four standing committees are established in the By-Laws: Accountability, Finance, Development, and Governance, and additional task forces will be formed as needed (such as Facility and Executive Director Evaluation). These committees help to establish board policy by gathering information, synthesizing the various options, and making recommendations to be deliberated and a policy voted on by the full body of Trustees. A broad network of Indianapolis business, government, religious, and community leaders help identify and refer board candidates based on their skills and experience in areas such as education, management, finance, law, philanthropy, and ties to the community. These efforts are led by the Governance Committee, which conducts a skills inventory and gathers background information on each candidate. More importantly, they are recruited based on their understanding and belief in our mission that every student can achieve greatness and our responsibility to reach out to the underserved and provide a quality education to every student who comes. The Governance Committee plans board development and training sessions throughout the year for the purposes of orienting new Trustees and planning for long-term sustainability and continuity in board leadership. Ongoing training is provided in such areas as job descriptions, community relations, fundraising, ethics and open meeting compliance, and distinctions between governance (a Board function, e.g. approving the annual budget) and management (the Executive Director's role, e.g. hiring personnel). It is anticipated that most of the members of the founding group will transition to the governing Board of Trustees upon chartering.

Executive Director: As the chief executive officer of the Academy, the Executive Director has the primary responsibility of managing the internal and external day-to-day operations of the Academy of Greater Works and reporting to and working with the Board of Trustees to achieve the Academy's mission. Key tasks are hiring and oversight of key personnel, coordination of fundraising, building community partnerships, budgeting, and facility development.³⁸ Jeffrey Berry, an educator and Building Excellent Schools Fellow, has multiple years of experience with students in school, community, and church organizations. Mr. Berry is the proposed Executive Director of the Academy of Greater Works.

Principal: The Principal is the instructional leader of the Academy concerned primarily with curriculum and instruction, teaching and learning.³⁹ The principal reports to the Executive Director. The Principal also hires (with the support of the Executive Director), supervises, supports, and evaluates teachers in the design and implementation of a rigorous and engaging academic curriculum aligned with and exceeding Indiana standards in English/Language Arts, Math, Science, and Social Studies/History. To ensure academic and behavioral success for all students, the Principal is assisted by the Dean of Students, the Student Services Director, and the head of the Parent and Community Volunteer Councils.

Other key personnel help ensure professional operations of the Academy and reliable stewardship of public and parental trust. A *Business Manager* is responsible for budget oversight, accounts, insurance, human resources, payroll, and facilities maintenance, as well as meals, transportation, federal reporting requirements and other program areas (a Program Manager in later years may have some of these responsibilities). The *Dean of Students* is responsible for student discipline and activities that support and enrich student learning. The *Student Services Director* coordinates services for students with disabilities (SPED), limited English proficiency (LEP/ELL), unique gifts and talents, health needs, and matters related to testing, counseling, and the Parent Council. A *Development Director* for program and fund development may be needed in later years. In the initial start-up years, some administrative staff will have dual roles and may even be required to take on teaching responsibilities based on budgetary, personnel and scheduling needs.

³⁸ See Appendix G for a Sample Executive Director Job Description and Selection Criteria.

³⁹ See Appendix H for a Sample Principal Job Description.

C. Budget and Financial Matters

Provide the school's estimated costs and revenues from the school's pre-operational start up phase through the third year of operation, including assumptions behind revenue and expenditure projections. In addition, provide a cash flow analysis for the first fiscal year of operation. (Note that all budget analyses should assume a July 1 – June 30 fiscal year.) Remember that it is prudent to be conservative in your assumptions for the amount of funding you expect to receive per pupil. In the budget, you should only include those grants or in-kind donations which have already been firmly committed. If you are planning to pursue certain grants or donations but have not yet received a commitment for these contributions, do not include them in your budget – instead, provide a description of these potential contributions in your narrative (including the source, estimated amount of contribution, and expected date of receipt if known).

Our strategic business plan is driven by five basic questions:

- 1) Does it improve student achievement?
- 2) Does it earn and maintain the public trust?
- 3) Does it serve the public good?
- 4) Can we afford it?
- 5) Can it be sustained?

We have included 5-year budget projections using conservative revenue and liberal cost estimates that produce a balanced budget each year of enrollment.⁴⁰ Although there are minor cash flow issues during the start-up and first year of operation due to delayed disbursements and reimbursements from the state and federal government, we are confident these funds can be raised in the planning through a modest fund raising program. Foundations and donors who support better educational options and innovative programs such as ours are identified for support. In some years we carry a surplus for a capital fund in addition to our general education expense fund. Other strategies for financial oversight and keeping revenue high and costs low are: conducting an annual audit; maintaining a lean administrative staff of essential personnel; building beneficial community partnerships; accessing local, state and federal funds; and managing time and resources for effective fundraising. We also work with other community organizations to partner on the delivery of some educational services to minimize costs.

D. Transportation

Provide a description of the transportation arrangements made for your students, including arrangements made for students who would not have their own means of transportation.

Well-informed plans for student transportation are made based on actual student enrollment and available resources. The founders of the Academy of Greater Works are committed to ensuring equal access to quality education, and will not deny this opportunity to any student based on lack of transportation to the Academy. Given the demographics of targeted neighborhoods and common enrollment patterns of charter schools, we anticipate more than 60% or more of our students will need transportation. We will provide for a safe and reliable system of transportation for every eligible student. We will consider all options: partnering with other schools, working with IndyGo, purchasing one or more of our own buses, and subcontracting bus service. Based on the transportation budgets of several other mayor-sponsored charter schools, we have budgeted for leasing, maintenance, part-time drivers, and insurance for three buses in the first year and up to five buses as student enrollment increases from year to year. We are also mindful of our required academic supports for struggling students after school, on Saturdays, and in the summer, as well as our enriching field trip schedule. Therefore, our transportation plan will ultimately reflect our extended day and extended year schedule so that all our students, even those in special education with unique transportation needs, will be able to access our quality educational program.

⁴⁰ Please see Appendix I: Academy of Greater Works Five-Year Budget and First-Year Cash Flow.

APPENDICES

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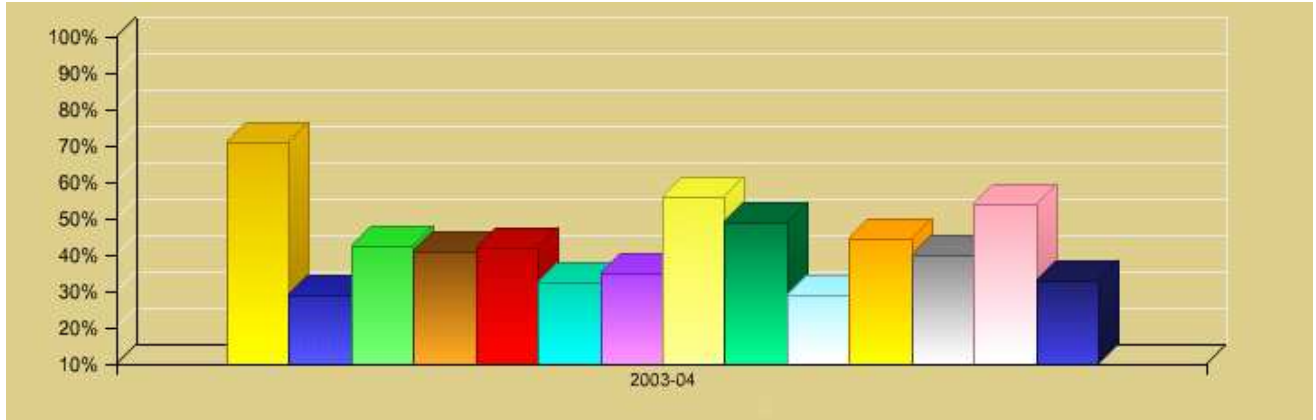


APPENDIX A:



Comparison of IPS 6-8 Middle Schools:
Indianapolis Public Schools

Indiana Department of Education



Year	ISTEP Average Pct Pass - All Tested Grades	
2003-04	State Average (Public and Nonpublic)	71.0%
	Clarence L Farrington Middle School	42.4%
	Crispus Attucks Middle School	41.0%
	Emma Donnan Middle School	42.0%
	Forest Manor Middle School	32.7%
	Frederick Douglass Middle School	35.2%
	H L Harshman Middle School	55.8%
	Henry W Longfellow Middle School	49.2%
	John Marshall Middle School	29.2%
	Julian D Coleman Middle School	29.1%
	Margaret McFarland Middle School	44.4%
	Merle Sidener Middle School	39.8%
	Shortridge Middle School	53.8%
	Willard J Gambold Middle School	33.1%

Source: <http://www.doe.state.in.us/asap/data.html>



Appendix B: Brief List of High-Performing Charter Schools Visited as a Building Excellent Schools (BES) Fellow

Roxbury Prep, grades 6-8, Roxbury, Massachusetts

Dana Lehman and Joshua Phillips, Co-Directors

Roxbury Prep demonstrates a very strong analytic focus on student and school-wide assessment. Students are also held to a strict discipline and dress code, with consequences ranging from demerits and detention to expulsion as a last resort. Roxbury students gain admission to outstanding public and private college preparatory high schools, earning over \$300,000 in scholarships and financial aid. Student demographics: 78% African-American, 22% Latino, 57% free/reduced lunch, 6% special education, 58/42% female/male, 180 students.

Academy of the Pacific Rim (APR), grades 6-12, Hyde Park, Massachusetts

Spenser Blasdale, Executive Director

One of the oldest and most successful charter schools in the nation, APR has created a school culture reinforcing strong student achievement and behavior through a focus on self and community. APR students are greeted each morning with a handshake; meet weekly to receive a *Gambatte* (Persistence) Award; and are responsible for cleaning their own personal space and common areas (APR has no full-time janitor). The APR Discipline Code is strict, allows “No excuses”, and is effective: one student interviewed said he can’t recall a fight at the school in three years. Student demographics: 66% African-American, 22% Caucasian, 5% Asian, 7% Latino, 16% special education/special needs, 48% free/reduced lunch, 47/53% female/male, 322 students.

North Star Academy, grades 5-12, Newark, New Jersey

James Verilli and Paul Bambrick-Santoyo, Co-Directors

North Star implements periodic assessment to inform student achievement and teacher efficacy. Each periodic assessment is developed school-wide, and all results are analyzed. Students are assessed by which areas they encountered more difficulty, and thus individual instruction focuses on those areas of difficulty. North Star strategically places many inspiring and humanitarian quotes throughout the school to motivate students. 100% of its seniors were accepted to college, many as the first in their family. Student demographics: 85% African-American, 15% Latino, and 90% free/reduced lunch, 288 students.

KIPP: Bronx Academy, 5-8, Bronx, New York

Quinton Vance, Principal

KIPP (Knowledge Is Power Program) unapologetically celebrates the notion that hard work is fun, as evidenced by their instructive chants based on the teaching style of Harriet Ball. The KIPP school culture of achievement, discipline and hard work without excuses is consistent throughout the school, and the rules and rituals permeate each class, teacher, and student. College banners are proudly displayed throughout the building to reinforce student future goals and expectations. KIPP has a mandatory summer school for all students to get a head start on the curriculum for the upcoming year and to teach basic skills and behavioral expectation to new students. Over 80% of the school scored above average in math and 73% of the school is now reading above average. Student demographics: 53% African-American, 47% Latino, 91% free/reduced lunch, 245 students.

Amistad Academy, 5-8, New Haven, Connecticut

Dacia Toll, Director

Amistad graduate students who “do well” (achieve academic excellence) and who “will do good” (demonstrate public citizenship). Students enter 5th grade two grades below level and finish 5th grade at or above level. Amistad’s REACH values (Respect, Enthusiasm, Achievement, Citizenship, Hard work) and school culture are reinforced continuously through a Morning Circle in the auditorium involving African drums and a celebration of individual, class, and school-wide success. Behavioral expectations and routines are rehearsed and students who misbehave are disciplined and must make a public apology and ask the group for permission to re-enter. Students visit college campuses such as Yale University, complete an admissions application, and are interviewed by school admissions personnel. Student demographics: 64% African-American, 34% Latino, 2% Caucasian, 84% free/reduced lunch, 50/50% female/male, 10% special education, 265 students, 100% selected by blind lottery.

Compiled by Lester Long, New York BES Fellow; revised by Jeffrey Berry, Indianapolis BES Fellow



Appendix C:



1825 E. 25th Street 1 Mile Demographic Report Martindale Brightwood Population (2002)

Total
%

2002 Population
9,422

Sex (2002)

Total
%

Male
4,239
45.0%

Female
5,183
55.0%

Age Distribution (2002)

Total
%

0-4
670
7.1%

5-17
2,337
24.8%

18-20
349
3.7%

21-24
408
4.3%

25-34
985
10.5%

35-44
1,302
13.8%

45-54
1,103



11.7%

55-59

426

4.5%

60-64

408

4.3%

65-74

801

8.5%

75-84

502

5.3%

85+

131

1.4%

Race and Hispanic Distribution (2002)

Total

%

White

400

4.2%

Black

8,961

95.1%

American Indian

13

0.1%

Asian/Pacific Islander

13

0.1%

Hispanic

88

0.9%

2002 Household Income Distribution

Total

%

<\$10 K

836

22.7%

\$10-\$20K

980

26.6%

\$20-\$30K

546

14.8%



\$30-\$40K

386
10.5%

\$40-\$50K

173
4.7%

\$50-\$60K

131
3.6%

\$60-\$75K

244
6.6%

\$75-\$100K

180
4.9%

> \$100K

209
5.7%

**1825 E. 25th Street 1 Mile Demographic Report
Martindale Brightwood**

2002 Labor Force Status

Total

%

Population Age 16+

6,785

Labor Force

3,778

Employed

3,070
81.3%

Unemployed

708
18.7%

In Armed Forces

0

Not In Labor Force

3,007

2002 Total Number of Housing

Total

%

Total Dwellings

Academy of Greater Works, Indianapolis Charter School Prospectus



4,705

Owner-Occupied Dwellings

1,998
42.5%

Renter-Occupied Dwellings

1,687
35.9%

2002 Education Attainment

Total
%

Population Age 25+
5,658

< Gr 9
438
7.7%

Gr 9-12
1,976
34.9%

High School
1,006
17.8%

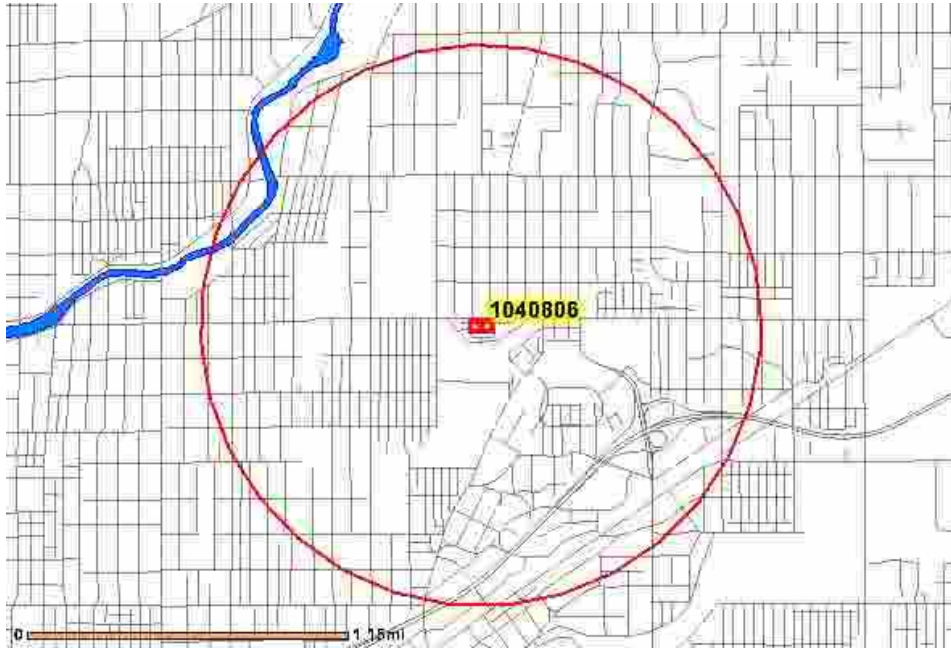
Some College
1,515
26.8%

Assoc Degree
236
4.2%

Bach Degree
283
5.0%

Grad Degree
204
3.6%





<http://imaps.indygov.org/ed/>

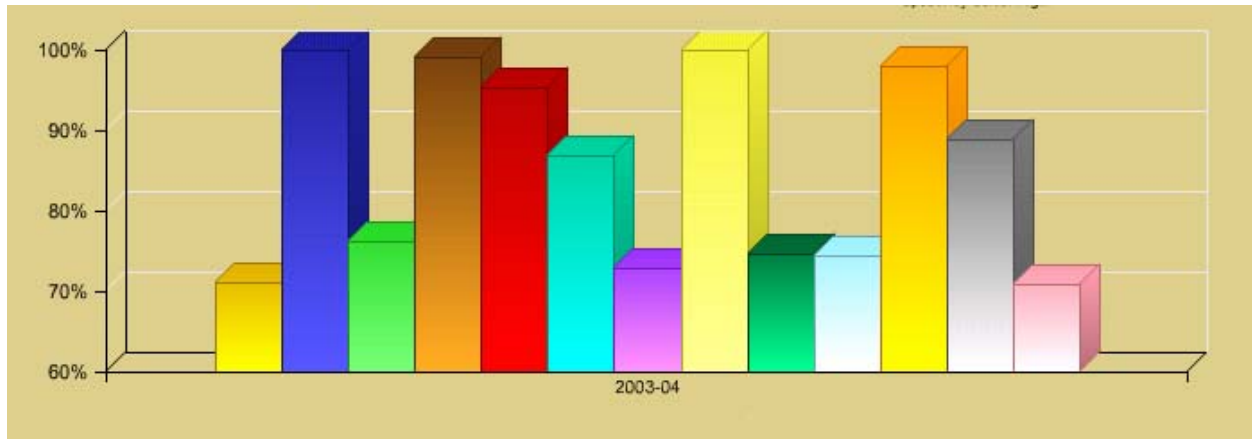


**APPENDIX D:
Preliminary List of Marion County High Schools with
70% or More Students Passing ISTEP+**



Compare Schools to: Park Tudor School
(9-12)

Indiana Department of
Education



Year	ISTEP Average Pct Pass - All Tested Grades	
2003-04	State Average (Public and Nonpublic)	71.0%
	Beech Grove Sr High School	76.2%
	Brebeuf Jesuit Preparatory School	99.0%
	Cathedral High School	95.4%
	Covenant Christian High School	87.0%
	Franklin Central High School	72.8%
	International School of Indiana HS	100.0%
	Lawrence North High School	74.6%
	North Central High School	74.5%
	Oldenburg Academy	97.9%
	Park Tudor School (9-12)	100.0%
	Shawe Memorial High School	88.8%
	Speedway Senior High School	70.9%

Source: <http://www.doe.state.in.us/asap/data.html>



APPENDIX E: Sample Student And Teacher Schedules

Scholars • Leaders • Entrepreneurs



Achieve • Build • Create

Sample Grades 5/6 Schedule	
7:00	Staff Arrival
7:40	Student Arrival/Breakfast/Skilz/HW check
8:00	Morning Assembly/Advisory
8:15	Reading Decoding
9:10	Math Computations I
10:00	Snack/Game Break
10:15	Reading Comprehension
11:10	Math Lab I-Problem Solving
12:10	Lunch (semi-weekly show)
12:40	Science/Experiments/Invention I
1:35	Social Studies/History/Leadership I
2:30	Health/PE, MW; Technology, Tu/Th
3:25	Acc. Reading, MWF; Careers, Tu/Th
4:20	Afterschool Academy
4:20	PracticeWork/Enrichment/Detention
5:10	ShowtimE! (Arts & More)
6:00	Dismissal (semi-monthly dinner show)

Sample Grades 7/8 Schedule	
7:00	Staff Arrival
7:40	Student Arrival/Breakfast/Skilz/HW check
8:00	Morning Assembly/Advisory
8:15	Spanish I
9:10	Math Computations III
10:00	Snack/Game Break
10:15	English/Language Arts I
11:10	Math Lab III-Problem Solving
12:10	Lunch (semi-weekly show)
12:40	Science/Experiments/Invention III
1:35	Social Studies/History/Leadership III
2:30	Health/PE, MWF (T); Project, Tu/Th
3:25	Reading, MWF (T); Entrepreneurship Tu/Th
4:20	Afterschool Academy
4:20	PracticeWork/Enrichment/Detention
5:10	ShowtimE! (Arts & More)
6:00	Dismissal (semi-monthly dinner show)

Sample 5 th Grade Math Computations Teacher Schedule	
7:00	Staff Arrival
7:40	Student Arrival/Breakfast/Skilz/HW
8:00	Advisory
8:15	Lesson Preparation/Planning
9:10	Math Computations I section 5A
10:00	Snack/Game Break supervision
10:15	Math Computations I section 5B
11:10	Attend Math Team Meeting
12:10	Lunch supervision
12:40	Math Computations I section 5C
1:35	Grade Papers/Observe Colleagues
2:30	Math Computations I section 5D
3:25	Tutor Students 1-to-1 pullouts
4:20	After-school Academy
4:20-5:10	Math Computations whole group tutoring, homework help, and enrichment

Academy of Greater Works

Higher Standards.

Greater Works.



APPENDIX F: HONORABLE CHARACTER

Academy of Greater Works

Honorable Character Values and Code of Conduct

Written by Jeffrey Berry, Founder

Achievement:

Freedom:

DRAFT

Courage: mental or moral strength and energetic spirit to venture, resist, speak up, or withstand in the face of danger, fear, or extreme difficulty

We are not afraid of success or failure. We stand up for what we believe and speak up for what is right even if it is not popular. We are not afraid to ask for help or try something new just because it seems hard. We know when to withstand in the face of difficulty. Even if we don't succeed, it will not be said that we didn't try.

Compassion: sympathetic awareness of other people's distress with a desire to help alleviate it

We take care of ourselves and look out for each other. Our success is not achieved by belittling others. We stand up for those who are mistreated. If we see someone down, we try to lift their spirits. If someone is off track, we help them get back on track. We are in no way diminished by helping others. It will not be said that we found water in the desert and did not share it.

Purpose: the aim, intention, or meaning behind an individual's words or actions.

We believe we are here for a purpose much greater than ourselves. We are eager to learn because it prepares us for high school, college, and future success. In thought, word, and deed we are focused on setting goals and reaching them.

Perseverance: hard work and endurance of a cause, enterprise, or undertaking in spite of opposition or hardship

We don't give up. We believe that with greater work and resilient effort we can change our circumstances and positively affect our future. We learn from our mistakes. Even when life seems too hard to go through, we go through anyway, because we believe a better day is on the horizon.

Respect: to look at others with regard and treat them with consideration

We have self-respect. We take pride in the quality of our work and present ourselves respectfully in speech, body and dress. Being careful of what we say, and mindful of the rights and feelings of others, we treat people like we want to be treated: we listen and speak with respect and dignity. We do not disrupt the learning process. We make good choices about how to deal with disrespectful people. We know better and don't waste time on such nonsense. Our aim is greater.

Responsibility: being dependable, accountable, and honest about one's own conduct and choices

We know how to behave. We don't lie, cheat, steal, or make messes we are not willing to clean up. We show up on time and ready everyday and make sure our work is always complete. If we give our word, we keep it. If for some reason we fail to live up to the standards of this community, in word or deed, we accept responsibility and the just consequence for our own choices and conduct. And we do what is necessary to make amends.

Resourcefulness: being enterprising and capable of gathering reliable information and devising multiple ways and means to accomplish one's goals

We are thankful for the resources we have in life, however great or small. Being financially independent is important to us. We have enough sense to use what we have in creative and valuable ways without making excuses. "I can't do it," is not spoken here. If we don't know, we know how to find out. If we don't have it, we find a way to make it happen.

Peacemaking: making and keeping mutual harmony in human relations

Violence is not our way. We don't resolve conflicts with fists or weapons. We will find the better way, and defend ourselves only when necessary. We know how to listen, speak our minds, seek mutual understanding, and get along with others in a diverse community and world.



APPENDIX H:
Sample Executive Director Job Description
Source: Boston Collegiate Charter School

The Executive Director is the chief executive of the School, and is responsible for all school operations under the selection and direction of the elected Board of Trustees. The Executive Director provides exemplary leadership to all members of the school's community to achieve outstanding performance in the school's mission of preparing each student for college.

In addition, the Executive Director is responsible for:

- ensuring the Principals, Dean of Students, and Director of Student Services have the necessary resources and expertise to lead the school's educational program;
- ensuring that the school's academic and operational programs are measured regularly and plans are in place to continually improve the school's academic and operational performance;
- recruiting, evaluating and developing the Principal, Business Manager, Director of Student Services, and Director of Development
- working with the Board of Trustees and appropriate staff on the refinement and development of all school programs, policies, processes, and procedures;
- working with the Board of Trustees and appropriate staff to set goals for the school and develop and implement strategic and financial plans to achieve them;
- serving as the primary contact between the school and Board of Trustees, including working with all Board committees and developing the Board meeting agenda with the Board Chair;
- ensuring the short- and long-term financial viability of the school;
- working with the Business Manager and Finance Committee to develop and implement an annual operating budget based on tuition revenue and public entitlement grants;
- working with the Director of Development to raise funds to supplement the school's public funding and to meet capital and special programmatic needs;
- creating and sustaining an environment of mutual respect, high standards, safety, and support for learning;
- planning for and overseeing the growth of the school to its full capacity with grades 5-8 and 320+ students;
- ensuring recruitment of an increasingly diverse student body from across Indianapolis;
- overseeing the charter renewal and site visit process and development of school's Annual Report;
- developing, implementing, and ensuring adherence to the school's accountability plan;
- serving as the primary spokesperson to the school's external constituencies and media;
- leading the documentation and dissemination of the school's academic and operational processes; and
- working with the broader charter school community to advocate for choice, charter schools, and education reform.



APPENDIX H: cont.

The ideal candidate for **Executive Director**:

Personal

1. is self-reflective, self-aware, and has a 360° view of what's going on
2. can see how a change in policy or new idea or event will be interpreted by others
3. has a thick skin and takes criticism and negative feedback well
4. handles stress well, and accepts responsibility for problems and mistakes
5. inspires and motivates students and teachers
6. wants to create the best school in the city and state
7. is always searching for a solution to the next problem
8. has confidence in what he or she is doing but the humility to know he or she can always do a better job

Management

1. understands the unique nature of schools as organizations
2. is a strong manager of people and can manage inward, outward, upward, and downward
3. sees the forest daily, and not just the trees
4. can distinguish the difference between “broken windows” and “who stole my strawberries”
5. prefers truth and honesty over avoidance and harmony
6. is willing to give clear, direct, and tough feedback to students, teachers, and families
7. willing to make singularly tough decisions
8. is an excellent judge of talent

Academic

1. is a great classroom teacher
2. is a strong writer
3. buys into standards-based curriculum and assessment
4. is data-driven and purposeful in instruction
5. believes that creativity flourishes within a structured academic environment
6. believes that high academic and behavioral expectations must be coupled with more time on task
7. believes that great teachers lie at the heart of a great school
8. understands that it is about the 99 1% solutions



APPENDIX I:

Sample Principal Job Description

Source: Boston Collegiate Charter School

- Accountable for success of school and student achievement
- Reporting to and working with the Executive Director
- Hiring and firing of teachers with Executive Director
- Coordinating and directing all grade level deans
- Teacher Performance evaluations
- Observing teachers in the classroom on a regular basis and providing detailed feedback, both written and oral
- Overseeing implementation of school standards, curriculum, and testing
- Professional development
- Setting and coordinating school policy, as outlined in the family/student handbook and the faculty handbook
- Monitoring and administering school-wide duties (Sat. and Summer school staffing, homework completion, etc.)
- Arranging for substitutes and/or coverage as needed
- Assist with recruiting efforts
- Printing and distributing weekly progress reports
- Editing and overseeing report card distribution
- Discussing best practices with faculty
- Developing professional goals with teachers
- Obtaining feedback from teacher survey
- Identifying staffing needs



Academy of Greater Works	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Assumptions
1 REVENUES							
2 IDOE Per Pupil Allocation		6,500	6,728	6,963	7,207	7,459	Based on IDOE digest and other Marion Co. charter schools
3 Total IDOE Per Pupil Funding		572,000	1,184,040	1,782,518	2,363,787	2,446,519	Pupils: 88 (2006), 176 (2007), 256 (2008), and 328 (2009+)
4 Property tax Allocagtion		2,275	2,355	2,437	2,522	2,611	Source: Indiana Department of Education
5 Total IDOE Per Pupil Funding		200,200	414,414	623,881	827,325	856,282	(in alignment with other Marion Co. charter schools)
6 Federal/State Start-up Grants	75,000	116,667	116,667				based on previous federal funding and state availability
7 IDOE Other Grants							Source: Indiana Department of Education School Finance Digest
8 Federal Title I Grant		28,025	55,892	81,225	104,025	104,025	\$475 pp @ 60% Free Lunch; \$158 pp @ 20% Reduced; 20% Paid
9 IDOE SpEd Grant		8,442	25,326	36,582	45,024	45,024	10% > 60% @ \$8,246 pp; 45% >20<60% @ \$2,283 pp
10 Federal IDEA Revenue		3,000	9,000	13,000	16,000	16,000	10% > 60% @ \$500 pp; 45% >20<60% @ \$500 pp
11 Federal Breakfast/Lunch Program		51,886	103,773	150,942	193,394	193,394	Free (\$3.95), Reduced (\$3.56), Paid (\$0.58) per pupil
12 IN Common School Fund Loan		300,000					Charter School Advancement Loan Account
13 Local/National Foundation Grants							Grantwriting revenue
14 Public/Private Donations							Individual and Corporate Annual Giving
15 TOTAL REVENUES:	75,000	1,280,220	1,909,111	2,688,149	3,549,555	3,661,244	
16							
17 EXPENSES							Salary/benefits, and expenses based on 3.5% inflation rate increase
18 <u>Full Time Personnel</u>							
19 Executive Director	35,000	70,000	72,450	74,900	77,350	79,800	Salaried year-round workload (incl. summer, afterschool, Sat.)
20 Principal	-	60,000	62,100	64,200	66,300	68,400	Salaried year-round workload (incl. summer, afterschool, Sat.)
21 FT Teachers	-	160,000	496,800	828,000	1,076,400	1,076,400	4 (2006), 12 (2007), 20 (2008), 26 (2009+) @ \$40,000/year
22 Dean of Students	-	-	40,000	41,400	42,800	44,200	1 @ \$40,000/year in year 2 and following
23 Business Manager	-	45,000	46,575	48,150	49,725	51,300	1 @ \$45,000/year incl. some program management roles
24 Student Services Director	-	40,000	41,400	42,800	44,200	45,600	1 @ \$40,000/year
25 Nurse/Health Instructor	-	-	40,000	41,400	42,800	44,200	1 @ \$40,000/year in year 2 and following
26 Administrative Assistant	-	30,000	31,050	32,100	33,150	34,200	1 @ \$30,000/year
27 Office Staff	-	-	20,000	20,700	21,400	22,100	1 @ \$20,000/year in year 2 and following
28 Total Full Time Salaries	35,000	405,000	850,375	1,193,650	1,454,125	1,466,200	
29 <u>Part Time Personnel</u>							
30 Teaching Assistant/Substitute	-	-	20,000	20,700	21,400	22,100	1 @ \$20,000/year in year 2 and following
31 Custodial subcontract	-	-	20,000	20,700	21,400	22,100	1 @ \$20,000/year in year 2 and following
32 Total Part Time Salaries	-	-	40,000	41,400	42,800	44,200	
33 Total Salaries	35,000	405,000	890,375	1,235,050	1,496,925	1,510,400	
34 <u>Benefits & Taxes</u>							
35 Retirement	-	39,771	87,435	121,282	146,998	148,321	9.82% of eligible salaries for ITRF and other benefits
36 Health Insurance	-	30,600	98,970	199,222	301,418	304,698	50% FTE @ \$150 Family, 50% @ \$75 Individual/mo; 6% infl.
37 Medicare, Unempl, Work/Comp	-	24,908	50,738	70,418	85,178	85,178	6.15% of FTE salaries
38 Total Benefits:	-	95,279	237,142	390,921	533,593	538,196	
39							
40 Total Personnel Cost	35,000	500,279	1,127,517	1,625,971	2,030,518	2,048,596	



	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Assumptions	
	<i>Instructional Expenses & Student Services:</i>							
41	Transportation	55,000	82,500	110,000	110,000	110,000	2-4 buses @ \$12,500/bus lease, maintenance; \$15,000/driver	
42	Textbooks & Curricula Materials	35,200	38,720	38,720	38,720	38,720	\$400/new student @ 88 (2006), 97 (2007+)	
43	Classroom Supplies	2,400	4,200	6,000	7,800	7,800	\$300/new student @ 88 (2006), 97 (2007+)	
44	Class Computers/Technology	13,200	14,520	14,520	14,520	14,520	\$600/group of 4 new students	
45	Library and Literature Books	17,600	19,360	19,360	19,360	19,360	\$200/new student @ 88 (2006), 97 (2007+)	
46	Special Education Services	11,442	34,326	49,582	61,024	61,024	6% enrollment 2006; 10% enrollment 2007+	
47	Breakfast/Lunch Meal Program	65,269	130,517	189,834	243,219	243,219	60% free, 20% reduced meal eligibility	
48	Field Trips & Summer Travel	13,200	35,200	83,600	176,000	176,000	5th=\$150/pupil, 6th=\$250, 7th=\$550, 8th=\$1050 as funds allow	
49	Parent Involvement Council	3,520	7,040	10,240	13,120	13,120	\$40/pupil, incl. awards, events, graduation planning	
50	Student Assessment/Testing	3,080	6,160	8,960	11,480	11,480	\$35/student @ 88 (2006), 176 (2007), 256 (2008), 328 (2009+)	
51	Professional Development	8,000	16,000	20,000	26,000	26,000	\$1000/Teacher or Administrator	
52	After School/Summer Programs	5,000	35,000	36,225	37,493	38,805	8 Instructors/year @ \$2,000 stipend + supplies	
53	General Program Fund	2,500	17,500	18,113	18,746	19,403	Saturday school; contingency fund for addl. instructors, supplies	
54	<i>General & Administrative Expenses:</i>							
55	Postage & Shipping	1,000	2,000	2,070	2,142	2,217	\$2,000/year	
56	Office Supplies & Copying	1,000	5,000	7,815	11,929	17,266	\$1,000/year + increases based on enrollment @ \$15/student	
57	Insurance		20,000	25,700	26,600	27,530	Board, Liability, Property, Accident coverage	
58	Board & Planning Expenses	2,000	2,070	2,142	2,217	2,295	\$2,000/year (in-kind by Trustees)	
59	Recruitment & Marketing	7,500	7,763	8,034	8,315	8,606	\$7,500/year for students, staff and annual report	
60	Telephone & Internet Access	600	3,000	3,105	3,214	3,326	\$3000/year	
61	Expense Contingency		4,000	40,000	41,400	42,849	Cash Reserves Fund	
62	<i>Professional Services</i>							
63	Legal	5,000	5,175	5,356	5,544	5,738	\$5,000/year	
64	Accounting/Financial Audit	5,000	15,000	15,525	16,068	16,631	\$5,000 first year system set-up; \$15,000/year following	
65	Copy Machine Lease	6,000	6,210	6,427	6,652	6,885	\$6,000/year incl. maintenance	
66	Professional Devt. Library, Dues	3,000	1,000	500	200	200	Education publications, subscriptions, memberships	
67	<i>Facility Related Expenses</i>							
68	Total Lease Cost	3,200	70,400	140,800	204,800	262,400	\$8/sq.ft. @ 100 sq.ft./student (88-176-256-328 students)	
69	Classroom Furniture		10,000	10,350	10,712	11,087	\$10,000/year until reach capacity	
70	Non-Classroom/Office Furniture	600	2,475	3,300	2,400	1,800	\$300/new FTE	
71	Athletic Equipment		2,500	2,588	2,678	2,772	\$2,500/year for each new class of students + replacement	
72	Telecommunications Equipment		10,000	10,350	10,712	11,087	\$10,000/year (may qualify for E-Rate)	
73	Computer Network Installation		15,000	15,525	16,068	16,631	\$15,000 installation and maintenance/year	
74	Office/Staff Computer hardware	1,200	4,950	6,600	4,800	3,600	\$600/new FTE	
75	Utilities	900	3,600	3,726	3,856	3,991	\$300/month	
76	Facility Maintenance		10,000	10,350	10,712	11,087	\$10,000 subcontract/year for painting, repairs, etc.	
77	Renovation & Debt Service				40,400	122,400	164,800	IN Common Fund Loan early repayment @ 1-3% interest
78	Total Direct, G&A, Svcs, Facility	37,000	435,553	761,307	1,036,574	1,357,882	1,392,025	
79	TOTAL EXPENSES	72,000	935,832	1,888,824	2,662,546	3,388,400	3,440,622	
80	Surplus/(Deficit)	3,000	344,389	20,287	25,603	161,155	220,622	



ACADEMY OF GREATER WORKS, INDIANAPOLIS, INC.

FIRST YEAR CASH FLOW

		2005-06	2006-07												
		2005-06	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	
1	REVENUES														
2	Total IDOE Per Pupil Funding	\$0	\$0	\$0	\$0	\$0	\$47,667	\$47,667	\$47,667	\$47,667	\$47,667	\$47,667	\$47,667	\$47,667	\$381,333
3	Property Tax Allocation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$100,100	\$0	\$0	\$100,100
4	IDOE Start-up Grant	\$75,000	\$0	\$0	\$0	\$0	\$116,667	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$116,667
5	IDOE Other Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6	Federal Title I Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$14,013	\$0	\$0	\$0	\$0	\$0	\$14,013	\$28,025
7	IDOE SpEd Grant	\$0	\$0	\$0	\$0	\$0	\$8,442	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,442
8	Federal IDEA Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000	\$0	\$0	\$0	\$0	\$0	\$0	\$3,000
9	Federal Breakfast/Lunch Program	\$0	\$0	\$0	\$0	\$0	\$4,324	\$4,324	\$4,324	\$4,324	\$4,324	\$4,324	\$4,324	\$4,324	\$34,591
10	IN Common School Fund Loan	\$0	\$300,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$300,000
11	Local/National Foundation Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Public/Private Donations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	TOTAL REVENUES / LOANS / INFLOWS:	\$75,000	\$300,000	\$0	\$0	\$0	\$177,100	\$69,003	\$51,991	\$51,991	\$51,991	\$152,091	\$51,991	\$66,003	\$972,158
14	EXPENSES														
15	<u>Full Time Personnel</u>														
16	Executive Director	\$35,000	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$5,833	\$70,000
17	Principal	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$60,000
18	FT Teachers	\$0	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$160,000
19	Dean of Students	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20	Business Manager	\$0	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$3,750	\$45,000
21	Student Services Director	\$0	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$40,000
22	Nurse/Health Instructor	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23	Administrative Assistant	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
24	Office Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25	Total Full Time Salaries	\$35,000	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$405,000
26	<u>Part Time Personnel</u>														
27	Teaching Assistant/Substitute	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
28	Custodial subcontract	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
29	Total Part Time Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
30	Total Salaries	\$35,000	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$33,750	\$405,000



ACADEMY OF GREATER WORKS, INDIANAPOLIS, INC.

FIRST YEAR CASH FLOW

		2005-06	2006-07											
		2005-06	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
31	Benefits & Taxes													
32	Retirement	\$0	\$3,314	\$3,314	\$3,314	\$3,314	\$3,314	\$3,314	\$3,314	\$3,314	\$3,314	\$3,314	\$3,314	\$3,314
33	Health Insurance	\$0	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550	\$2,550
34	Medicare, Unempl, Work/Comp	\$0	\$2,076	\$2,076	\$2,076	\$2,076	\$2,076	\$2,076	\$2,076	\$2,076	\$2,076	\$2,076	\$2,076	\$2,076
35	Total Benefits:	\$0	\$7,940	\$7,940	\$7,940	\$7,940	\$7,940	\$7,940	\$7,940	\$7,940	\$7,940	\$7,940	\$7,940	\$7,940
36														\$0
37	Total Personnel Cost	\$35,000	\$41,690	\$41,690	\$41,690	\$41,690	\$41,690	\$41,690	\$41,690	\$41,690	\$41,690	\$41,690	\$41,690	\$41,690
38	Instructional Expenses & Student Services:													
39	Transportation	\$0	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583
40	Textbooks & Curricula Materials	\$0	\$8,800	\$0	\$0	\$0	\$8,800	\$0	\$8,800	\$0	\$8,800	\$0	\$0	\$0
41	Classroom Supplies	\$0	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
42	Class Computers/Technology	\$0	\$2,200	\$0	\$0	\$0	\$2,200	\$0	\$0	\$4,400	\$0	\$0	\$0	\$4,400
43	Library and Literature Books	\$0	\$2,933	\$0	\$0	\$0	\$5,867	\$0	\$0	\$0	\$2,933	\$0	\$0	\$5,867
44	Special Education Services	\$0	\$954	\$954	\$954	\$954	\$954	\$954	\$954	\$954	\$954	\$954	\$954	\$954
45	Breakfast/Lunch Meal Program	\$0	\$5,439	\$5,439	\$5,439	\$5,439	\$5,439	\$5,439	\$5,439	\$5,439	\$5,439	\$5,439	\$5,439	\$5,439
46	Field Trips & Summer Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$13,200	\$13,200
47	Parent Involvement Committee	\$0	\$0	\$0	\$0	\$0	\$0	\$1,760	\$0	\$0	\$0	\$0	\$1,760	\$3,520
48	Student Assessment/Testing	\$0	\$0	\$770	\$0	\$0	\$770	\$0	\$0	\$770	\$0	\$0	\$770	\$0
49	Professional Development	\$0	\$2,000	\$0	\$0	\$0	\$2,000	\$0	\$0	\$0	\$0	\$2,000	\$0	\$2,000
50	After School/Summer Programs	\$0	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
51	General Program Fund	\$0	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208
52		\$0	\$27,734	\$12,571	\$11,801	\$11,801	\$31,438	\$13,561	\$20,601	\$16,971	\$23,534	\$13,801	\$12,571	\$39,028
53	General & Administrative Expenses:													
54	Postage & Shipping	\$1,000	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167
55	Office Supplies & Copying	\$1,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417
56	Insurance	\$0	\$5,000	\$0	\$0	\$0	\$5,000	\$0	\$0	\$5,000	\$0	\$0	\$5,000	\$0
57	Board & Planning Expenses	\$2,000	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173
58	Recruitment & Marketing	\$7,500	\$647	\$647	\$647	\$647	\$647	\$647	\$647	\$647	\$647	\$647	\$647	\$647
59	Telephone & Internet Access	\$600	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250	\$250
60	Expense Contingency	\$0	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333	\$333
61		\$12,100	\$6,986	\$1,986	\$1,986	\$1,986	\$6,986	\$1,986	\$1,986	\$6,986	\$1,986	\$1,986	\$6,986	\$1,986
62	Professional Services													
63	Legal	\$5,000	\$431	\$431	\$431	\$431	\$431	\$431	\$431	\$431	\$431	\$431	\$431	\$431
64	Accounting/Financial Audit	\$5,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250
65	Copy Machine Lease	\$6,000	\$518	\$518	\$518	\$518	\$518	\$518	\$518	\$518	\$518	\$518	\$518	\$518
66	Professional Devt. Library, Dues	\$3,000	\$500	\$0	\$0	\$0	\$0	\$0	\$500	\$0	\$0	\$0	\$0	\$0



ACADEMY OF GREATER WORKS, INDIANAPOLIS, INC.

FIRST YEAR CASH FLOW

	2005-06	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	
68 <i>Facility Related Expenses</i>														
69 Total Lease Cost	\$3,200	\$5,867	\$5,867	\$5,867	\$5,867	\$5,867	\$5,867	\$5,867	\$5,867	\$5,867	\$5,867	\$5,867	\$5,867	\$70,400
70 Classroom Furniture	\$0	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
71 Non-Classroom/Office Furniture	\$600	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$206	\$2,475
72 Athletic Equipment	\$0	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$2,500
73 Telecommunications Equipment	\$0	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
74 Computer Network Installation	\$0	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
75 Office/Staff Computer hardware	\$1,200	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$413	\$4,950
76 Utilities	\$900	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$3,600
77 Facility Maintenance	\$0	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
78 Renovation & Debt Service	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	\$0
79	\$5,900	\$10,744	\$10,744	\$10,744	\$10,744	\$10,744	\$10,744	\$10,744	\$10,744	\$10,744	\$10,744	\$10,744	\$10,744	\$128,925
80 <i>Total Direct, G&A, Services, Facility Related Expenses</i>	\$37,000	\$48,163	\$27,499	\$26,729	\$26,729	\$51,366	\$28,489	\$36,029	\$36,899	\$38,463	\$28,729	\$32,499	\$53,956	\$435,553
81 <i>TOTAL REVENUES/Cash Inflow</i>	\$75,000	\$300,000	\$0	\$0	\$0	\$177,100	\$69,003	\$51,991	\$51,991	\$51,991	\$152,091	\$51,991	\$66,003	\$972,158
82 <i>TOTAL EXPENSES/Cash Outflow</i>	\$72,000	\$89,853	\$69,189	\$68,419	\$68,419	\$93,056	\$70,179	\$77,719	\$78,589	\$80,153	\$70,419	\$74,189	\$95,646	\$935,832
83 <i>Surplus/(Deficit)</i>	\$3,000	\$210,147	-\$69,189	-\$68,419	-\$68,419	\$84,044	-\$1,176	-\$25,729	-\$26,599	-\$28,162	\$81,671	-\$22,199	-\$29,643	\$36,327
84 <i>Cash Cumulative</i>	\$3,000	\$210,147	\$140,958	\$72,539	\$4,119	\$88,163	\$86,987	\$61,258	\$34,659	\$6,497	\$88,168	\$65,970	\$36,327	\$36,327



Jeffrey LaMont Berry

Education

Fellow, Building Excellent Schools

August '04 – Present Building Excellent Schools Boston, MA

Studies in K-12 Educational Leadership and Non-Profit Management

October '03 – May '04 Walden University/IU Minneapolis, MN/Bloomington, IN

Master of Divinity Degree in Urban and Youth Ministry

August '98 – May '02 Louisville Seminary Louisville, KY

Masters Studies in Educational Management I

September '91 – May '92 University of Dublin, Trinity College Dublin, Ireland

Dual Bachelors Degree in Elementary Education and Political Science (Social Studies)

September '87 – May '91 Centre College of Kentucky Danville, KY

2000 – Present The Jeanie Foundation, Inc. Louisville, KY

Professional Experience

Founder and Executive Director

- Established, provided strategic planning and leadership, programming, grant writing, and overall management of new community service venture
- Managed volunteer boards and staff to implement a year-round youth academy, scholarship fund, and assistance program for non-profit and faith-based organizations
- Applied exceptional knowledge of office management, clerical skills, and computer software to establish new office procedures and public relations material

1993 - 2003 Jefferson County Public Schools Louisville, KY

Teacher, Substitute, and Part-Time Instructor

- Held various positions, including Math Lab and K-6 Classroom Teaching
- Demonstrated attention to detail, creative problem solving, strong written and oral communication skills
- Nurtured distinguished interpersonal relationships with students, parents, and adult team staff members

1996 – 1999 Project MALE Mentoring Program Louisville, KY

Program Director and Consultant

- Directed and trained personnel; provided day-to-day management of projects and services while building collaborative partnerships with local businesses and colleges
- Raised nearly \$200,000 in grant funds, in-kind support, and needs-based resources; provided written reports on project implementation and evaluation
- Significantly expanded middle and school mentoring program, bringing its benefits to greater numbers of youths, families, and schools; applied assets-based approach to youth development

1994 - 1996 Univ. of Kentucky Extension Service Louisville, KY

Program Coordinator

- Brought vision, vitality, community awareness and support to *4-H Learn & Earn* youth business training and *Career Choices* program in several public housing projects
- Taught students basics of business start-up, pricing, marketing, sales, inventory, bookkeeping and customer service



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Jeffrey LaMont Berry

Certifications & Training

K-12 Substitute Teacher Certification, Indiana Department of Education
K-6 Teacher Certification, Kentucky Department of Education
Certified Entrepreneurship Teacher, National Foundation Teaching Entrepreneurship, San Francisco
Asset-Based Community Development, Seminary Consortium for Urban Pastoral Education, Chicago
Diversity & Conflict Resolution, Many People – One Community
Recruiting and Managing Volunteers and Outcomes-Based Programs, Metro United Way
Adult Literacy Instructor, Boyle County Adult Literacy Council
First Aid, CPR, & Water Safety, American Red Cross

Curriculum Development

Know Better Do Better Small Group Mentoring Program, Lead Developer
Youth Leadership Development Institute, Developer & Trainer
Mission & Money Non-Profit Management Workshop Series, Developer & Trainer
How to Start & Grow Your Youth Ministry, Developer & Trainer

Academic & Civic Awards

Rotary Scholar and Ambassador, Rotary Club International Foundation
Kentucky Colonel, Governors' Scholars Program
Max P. Cavnes Prize for Class Leadership, Character and Achievement, Centre College
Douglas Scholar, U.S. Congressional Teacher Scholarship Program
Dedicated Service Award, Habitat for Humanity
Richard Stanford Watson Jr. Memorial Award for Exemplary Citizenship, Centre College
Black Achievers Scholarship Award, YMCA Black Achievers Program and *Courier-Journal*
Outstanding Graduate Award, Louisville/Jefferson County Mayor and School Superintendent
Principal's Outstanding Graduate Award, Pleasure Ridge Park High Advanced Program
Martin Luther King Jr. Humanitarian Award, Jefferson County Teachers Association
Oratory and Literary Championships, various local, state and national organizations
Mock Government Leadership Award, State Co-Ed Y Conference
Brotherhood/Sisterhood Award for Human Relations, Natl. Conf. for Community & Justice

Community Activities

Founder & Volunteer Director, Greater Works Academy, Louisville, KY
GEAR-UP/NFTE Instructor, University of Louisville/Kentucky Commission for Higher Education
Associate Minister, Youth Director and Sunday School Teacher, New Zion Baptist Church
Small Business Owner, *Shared Expressions* and *JLBerry Enterprises & Consulting, LLC*
Co-Founding Board Director, New Zion Community Development Foundation, Inc.
Former Board Director, Clarksdale Community Development Corporation, Inc.
Habitat for Humanity Campus Chapter President, Centre College
Community for Creative Non-Violence Summer Internship on Homelessness, Washington, D.C.
Program Co-Developer, LIFT (Learning Is Fun Together tutoring program), Centre College
CARE Volunteer & Co-Organizer, Centre College & Boyle County agencies



Jeffrey LaMont Berry



If someone were to write my story, it would start like this:

“The youngest of five children, raised by a single mother in the projects of Louisville, Kentucky, Jeffrey Berry has gone through some hard times. When he was a junior in high school his mother died. His sisters and brothers took over the bills and the apartment and kept the family together so that he could finish high school and go to college.” An account such as this would begin to tell my story, once a shy, poor black kid with low self-esteem growing up near one of the worst street corners in the city. But now, with the help of my family, the church, and teachers, I am now a college graduate, world traveler, and once

a dinner guest of the Vice President of the United States of America. (This should not come as a surprise, after all, I did invite the President and Governor to my high school graduation!) My life has servant leadership written all over it, and that’s what I’ve tried to provide for the past 15 years of my professional career.

I can recall daydreaming in the Centre College library that I would someday start my own school or be superintendent. I went on to complete Master in Education coursework in educational management at the University of Dublin/Trinity College and the Master of Divinity degree in urban and youth ministry at Louisville Seminary. I never knew that my work in different sectors—ministry, teaching, nonprofit, business, and political science—would inspire, anger and finally compel me to start the work of founding an independent school for underserved students. I seek to arm students with a solid academic education, entrepreneurial skills, and strong moral character so they are prepared to succeed in college and their chosen career paths. Beliefs such as these helped formulate the motto (*Education ~ Vocation ~ Inspiration*) of the year-round afterschool academy I started to help failing students at a public middle school in my hometown.

In 2000, I founded The Jeanie Foundation, Inc., (named in memory of our mother Martha “Jeanie” Berry) with a mission to serve the community, strengthen families, and help disadvantaged children and youth develop assets to excel in school, career and life choices. I didn’t know it would become the worst of economic times to try to build a non-profit organization, but I resigned from my public school teaching position anyway, convinced there was a more excellent way to educate our children and youth. I volunteered as the Founder, Executive Director, and President of the foundation, while also serving as the grant writer, Director, and lead teacher of its youth education program. Admittedly, that was too many hats for one man to wear, but I was on a mission to make sure our students and families were better served. After moving to Indianapolis and marrying my supportive companion Rana, I brought the work of the foundation with me. Now I continue pursue the goal of establishing a high-performing middle school through the Mayor-sponsored charter school initiative.

Currently, I am a national Fellow with Building Excellent Schools which equips me to become a more competent school leader with solid credentials, training, and vision. I am proud to lead the founding group of the Academy of Greater Works in Indianapolis and identify no conflicts of interest that would compromise my ability to be an effective school leader and board trustee. As an advocate for quality public schools, I hope our greater work will have a broader impact on the American public educational system itself.



Kenneth “Businessman” Allen

50 North Illinois Street Suite 402

Indianapolis, Indiana 46204

(317) 955-2249

kennethbizallen@sbcglobal.net

Education, Certifications, and Qualifications

Indiana University-Purdue University Business Technology Major	Indianapolis, Indiana	2001-Present
Theodore Roosevelt High School	Gary, Indiana,	Graduate 2001
Ivy Tech State College Culinary Arts Certification	C.I.M.B.C. Program	May 2000
Certified Entrepreneurship Instructor	Edge University	May 1999
Junior Reserve Officers Candidate School (JROCS) Graduate		August 1999

Service and Volunteerism

Chair, Indiana Black Expo Summer Celebration Youth Entrepreneur Seminar	2005
Senior Steward, Meridian Lodge #33 Prince Hall Affiliated F & A.M.	2005
Member, Most Worshipful Prince Hall Grand Lodge Indiana Jurisdiction	2004
Finance Chair, National Society of Black Engineers (NSBE)	2003
Business Advisory Board, Indiana Department of Correction Juvenile Division	2002-2003
Chairman, Indianapolis Chapter of Indiana Black Expo Youth Committee	2002-2004
President, College/Student Ministry of First Baptist Church North	2002-2004
Treasurer, Indiana University Purdue University Black Student Union	2002-2003
Co-Founder, President/CEO, E-Club International Foundation	1998-2000
Indiana Legislative House Page	1996-2000

Awards and Accolades

Kenneth Allen Day City of Indianapolis December, 2004
Indiana Black Expo, Inc Entrepreneur of the Year July, 2004
First Baptist Church North Indianapolis Service Award, 2004
Meridian Lodge # 33 Merit Award December, 2003
Center for Leadership Development Distinguished Award March, 2002-2003
National Dean's List, 2002
Community Entrepreneurship Opportunities Program, Model Program recognition
by the National Collation for Empowering Youth Entrepreneurs (NCEYE), 2002
Indiana Black Expo Outstanding Volunteer, 2002
Gatorade Will to Win Athlete, 2001
Roosevelt High School Citizenship Award, 2001
Who's Who Among American High School Students, 2001
K.S. Candies ranked number 79 among the top one hundred youth businesses in the United States,
2000
Post Tribune Who's Who Among Youth Leaders In North West Indiana, 2000
One Church One School Student of the Year, 2000
Lake County Student Commissioner, 1999
2 NorthWest Indiana Urban League Excellence Awards, 1998
African American Achievers Youth Corp. High Achievement Award, 1998



Kenneth “Businessman” Allen

Work Experience

- Kenneth Allen Foundation for Entrepreneurship (KAFFE, INC.) Indianapolis, IN
Founder & Executive Director 2004-Present
- Trains youth in entrepreneurship, financial literacy, and self-sufficiency
- Department of Defense, Contingency Travel Indianapolis, IN
Examiner 2003-Present
- Computes travel voucher for mobilized service members
 - Work one on one with military personal and service men and women
- Indiana House of Representatives, Student Services Indianapolis, IN
Page Office Coordinator 2001-2003
- Implemented strategies to get students more involved in state government
 - Worked one on one legislators and their constitutes
- Marion County Commission on Youth Inc. (MCCOY) Indianapolis, IN
Coordinator for Community Entrepreneurship Opportunities 2002-2003
- Developed networks of trained youth
 - Assisted youth in entrepreneurial pursuits
- Reverend Keith Brannan Jackson Memorial Athletic Foundation Gary, Indiana
Counselor 2000-2001
- Youth counselor, taught children to swim, games, and sports.
 - Created art projects for campers, counseled children
- Beautiful Things Gary, Indiana
Assistant Manager 1997-2000
- Handled the bookkeeping, trained new employees,
 - Ordered store merchandise/stock, set up displays,
 - Opened and closed store.
- K.S. Candies Gary, Indiana
Owner/Manager 1996-2000
- Created, implemented, marketed, designed, managed
 - and managed the business



Kenneth “Businessman” Allen



Born and raised in Gary, Indiana in a neighborhood where poverty dwelled, Kenneth went against the odds and graduated from Theodore Roosevelt High School. He moved to Indianapolis three and half years ago, to further his education and has already made a name for himself in Indianapolis. He is a student at Indiana University Purdue University in Indianapolis (IUPUI) majoring in business with aspirations of becoming a renowned Entrepreneurship Educator and a humble politician. After he graduates from IUPUI he plans to obtain his Masters in Business. He is currently employed by the Department of Defense, Contingency Travel division where he is responsible for reimbursing soldiers who have been deployed to Iraq and Kuwait. When he is not attending school or assuring that America’s Hero’s are getting reimbursed, he is running his very own enterprise: the Kenneth Allen Foundation for Entrepreneurship, Inc, also known as KAFFE, Inc., to engage youth and young adults in business.

Kenneth was the Brigade Commander, the highest ranking ROTC Cadet in North West Indiana. In his four years of Junior Reserve Officer Training Corps (JROTC) he served as Co-Commander of the Rifle Team, Commander of the Color Guard, and the Drill Team Commander. He attended and graduated from Officer Candidate School (OCS) and he is certified by the American Heart Association to administer CPR/AED.

In his spare time he participates in a number of activities and community service organizations including: Entrepreneurship Club (E-Club), Indianapolis Chapter of IBE Youth Committee Chair, and Prince Hall Grand Lodge Public Relations Officer. Certified at age 15 by EDGE/Kids Way in Orlando, FL in May of 1999, Kenneth is the youngest Certified Entrepreneur Instructor in the country. Since then he has gone on to speak at a many conventions conferences, schools, and churches, including the Indiana Black Expo, the Consortium for Entrepreneurship Education, and the Keynote Speakers at the 2000 national Youth Entrepreneurship Symposium. While in Gary, he worked with the African American Achievers Youth Corp in promoting entrepreneurship education and self-sufficiency. He has given up numerous Good Fridays and Saturdays to clean senior citizen’s high-rises, and clean up local and state highways. He annually volunteers on Christmas to help feed the less fortunate and has also volunteered for Junior Achievement. To date Kenneth is the youngest person to be employed by the Indiana House of Representatives. At age 18 he was hired as a Page Coordinator for the 112th and 113th General Assembly before moving on to the Department of Defense.

Kenneth’s accomplishments, energy and vision of economic literacy and youth entrepreneurship so impressed the founder of the proposed Academy of Greater Works charter school, that he was asked to serve as a founding member of the board. After making assurances that he had no conflicts of interest, Kenneth became the youngest member of the founding group, and once again stands out as a distinguished Indiana statesman doing greater work among young adults in the nation.



Education

Master of Architecture, 1996
The University of Illinois, Urbana-Champaign

Master of Science, Real Estate Development/Finance, 1991
Columbia University, New York, NY

Bachelor of Science, Construction Technology, 1986
Purdue Univ. School of Engineering & Technology, Indianapolis.

Registrations

Architect - Indiana #AR19600152
Architect - Illinois #001-012883

Affiliations

Member, American Institute of Architects Board of Directors, AIA Indiana and Indianapolis Chapters
Board of Directors, United North East Community Development Corporation
Certification, National Council of Architectural Registration Boards
Curriculum Advisory Board for Architectural Technology, IUPUI
Member, National Organization of Minority Architects

Awards

Citation Award, 2003 AIA Indianapolis 'Excellence in Architecture' Awards, Burkhardt Residence, Indianapolis, IN
Merit Award in Interior Design, 2004 'Monumental Awards', Burkhardt Residence, Indianapolis, IN
Achievement Award in Architecture, 2004 'Monumental Awards', IRMSDC Business Center, Indianapolis, IN
Merit Award in Project/Community Development, 2004 'Monumental Awards', IRMSDC Business Center
Achievement Award in Project/Community Development, 2004 'Monumental Awards', Haughville Branch Library

Experience

1996-present

Domain Architecture Inc., Indianapolis, IN
Principal

1992-'93 and 1994-'95 academic years

Indiana State University, Terre Haute, IN
Instructor, Architectural Technology and Construction Management

1985-1991

Melvin Simon & Associates, Indianapolis / Jersey City, NJ
Architect / Construction Monitor

1977-1985

Lennox Matthews Simmons & Ford Architects, Indianapolis
Odle/Burke Architects, Bloomington / Indianapolis
Browning Day Mullins Dierdorf Architects, Indianapolis
Howard Needles Tammen & Bergendoff Engineers, Indianapolis



DAVID R. FRANKLIN

Memorandum of Interest

Mr. Franklin has served in numerous architectural capacities for organizations ranging from engineering and architectural firms to real estate developers over a period of 19 years. As a university instructor, he has taught such courses as *'Environmental and Mechanical Systems for Buildings'*; *'Construction Specifications and Contract Documents'*; *'History of Architecture'*, and *'Architectural Drawing and Planning'*. In his capacity as President of Domain Architects, Mr. Franklin is involved in project programming, design, planning and construction administration. Mr. Franklin currently serves as a Board Director of the Indianapolis Chapter of the American Institute of Architects and as a Delegate to the Indiana State Chapter board of the AIA. He is a member of the National Organization of Minority Architects and serves on the Curriculum Advisory Board for Architectural Technology at IUPUI. Mr. Franklin serves on the Board of Directors of the United North East Community Development Corporation and has a sincere interest in the role schools play in the development of communities. Mr. Franklin affirms that he has no conflict of interests with his company and service on the Academy of Greater Works board.



Barbara S. Lucas

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University of Indianapolis
1400 Hanna Avenue
Indianapolis, Indiana 46227
Telephone: (317) 501-4336

Home Address:

2842 Sunnyfield Court
Indianapolis, Indiana 46228
Telephone: (317) 297-4839

Education

Ph.D.	Course Work Completed	Purdue University West Lafayette, Indiana Sociology - Complex Organization and Public Policy
M.A.	August, 1989	Indiana State University Terre Haute, Indiana Sociology - Complex Organizations
B.S.	December, 1987	Indiana State University Terre Haute, Indiana Sociology (Theatre Minor)

M.A. Thesis

"Selection and Elimination of Participants in
an Employment and Training Program"

Ph.D. Dissertation

"A Typology of Mobility Among Homeless
Families With Children"

Research Interests:

Program Evaluation
Policy analysis
Complex Organizations
At-Risk Youth

Experience:

June, 1999
to present

President, Lucas Research and Consulting

Indianapolis, Indiana

- Conduct program evaluations, organizational analysis, write grant applications, and conduct various forms of research for both non-profit agencies and profit oriented organizations.
- Provide leadership training, facilitate meetings, organize information, and prepare PowerPoint presentations for clients.

August 1995
to present

Associate Professor and Director, Center for Community Research

University of Indianapolis

Indianapolis, Indiana

- Teach a variety of undergraduate and graduate level Sociology, Service Learning, Research Methods and Data Analysis courses.
- Teach Organizational Behavior (School or Business), Juvenile Delinquency (Criminology), Social Psychology (Behavioral Sciences), and Leadership courses in the School for Adult Learning.



Barbara S. Lucas

January 2004
to September 2004

Client Development Support

Northwest Evaluation Association, Indianapolis, Indiana

- Develop professional development workshops to help school administrators and teachers understand and adopt data driven instructional strategies in the classroom and school-wide.
- Develop processes and procedures to meet the continuously changing needs of a rapidly growing organization.
- Work closely and creatively with Client Development Specialists and school districts to develop lasting partnerships.
- Conduct workshops and other professional development activities.

July 2003
to January, 2004

Director, Christel House Academy

Indianapolis, Indiana

- Building level administration of all aspects of a Charter School grades K-5.
- Worked with teachers and Charter School Association to develop highly effective academic and support programming for at-risk students.

March 1997
to August 2003

Director, Division of Alternative Education and Learning Opportunities

Indiana Department of Education, Indianapolis, Indiana

- Administer budgets of approximately \$9 million annually.
- Created and implemented a \$7.5 million annual program and grant process for alternative education.
- Manage consultants and staff who monitor approximately 400 K-12 public education programs in Indiana.
- Provide technical assistance for designing new programs that serve a variety of at-risk students, help develop evaluation strategies, and aid in the pursuit of grant funds to help support educational programs for 297 Indiana school corporations.
- Produce and conduct an Alternative Education conference that attracts over 400 educators each year.
- Act as liaison between local education agencies, other Department of Education divisions, and the Indiana General Assembly.
- Research and create reports about the numbers and needs of at-risk children in Indiana, and disseminate information about how Indiana educators are responding to those needs.

March 1992
to 1997

State Coordinator, Education of Homeless Children and Youth

Indiana Department of Education, Indianapolis, Indiana

- Created and implemented a federally funded program and grant process for educating homeless children and youth.
- Organized a cadre of youth workers to raise awareness among school and social service agency personnel about the numbers, needs, and legal rights of homeless students and their families.
- Developed a collaboration that included the Indiana Department of Health, Indiana Coalition on Housing and Homelessness Issues, emergency shelter providers and Indiana Department of Education to share and disseminate information to help remove barriers to education for homeless children and youth in Indiana.

Professional Memberships:

American Evaluation Association
American Sociological Association
Indiana Evaluation Association
Society for Applied Sociology
National Association of Education of Homeless Children and Youth

Awards/Honors:

University of Indianapolis Student Sociological Association *Praxis Award*, for outstanding initiative, leadership and dedication to the advancement of applied sociological principles. April, 2001.

Indiana State University *Harold Cox Award* for outstanding achievement in the field of applied sociology. January, 2003.



Lucas Research and Consulting

*2842 Sunnyfield Court
Indianapolis, Indiana 46228
317-297-4839*

January 15, 2005

Mr. David Harris, Director
Indianapolis Charter Schools
Office of the Mayor
2501 City County Building
200 E. Washington Street
Indianapolis, IN 46204

Dear Mr. Harris:

I support the creation of Greater Works Academy and urge you to approve it as one of the Charter Schools sponsored by the City of Indianapolis.

In my former position as Director of Alternative Education for the Indiana Department of Education, I was intimately involved in the process of acquiring federal dollars for charter schools in our state. I fully understand the intent of the federal government, and I also am aware of most of the schools that have been chartered as a result of the statute. As Director, I had oversight responsibility for about 350 alternative education programs in Indiana that were supposed to help at-risk students become academically successful. I have worked with students, teachers, school administrators, parents, and communities, and have excellent knowledge of the kinds of programs that produce the best results.

The Academy of Greater Works will address specific student needs holistically. I am confident that the Academy, under the guidance of Jeffrey L. Berry, will be successful in its ambitious goal of working with the most vulnerable population in our city, and helping them attain high academic achievement. I am also confident that the students who attend the Academy of Greater Works will learn the social and leadership skills necessary to become entrepreneurs and leaders within our community. I firmly believe that of all the charter schools in Indiana, the Academy of Greater Works will be the shining star.

Because of my specific expertise in program evaluation and professional development for educators, I will be providing those services, pro bono, for the Academy of Greater Works. As opportunities arise for mentoring, creating youth programs, connecting the Academy to other community organizations, connecting families to supportive services, I will help in any way possible. If you have any questions or would like other information, please contact me.

Sincerely,

Barbara Lucas, President
Lucas Research and Consulting



Michael S Macek

1325 North New Jersey Street
Indianapolis, Indiana 46202
317-916-5779 (home)
317-418-8181 (cell)
msmacek@yahoo.com

PERSONAL PROFILE

- Accomplished, high performing finance professional with nine years of treasury, finance, & accounting experience.
- History of strong leadership and management skills.
- Effective communication and interpersonal skills with individuals at all organizational levels.

PROFESSIONAL EXPERIENCE

2003–Present

Guidant Corporation – Indianapolis, Indiana

Manager, Corporate Treasury

- Primary responsibilities include managing and executing all corporate treasury functions including, but not limited to, bank relationship management, cash management and forecasting, foreign exchange risk management programs and internal control objectives.
- Cash management and forecasting:
 - Responsible for \$2+ billion in cash and investments holdings, managed internally and externally.
 - Strategic development of long- and short-term cash forecast models.
 - Formulated borrowing strategies for both domestic and international affiliates.
 - Manage the company's exposure to interest rates, via derivative instruments and duration strategies.
- Manage Company's foreign exchange risk management program:
 - Identify, analyze, and monitor foreign exchange exposures.
 - Analyze the economics of derivative instruments and recommend and implement hedging strategies.
- Implemented and maintain control processes and policies for all treasury operating activities.

2001 – 2003

Guidant Corporation – Indianapolis, Indiana

Senior Finance Analyst – Corporate Planning & Forecasting

- Corporate-wide & local revenue and expense forecasting.
 - Responsible for forecasting \$100 million local expense budget, as well as helping to coordinate the process and roll-up of multiple business units for corporate-wide financial forecast. Responsible for preparing and presenting both local and worldwide forecasts to senior management.



Michael S Macek

- Worked with Director of Investor Relations to help coordinate earnings calls and conferences and to communicate up-to-date information from Wall Street to Guidant senior management.
- Performed merger and acquisition analysis and numerous special projects.
 - Routinely worked with Chief Executive Officer and Chief Financial Officer on numerous projects, presentations, and analysis. Projects included merger and acquisition analysis, industry and competitor analysis, and various business analyses.
- Developed extensive knowledge in financial modeling and Microsoft PowerPoint and Excel.

2000 – 2001

Guidant Corporation – Indianapolis, Indiana

Senior Financial Reporting Analyst – Corporate Accounting

- Primary responsibility included technical accounting research, special projects, SEC filings and numerous other roles within corporate accounting department
- Responsible for briefing management on SEC and FASB proposals and initiatives, communicating the impact and developing a plan to accommodate the changes.
- Worked on various special projects with the responsibility of informing the team leaders and management the accounting implications of the projects. Projects included mergers & acquisitions, debt structuring, commission plans, equity compensation, and internal audit initiatives.

1996 – 2000

Ernst & Young – Indianapolis, Indiana

Senior Auditor

- Promoted to Senior on 10/01/98.
- Executed and planned financial statement audits for variety of companies, which included publicly held, privately owned, and not-for-profit entities.
- Primary responsibilities included supervision of daily fieldwork, review of all financial accounting areas, preparation of the financial statements, and preparation of other designated projects.

EDUCATION

- **Bachelor of Science – Business (Accounting & Finance) 1996:** Indiana University – Bloomington, Indiana (3.6/4.0 Major GPA)



Michael S. Macek

Memorandum of Interest

Michael S Macek, better know as Mike or even by his middle name Shannon, resides in Center Township in downtown Indianapolis, Indiana. He resides with his wife Heather Harris Macek.

Currently, Mike is the Manager of Corporate Treasury for Guidant Corporation in their worldwide headquarters located in downtown Indianapolis. Mike has held various finance related positions of increasing responsibility for Guidant. In his current role for the large medical device company, Mike is responsible for a \$2+ billion portfolio of investments, the company's risk management program associated with foreign exchange hedging, and many other typical treasury activities.

In previous roles within Guidant, Mike was responsible for forecasting and budgeting many of the company's revenues and expenses. Additionally, he has had responsibilities within the corporate reporting group, where he worked on projects that included filings with the Security and Exchange Commission and writing accounting policies and procedures.

Before joining Guidant, Mike worked at Ernst & Young in Indianapolis. Ernst & Young is one of the nation's largest public accounting firms. During his tenure, he worked in the field of audit and business advisory, serving a wide range of clients.

Mike is a graduate of Indiana University, where he received a Bachelor of Science degree in business (with a emphasis on accounting and finance).

Although Mike is not currently involved in other education related organizations, he brings a wealth of knowledge and experience in the financial aspects of how to run a business. With experience in the three critical areas of the finance world (accounting, treasury, planning and forecasting) he will distinctly add value to any organization. He has no conflicts of interest associated with serving as a founding board member of the Academy of Greater Works.





Jeffrey L. Papa

Office

11 S. Meridian Street
Indianapolis, IN 46204
Phone: (317) 231-7551
jpapa@BTLaw.com

Cell: (317) 418-4501

Home

6651 S 650 E
Zionsville, IN 46077
Phone: (317) 769-6102
jeffpapa@yahoo.com

Education:

Juris Doctorate--August 1999,
Evening law program, *Magna Cum Laude*
Indiana University, Indianapolis, Indiana.

M.A. in Business Economics--December 1999,
GPA = 4.0/4.0,
Ball State University, Muncie, Indiana.

B.S. in Economics--February 1993,
Certificate of Proficiency in Russian Technical Translation, European Studies Minor,
Rose-Hulman Institute of Technology, Terre Haute, Indiana.

Work Experience:

Associate Lawyer (Immigration and Governmental Services), Barnes & Thornburg, May 2001-Present

Director, Majority Caucus Internship Program, Indiana Senate, November 1997-May 2001
- Selected, trained and supervised 21 interns during each session of the General Assembly

Assistant Majority Fiscal Analyst, Indiana Senate, March 2000-December 2000
- Coordinated and Administered all Senate Majority Build Indiana Fund Projects and assisted Senate Majority Fiscal Analyst with projects and analyses

Public Information Officer, Indiana Senate, October 1996-March 2000 &
December 2000-May 2001
- Prepared research, custom publications, news releases, speeches and radio feeds
- Answered constituent queries and completed projects as required by senators

Legislative Assistant, Indiana Senate, December 1994-October 1996
- Performed all non-media staff functions for two Indiana State Senators
- Supervised session interns for both senators

Freelance Journalist, Summer 1996
- Wrote six front-page newspaper articles on the 1996 Russian presidential election for *The Elkhart Truth* from location in Moscow, Russia

Intern, Goldstar Co. (LG Corp.), Osan, Korea, Summer 1994, 10 week internship
- Taught English to Goldstar management and edited English language GS publications
- Developed training materials for GS overseas employees
- Developed brochure introducing GS training facilities
- Acted in a video used to teach English to Korean schoolchildren



Jeffrey L. Papa

Graduate Assistant--Ball State University, Fall 1993-Winter 1994

Intern, Indiana Senate 1993 session

Worked with Latvian Ambassador and U.S. businessmen in negotiations at Latvian Embassy in Moscow on relocation of Russian Army from Latvia, Summer 1993

Foreign Travel and Study:

1990 and 1991 Summer language programs in Soviet Union (Moscow, Alushta)

1992, 1993 Co-directed/organized language programs in Moscow and St. Petersburg, Russia

1994 Summer internship (10 weeks) with Goldstar Co. (now LG Corp.) in Korea

1994, 1995, 1996 and 2000 multi-week trips to Russia

1997 Summer European law courses at University of Lille II, Lille, France

1998 Summer Chinese law courses at Renmin University, Beijing, China

1999 Summer immigration and criminal law courses in Cuernavaca, Mexico

1999 Summer Latin American law course in Sao Paulo, Brazil

2000 Taught English at a Gurung village grade school, Bhorle, Nepal

2001 Learning Tour of Egypt and Jordan

2003 Learning Tour of Vietnam

2004 Helped restore a Mongolia Monastery destroyed by the Communists in 1937

Language Study:

University: Russian - 4 years Chinese - 1 semester Arabic - 1 Semester

High School: Spanish - 4 years

Private: Spanish - 5 weeks, half-immersion at the Cuernavaca Language School (Mexico)

Honors & Offices Held:

President, Youth Enhancement and Training Initiative, Inc.

Vice-President, Ballet Internationale Associate Board (2005)

Treasurer, Ballet Internationale Associate Board (2004)

Chair, Ballet Barre Committee

Board Member, Rose-Hulman Alumni Advisory Board

Chair, Career Services Committee

Board Member and Secretary, Eagle Township (Boone County, IN) Parks Board

Board Member, Boone County Youth As Resources

Board Member, Boone County United Way Advisory Board

Vice-Chair/Chair-Elect, Indiana Chapter-American Immigration Lawyer's Assoc. (2004-2006)

Secretary, Indiana Chapter-American Immigration Lawyer's Assoc. (2002-04)

Indiana Bar, admitted 2000; U.S. District Court, N. and S. districts of Indiana, admitted 2001

U.S. Court of International Trade and U.S. Court of Appeals for the Federal Circuit, admitted 2004

Member, Indiana State, Boone County, Indianapolis & American bar associations

Editor-in-Chief, IU Law School Newspaper *The Dictum* (97-99) [privatized *The Dictum*]

Member, *Indiana International & Comparative Law Review*

Elected SBA Representative-at-Large for IU-Indianapolis Law School (96-97, 97-98)

Elected SBA 3L Class Representative (98-99)

Treasurer, IU-Indianapolis Law School Republican Law Coalition (97-98)

Wall Street Journal Academic Award (1991 outstanding Business/Economics student)

Junior House Manager and Secretary, Theta Xi Social Fraternity

George R. Terry Management Award, Ball State University (93-94)



Jeffrey L. Papa
Memorandum of Interest

I have spent the past four years working in Immigration Law and Governmental Relations. Prior to my current position, I spent nearly seven years working in the Indiana Senate. I founded a non-profit organization which has constructed an orphanage in Nepal and also assists underprivileged youth in Indiana. I have also taught English abroad, and have extensive experience working across cultures, economic backgrounds and locations. In addition to my law degree, I have earned degrees in Business Economics. This combination of cultural, business, and governmental experience has prepared me well to assist Jeffrey Berry in his efforts to found an excellent charter school.

Having a disadvantaged background myself, I want to assist the effort to improve opportunities for all Hoosier students to make sure everyone has the ability to succeed and excel. I know of no conflicts of interest that exist in my participation with the Academy of Greater Works.



Kela Moran-Price

Email: kprice@knownolimits.biz

Home Address

4234 Ansar Lane
Indianapolis, IN 46254
Home Phone: (317) 329-4188
Cell Phone: (317) 258-2089

Work Address

212 W. 10th St., Ste. A-225
Indianapolis, IN 46202
Phone: 955.9456 ext. 105
Fax: 955-9462

Education: **Indiana University, Indianapolis** **Indianapolis, IN**
 Bachelor of Arts Communication Studies **December 2000**

Regis University **Denver, CO**
 MBA **January 2006**
 Emphasis: Marketing
 Certificate in Finance **December 2003**

Experience: **Infinite, Inc.** **Indianapolis, IN**
 Business Development Manager/Account Executive **02/04 – Present**

My primary function is to increase business attraction. The secondary function is business retention through account services coordination.

- Identifies & Qualifies prospective customers
- Develops prospect objectives, strategies and action plans
- Skillfully present and sell company services and product lines
- Draft relationship proposals and contracts
- Leads and Coordinates account acquisition processes
- Assists in setting strategic and creative direction for client projects
- Negotiates vendor budgets
- Research needed information for client
- Performs media research and the development of media plans
- Assists in maintaining budgets and profitability for each project
- Traffics and schedules jobs

Shortie 1218 **Indianapolis, IN**
 Marketing Direct **12/04 - Present**

Responsible for creating and maintaining relationships with potential partners and providing direction to marketing/sales personnel.

- Relationship selling
- Development of marketing plans
- Selecting and evaluating marketing/sales personnel
- Report marketing performance to management
- Negotiate contracts and vendor budgets
- Assists in advertising sales



Kela Moran-Price

Experience: **Edward Jones Investments** **Indianapolis, IN**
07/01- 02/04

Responsible for overall management of the office as well as marketing and client development.

- Planning and preparation of daily activities
- Relationship building
- Development and implementation of marketing plan to attract and retain clients
- Design and implementation of direct mail programs
- Meeting/event planning
- Assists clients with account questions or concerns
- Developed and implemented systematic procedures to improve daily work flow of office and client contact activities

Awards and Honors:

IU Communications Best Controversial Speech Award

IU Communications Department Regional Achievement Award

Dean's List

Miss Indiana Black Expo 93', Miss Indianapolis Teen 93', America's Favorite Queen 94', Miss Indiana Teen USA Finalist 94', Indy 500 Princess 95'

Skills:

Computer literate in Microsoft Word, Excel, PowerPoint, Outlook, Adobe Pagemaker, Adobe Photoshop, Desktop Publishing, the Internet and basic accounting procedures.

Recognizable critical thinking capabilities, effective written and verbal communication skills and a reputation for honesty and integrity gaining the trust and respect of prospects, clients and co-workers.

Community Activities:

Homes for Black Children Volunteer, 1994-2000

Youth As Resources Volunteer, 1991-1995

Special Olympics Volunteer, 1994-1995

Riley Hospital Volunteer, 1993-1995

The Pacers Foundation Volunteer, 1993-1995



Kela Moran-Price

Kela Moran-Price currently resides in Indianapolis, Indiana. She is the wife and mother of two sons. She is the Business Development Manager of Infinite Inc., one of the largest marketing communications agencies in Indiana. She is also the marketing director of *Shortie 1218*, a catazine (catalog and magazine combined) that is dedicated to empowering young women, ages 12 to 18.

Kela was previously employed at one of the oldest investment firms in the nation, Edward Jones, with extensive duties in business development, meeting/event planning and marketing.

She has also been recognized as a community leader through her reigns as former Miss Indianapolis Teen, Miss Indiana Black Expo and an Indy 500 Princess. With a yearning to help the youth, Kela's community experience includes work with Youth as Resources, the Special Olympics, Pacers Organization, Homes for Black Children, and Riley Hospital among others. She is most proud of her opportunity to mentor many young women, during her reigns as queen, teaching them the power of education and self-love.

Kela has hosted segments of *Living for the City*, a local television show on Channel 6, that interviews Indiana leaders and guests to the city. She is also a member of Sisterpreneur, a local organization that supports the uplifting of businesswomen throughout the State of Indiana.

Kela was born into a family of teachers and education has always been a priority in her life. Her grandmother was a teacher for over 30 years, her mother has been a teacher for over 30 years, her brother taught in a school for disadvantaged youth in Oklahoma, and her mother-in-law is the Assistant Principal of an elementary school in Indiana. Additionally, Kela is very involved in her son's education at St. Monica School. She is a firm believer that education leads to more opportunities and all children should have the opportunity receive an excellent education. Kela is delighted to serve as a member of the founding group for the Academy of Greater Works and affirms that she has no conflicts of interest in this role.



SHEPARD, Marguerite K., M.D.

EDUCATION

Undergraduate	Smith College Northampton, MA A.B., 1959
Medical	Johns Hopkins University School of Medicine Baltimore, MD M.D., 1963
Internship	Department of Obstetrics and Gynecology Johns Hopkins Hospital 1963 - 1964
Residency	Department of Obstetrics and Gynecology Johns Hopkins Hospital 1964 - 1968
Fellowship Genetics	Obstetrics and Gynecology, Medicine, Division of Medical Genetics Johns Hopkins University School of Medicine 1968 - 1970

ACADEMIC APPOINTMENTS:

Professor Emerita
Department of Obstetrics and Gynecology
University School of Medicine
Indianapolis, IN
June, 2002 – Current

Professor
Department of Obstetrics and Gynecology
University School of Medicine
Indianapolis, IN
1982 – 200

Associate Professor
Department of Obstetrics and Gynecology
University of Texas Health Science Center
San Antonio, TX
1977 – 1982

Assistant Professor
Department of Obstetrics and Gynecology
University of Texas Health Science Center
San Antonio, TX
1970 – 1977

Instructor
Department of Obstetrics and Gynecology
Johns Hopkins University School of Medicine
1969 – 1970

ADMINISTRATIVE EXPERIENCE:

Section Chief
Division of Reproductive Endocrinology
University Medical Center
Indianapolis, IN
1982 – 1995

Director, Endocrine-Infertility Clinic
Bexar County Hospital District
University of Texas Health Science Center
1970 – 1982

Director, Adolescent Obstetrics Clinic
Johns Hopkins University School of Medicine
1968 - 1970

HOSPITAL APPOINTMENTS:

Staff Physician
Methodist Hospitals/Indianapolis
1992 – Present

Staff Physician
Indiana University Medical Center
Wishard Memorial Hospital
1982 – Present

Staff Physician
Bexar County Hospital District
1970 – 1982

Staff Physician
Johns Hopkins Hospital
1969 - 1970



SHEPARD, Marguerite K., M.D.

SPECIALTY BOARD STATUS:

Certification of Special Competence in
Reproductive Endocrinology
1976
Diplomate
American Board of Obstetrics and Gynecology
1971

LICENSURE:

Indiana - 1982 - Present
Texas - 1970 - Present
Maryland - 1963-1991

PROFESSIONAL ORGANIZATIONS:

1971 - Present	Society for Humanism in Medicine
1976 - 1980	Board of Directors
1984 - 1985	President
1972 - Present	Fellow, American College of Obstetricians and Gynecologists
1972 - 1980	American Association of Sex Educators and Counselors
1974 - Present	American Society for Reproductive Medicine
1986 - 1987	Ad hoc Committee on Job placement
1986 - Present	Sessions Management Committee
1997 - Present	Associate Chair -
1978 - Present	Central Association of Obstetricians and Gynecologists
1981 - 1983	Awards Committee Chairman
1991 - 1994	Board of Trustees
1994 - 1995	Vice President
1983 - Present	Marion County Medical Society
1983 - Present	Indiana State Medical Association
1989 - Present	North American Menopause Society
1992 - Present	Endocrine Society

SERVICE:

Community:

1984 - 1987	Planned Parenthood, Indianapolis, IN Medical Board
1991 - 1996	Indiana State Board of Health Women's Health Task Force Osteoporosis/Menopause Committee Chair
1975 - 1977	City of San Antonio Rape Crisis Center Advisory Council
1974 - 1979	City of San Antonio Free Clinic Board of Trustees
1979 - 1981	Chair
1981 - 1982	Medical Director





Marguerite K. Shepard, M.D.

Memorandum of Interests

My first prolonged and in depth contact with an educationally and economically disadvantaged inner city population occurred during my third year of medical school. All of my clinical rotations were spent at Baltimore City Hospitals which served the lower income population of East Baltimore.

As a medical student I had more time available than the house officers in training to answer the patients' questions about their illnesses. I became acutely aware of their educational deficits and their problems with illiteracy, even though they allegedly had the same public education available that I had for K through 12. I am a product of the Baltimore City Public School system but clearly was steered into a high achievement track because I was felt to have academic potential.

My interest in the underserved patient population continued throughout my residency in Obstetrics and Gynecology but was heightened by my experience with pregnant adolescents during my fellowship. I was charged with establishing a clinic for pregnant adolescents ages 15 and under. During the two year fellowship period, I had the privilege of caring for 165 young women in this age group. I became acutely aware that their predicament was in large part related to their educational impoverishment and worked hard to help them continue their education. At that time pregnant adolescents were often forced to leave school.

When I began my career in academic medicine, I saw the consequences of early educational deprivation from a different viewpoint. It became quite clear that the medical students who came from a disadvantaged educational background were severely handicapped compared to their more fortunate peers when it came to study habits, verbal and written expression, test taking, math and science skills, and language arts. These students invariably took five or six years to complete a curriculum that was intended to be completed in four years. Their numbers were small and they clearly represented the brightest and best of their group. What about all of the students that didn't make it to medical school? My first 12 years in academic medicine were spent in Texas but I found the situation no different when I moved to Indiana. It was and is clear to me that the skills needed to "make it" in a competitive world must be instilled in students by the time they finish middle school or they will be struggling constantly to catch up. Recently, I have become involved in mentoring some middle and high school age girls who are interested in careers in medicine. I am anxious to see more girls and boys like them have an opportunity to prepare for similar careers through better early education.

I have no conflicts of interest that would interfere with my ability to serve as an effective member of the Academy of Greater Works founding and governing Board of Trustees.



