



4/23/2003

21st Century Southeast Opportunity High School
@ Union Station

PROSPECTUS

Presented to Mayor Peterson

Indianapolis, Indiana

By

Greater Education Opportunities Foundation
302 S. Meridian St., St. 201
Indianapolis, IN 46225

Nondiscrimination

No school owned or operated by 21st Century Southeast Opportunity High School shall discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, and disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

3rd EDITION**Charter Applicant Information Sheet**

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

Name of Proposed Charter School

21st Century Southeast Opportunity High School

Proposed School Address (if known)

English Avenue / SEND School Center

School District in which Proposed School would be located

Indianapolis Public Schools

Legal Name of Group Applying for the Charter

Greater Educational Opportunities Foundation

The proposed School will open in the fall of School year: ___ 2003-04 x 2004-05

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Total Student Enrollment
First Year	9-12	140
Second Year	9-12	140
Third Year	9-12	140
Fourth Year	9-12	140
Fifth Year	9-12	140
Sixth Year	9-12	140
Seventh Year	9-12	140

Are you planning to work with an educational management organization? Yes

Have you submitted this application to another sponsor? Yes ___ No X.

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 X.

If so, please indicate the name of the Sponsor: _____



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21st Century Southeast Opportunity High School Executive Summary

Mission Statement

The 21st Century Southeast Opportunity High School is committed to making no excuses so that all students, regardless of background, will show measurable adequate yearly progress in character, academics, life skills, the arts, and wellness using learning that is tailored for each student. With the goal of a high school diploma for each student, multi-age groupings called “cohort study groups” that create a sense of family and community will be used and scores on the ISTEP+ GQE will exceed those of the comparable school districts with similar student populations and demographics.

Meeting the Needs of the Community

Students today are raised in a society that is rapidly changing as a result of new technologies that provide pervasive and worldwide links to commerce, communication and culture. To succeed, students are expected to be able to read and understand unfamiliar text and be competent in the processes of scientific inquiry and problem solving, adapting new skills to ever-changing technologies. Rising expectations are accelerating because of the explosion of knowledge and the growing demands of the workplace.

In 2001, Lilly Endowment announced its new Marion County Private School Initiative and said:

“Indiana is not poised to thrive in this highly competitive, knowledge-driven global society. Comparing our state to others in the United States, Indiana ranks 48th in the proportion of our population with a baccalaureate degree, 50th of the 50 states and the District of Columbia in the proportion of our population in the professional and specialty occupations; and 42nd in SAT scores. Although there have been some encouraging developments, our state has far to go. All sectors of Indiana must mobilize the necessary resources to address these foreboding statistics in bold, imaginative ways. Our state’s very future hangs in the balance.”

In designing our school, we have listened to numerous parents, community leaders and educators. Parents are concerned that schools are safe and designed to meet their student’s individual goals and abilities, providing real career exploration and apprenticeship opportunities. Parents want easy access to schools and teachers, allowing them to be involved, informed and included in the decisions that shape their student’s lives. Indianapolis Mayor Bart Peterson wants schools to be open and accessible to all students – designed to serve those who are most economically and academically disadvantaged. Business leaders identify technological fluency as essential for success in tomorrow’s workplace. Other leaders want schools to meet the needs of students with disabilities and students in need of English as a primary language. Universally, citizens agree that schools should prepare students to participate fully in the economic and social mainstream as productive citizens.

The 21st Century Southeast Opportunity High School will be located on the Greater Southeast side of Indianapolis, serving a community that has traditionally shown a great need for excellent neighborhood based education. The School will provide an opportunity for 140 of the over 2,000 students a year that leave high school without graduating in Marion County. We will provide students with training and assistance with career choices while they are in high school. The evening school format will serve students that work during the day, have children, or have other difficulties that prevent them from

pursuing a high school degree. Students that have not succeeded in day high schools will be welcomed here. Whether the problems were academic, social, or attendance related, students will have another chance for success at this school designed especially for each of them. We are offering a model whereby students succeed at their own rates, while setting their own goals for graduation. Students will have flexibility in timelines for graduation. They can graduate in three or four years, depending on their own Individualized Learning Plan. An accredited Indiana high school diploma is the goal for each student.

Educational Foundation

The school will use the Indiana standards as the basis for instruction. The A+ Anywhere Learning System computer-based curriculum, which is aligned with all objectives and goals based on the Indiana and national standards, will be used to organize the curriculum. Students will be offered a program that begins with the Core Academic Component for all students, studying and regrouping with the skills necessary to pass the GQE. Then students can choose a Core 40 Component Plan, preparing them for college admittance or the Technical Component Plan preparing for the work force, technical training, or other post high school training programs. They can also change to the other program if desired. All students will then participate in Senior Institute where they will accumulate 120 community service project hours, community internships, and must complete a rigorous electronic portfolio presentation to graduate.

Meeting Educational Goals Plan

The first year of operation, new students, grades 9-12, will take the Terra Nova test to establish a baseline for improvement. We will test our students every year in both the fall and spring to gauge student progress. We will use Terra Nova testing in the spring and ISTEP and/or Terra Nova in the fall; these tests are compatible. Also, in concert with charter schools statewide, the North West Evaluation test will be used twice yearly to assure adequate yearly progress (spring and fall). We will participate in all state-mandated testing procedures per PL221. We have been involved with the formation of the Mayor's accountability plan. One-to-one tutoring, computer-based prescribed lessons with individual student performance tracking, extra practice at home and peer tutoring are strategies to be implemented to aid in skills mastery, review, and retention. We have developed an excellent procedure for sharing progress with parents, community, state, and charter authorizer. The MISI K-12 Datamine and K-12 Datamangement system will track and compile data for distribution to the parents and our authorizer.

Each student will have his or her own portfolio and we will monitor his or her progress using the latest technology available. Longitudinal progress will be kept for each student with constant monitoring for corrective actions to be prescribed. Performance data will be analyzed constantly to improve achievement. Students after one year at the school will meet the current AYP determination of 58.8 % passing English/language arts and 57.1% passing mathematics on ISTEP testing. AYP goals will grow with state and federal No Child Left Behind Act guidelines.

Business Plan

The School plans on securing leasing for all equipment and start up materials. Using contacts from the 21st Century Charter School and relationships built through the GEO Foundation, the School will be designed to be self-supporting based on the ADM, various entitlements, special education funding, and the Federal Charter School Grant. GEO Foundation will serve as the paid education management organization (EMO) providing the CEO, Chief Academic Officer (CAO), and business management. In serving in such a capacity, the economy of scale provided by GEO and its services makes the school extremely viable with little reliance on private funding. The School plans to enter into a relationship with LISC to provide low-interest loans for cash flow needs, if warranted, and will use Bond Bank money if qualified as well as low interest state loans for start up expenses to cover the first part of the year. State funds are, at present, very undefined so details cannot be provided until the legislature comes to a final agreement concerning funding, loan limits, and other considerations that are under study and negotiations.

The School will not be required to provide facility build out funds and intends to lease space from the SEND / SENSE school center project on English Street. The School was invited to share the space by the Southeast Neighborhood Development Corporation. A letter of intent to occupy the space contingent upon receiving a charter has been submitted to SEND. Finally, the resources of GEO will be used to provide assurance to financial institutions as to the viability of the School.

Founding Team's Capacity for Implementing Educational and Business Plan

The sponsoring organization, GEO Foundation, has a proven track record in managing funds. Partners for our endeavor have the means, judgment, and community contacts to keep us financially sound. Our school Chief Executive Officer will work at all times to increase grant revenues, solicit donations and community monetary support, and maintain a strong financial basis. The school leaders have a proven ability to manage funds. GEO was the founder of the 21st Century Charter School and met the financial challenges to keep the school operational.

Mr. Kevin Teasley, Chief Executive Officer, is the founder and president of the GEO Foundation. He is using his contacts in the business, education and philanthropic communities to help develop the school. Mr. Teasley has a proven ability to implement a vision. He has successfully managed staff and resources for GEO. With his extensive experience and knowledge of education reform issues and a large national network of supporters, he has successfully managed the finances and operations of the 21st Century Charter School in Union Station. During the development of the school, Kevin oversaw the facility build-out, financing, and accounting with competence and thoroughness. Kevin will serve as CEO through a contract with GEO and its school management division.

Chief Academic Officer: Designer of the 21st Century Charter School, Mr. John Hayden has a twenty-one year successful background in public education, both as a teacher and for eight years, school principal. He has completed the Indiana Principals' Technology Leadership Training. In 1997, he was recognized as the "D.A.R.E. Educator of the Year" for the state of Indiana and was also awarded the Boone-Clinton North West Hendricks Special Services "Administrator of the Year" award for 1999, having been nominated by his school corporation, North West Hendricks. He supervised the starting of the 21st Century Charter School, serving as teacher, principal, maintenance director, bus supervisor, and infrastructure coordinator. Through his own students and by coaching high school age students for 10 years, Mr. Hayden has extensive knowledge and experience working with high school age students.

Mr. Don Laskowski, Board member, is the founder of the Indianapolis-based multi-national Wood-Mizer Products, Inc. and a strong supporter of using technology to individualize instruction. It was his vision that led to the development of the 21st Century Charter School. Mr. Laskowski provided for the founding of Covenant Christian High School on the west side, whose students today are among the top achievers in the state. He started Wood-Mizer Products, Inc. in his garage in 1978 which today has annual sales over \$75 million and employs 650. Mr. Laskowski has personal experience with bringing vision to reality. He has served as the President of the highly successful Board of Directors for the 21st Century Charter School.

Mr. Rollin Dick, Board member, is a C.P.A. and former partner with Coopers and Lybrand and has 50 years of business experience and over 40 years of experience working with not-for-profit organizations including Crossroads Rehabilitation Center, the Salvation Army, Indiana Repertory Theatre, etc. Mr. Dick stepped forward and helped the 21st Century Charter School to overcome first year financial challenges in the form of cash flow and other needs. His assistance in matters of finance and budget have been essential to the success of the 21st Century Charter School. He is eager to be part of the 21st Century Southeast Opportunity High School.

Additional leaders already committed to serving the school board have extensive backgrounds in banking, business, educational, and not-for-profit organizations. They include Scott Thiems of Union Planters, IPS Commissioner Delores Brents of Eli Lilly Co., Richard Harcourt of National City Bank, Levester Johnson of Butler University, Tom Zupancic of the Indianapolis Colts, and Joyce Johnson, founder of the Indiana Home School Association. We are confident that the founding team has the skills, experience, and proven capacity to bring vision to reality.

Prospectus

I. Our Vision

A. Mission

The 21st Century Southeast Opportunity High School is committed to making no excuses so that all students, regardless of background, will show measurable adequate yearly progress in character, academics, life skills, the arts, and wellness using learning that is tailored for each student. With the goal of a high school diploma for each student, multi-age groupings called “cohort study groups” that create a sense of family and community will be used and scores on the ISTEP+ GQE will exceed those of the comparable school districts with similar student populations and demographics.

B. Need

Schools are a reflection of the society in which they exist. In the 1800’s the one-room schoolhouse served the needs of a primarily agrarian population, and the basics of reading, writing and arithmetic adequately prepared students to be productive citizens. At the beginning of the 1900’s, as the population moved to the city and we moved into the industrial age, the factory school was designed to prepare students for lifelong occupations in the factories of America. As the 21st century dawns, we have entered the “information age,” and students need to be prepared with new skills and the ability to adapt to new technologies and a global society. Equipping the factory school of yesterday with the technology of today has been generally unsuccessful in producing students prepared for tomorrow. We have designed a new model for the 21st century. The model was successfully implemented in the 21st Century Charter School in Union Station.

Patterned after the one-room schoolhouse model that produced quality education in times past, the design of the 21st Century Southeast Opportunity High School will bring together multiple age groups and apply the information technologies that are so effective in the world today. Teachers will serve as facilitators and guides, providing the inspiration to encourage lifelong, “any time, any place” learning through use of 21st century technology and the Internet. Each student will have the use of laptop computers and desktop computer labs, but the fundamental goal will not be that students learn how to use technology. Rather, *it will be that students learn*, using technology. No grade levels or age roadblocks to learning will exist. Each student, through the use of his or her portfolio, will have an individual learning plan (ILP). The proximity of the School to downtown provides unlimited career exploration opportunities with mentors, apprenticeships and partnerships with business, the arts, government, and local universities. Subjects like physical education will be addressed through collaboration with the National Institute for Fitness & Sport (NIFS). NIFS developed the unique and nationally recognized individualized Movement Education Program at 21st Century Charter School that serves as a model for lifelong fitness. Hook’s Discovery Learning Center provides science instruction with a model program developed at 21st Century. The Southeast Opportunity High School, showcasing 21st century technology and individualized learning, will continue the 21st Century model for the middle school and high school that can continue to be replicated in a variety of other settings – expanding the educational options available in the community.

We plan to serve all students as required by law. However, the School will seek to serve underprivileged urban students with a concentration on Marion County and the metro area of Indianapolis. Special education, ESL, mainstream classroom students, and those served by gifted programs, (we believe all students are gifted!), will thrive. As an authorized chartering authority, Indianapolis Mayor Bart Peterson expressed his desire that schools be open and accessible to all students – designed to serve those who are most economically and academically disadvantaged. We are committed to meeting that challenge. Others want schools to meet the needs of students with disabilities, students in need of English as a second language, and students who have dropped out of school or are “at-risk.” Business leaders identify technological fluency as essential for success in tomorrow’s workplace. Parents are concerned that schools are safe and designed to meet their student’s individual goals and abilities, providing real career exploration and apprenticeship opportunities. Parents desire easy access to schools and teachers, allowing them to be involved, informed and included in the decisions that shape their student’s lives. Universally citizens agree that schools should prepare students to participate fully in the economic and social mainstream as productive citizens.

The GEO Foundation has surveyed representative Indianapolis community members to identify interests and concerns in the formation of a new charter school. Among those interviewed were educators, parents, neighborhood community center directors, IPS school board commissioners, business leaders, corporate executives, elected officials, and Indianapolis Downtown, Inc. Further support for a school that would meet the needs of the Greater Southeast Neighborhood comes from research and study by the Southeast Neighborhood Development, Inc. (SEND) Over 2000 students a year leave high school without a diploma in Marion County. Parents were overwhelmingly supportive of a neighborhood school that would address the needs of individual students. The desire expressed by the community was for a school that had caring teachers and dedicated staff members. A sense of belonging to the immediate area was important. Parents were concerned about the high number of special needs students in the area and wanted a model that would address those needs. While the community when surveyed expressed strong interest in a K-5 school, there was much support for the school to cover K-12. The Southeast Neighborhood Development, Inc. invited our school to be a consultant and then a participant. With the SENSE K-5 school and the English Avenue School, the Southeast Opportunity High School will complete the ideal educational campus on the Greater Southeast side of Indianapolis.

C. Goals

The first year of operation, new students, grades 9-12, will take the Terra Nova test to establish a baseline for improvement. We will test our students every year in both the fall and spring to gauge student progress. We will use Terra Nova testing in the spring and ISTEP and/or Terra Nova in the fall; these tests are compatible. Also, in concert with charter schools statewide, the North West Evaluation test will be used twice yearly to assure adequate yearly progress (spring and fall). We will participate in all state-mandated testing procedures per PL221. The first year, we will create a baseline to develop future achievement goals in cooperation with the Mayor to constantly measure progress for all students regarding stated goals. One-to-one tutoring, computer-based prescribed lessons with individual student performance tracking, extra practice at home and peer tutoring are possible ways to provide help to students in skills mastery, review, and retention. We have developed a procedure for sharing progress with parents, community, state, and the charter authorizer. We have been involved with the formation of the Mayor’s accountability plan.

Each student will have his or her own portfolio and we will monitor his or her progress using the latest technology available. Longitudinal progress will be kept for each student with constant monitoring for corrective actions to be prescribed. Students after one year at the school will meet the current AYP determination of 58.8 % passing English/language arts and 57.1% passing mathematics on ISTEP testing. AYP goals will grow with state and federal No Child Left Behind Act guidelines.

II. Who We Are

A. Description of Founding Group

The founding group of the 21st Century Charter School will bring the 21st Century Model to a quality night option with the creation of the Southeast Opportunity High School. The group brings a collective ability, determined focus, and action mentality to the task of creating an excellent school and collectively possesses the skills to sustain its high quality for the future. The GEO Foundation staff has more than a half-century of combined experience in education and administration. The group has collective and shared experience in starting 501 (C) (3) organizations, administering funds, and managing organizations, including schools. With our collaborative network of community leaders and advisors and a working partnership with major technology companies and local business, we are prepared for the task of starting and maintaining the School with high expectations, fiscal responsibility, and innovation.

Mr. Teasley, CEO, serves as President of the Board for the GEO Foundation and as CEO of the 21st Century Charter School. It was through the efforts of GEO and Kevin that the consortium of community leaders and school personnel were brought together to invent and establish the 21st Century Charter School in Union Station. Mr. Teasley is married to Colleen and is the proud father of their three-year old daughter and twin boys born in September 2002. Kevin is the founder and president of Indianapolis-based GEO Foundation, a non-profit educational organization providing information to the public on K-12 education reform issues and policies. His responsibilities include management and development of all income, management of all expenses and staff, setting policy and programs, complying with all applicable laws, and serving the board of directors. Mr. Teasley has used his experience to assemble a Board of Directors that has considerable respect and experience in the business, education, and not-for-profit management fields. As CEO of the 21st Century Charter School, Kevin has oversight over all finances, facility issues, overall program development, and supervision of the school leader.

John Hayden has been selected as the Chief Academic Officer of the 21st Century Southeast Opportunity High School. He will serve as a contracted leader through the GEO school management division. Mr. Hayden and others founded Trinity Christian School, where he served as Principal and teacher in a one-room school with multi-age groupings and an individualized curriculum delivered through technology. The success of the model established at Trinity had confirmed John's share of the vision for the new model of instruction created at the 21st Century Charter School. Mr. Hayden received his B.S. in Elementary Education from Indiana University in Indianapolis and graduated with honors. He received his M.S. in Elementary Administration and Supervision through Butler University. Mr. Hayden has been married to Janie for 30 years and is the proud father of two daughters – one a public school teacher and coach and the other a sophomore in teacher education at Indiana State.

Mr. Don Laskowski, Board Member: Mr. Laskowski, founder of the multi-national Wood-Mizer Products, Inc., is a strong supporter of using technology to individualize instruction. Mr. Laskowski had the dream of schools where teacher and students become mentors and technology advances allow students to progress at a rate tailored to their needs. It was this dream that became reality through teaming with the GEO Foundation and the creation of the 21st Century Charter School. He serves as President of the Board of Directors for 21Century Charter School. He started the Wood-Mizer Products, Inc. in his garage in 1978 and has seen the business grow to over \$75 million in annual sales and 650 employees. Mr. Laskowski has personal experience with bringing vision to reality. Mr. Laskowski was instrumental in helping start 15 small schools in the Safe Haven project as well as providing for the founding of the Covenant Christian School on the west side of Indianapolis. Covenant Christian was declared the top performing academic Christian school in the metro area in 2003.

Mr. Rollin Dick, Board Member: Mr. Rollin Dick has committed to the vision of 21st Century Southeast Opportunity High School. Mr. Dick has fifty years of business experience that provide a basis for his

guidance of the business activities. While Mr. Dick's employment experience has all been in the corporate area, he has significant experience over the past 40 years in volunteer roles with numerous not-for-profit organizations such as Crossroads Rehabilitation Center, Salvation Army Advisory Board, Indiana Repertory Theatre, Planned Parenthood, etc. Mr. Dick's non-profit experience also includes educational institutions. Mr. Dick serves as the Vice President of the Board of Directors for 21st Century Charter School and has been instrumental in its success.

Joyce Johnson, Board member: Mrs. Johnson was a home educator for 18 years. As former Executive Director of the Indiana Association of Home Educators, she is uniquely qualified for this position. Employed for ten years as a Social Worker for the Marion County Dept. of Public Welfare and the Marion County Children's Guardian Home, Mrs. Johnson has first-hand knowledge of the challenges of students growing up in Indianapolis. Mrs. Johnson is pursuing a Master's Degree in Public Administration with a concentration in Non-profit Management at IUPUI. Mrs. Johnson is married to Kenneth Johnson, a Marion County Superior Court judge, and is the mother of four children.

There are several other community leaders who have committed to serving the school board have extensive backgrounds in banking, business, educational, and not-for-profit organizations. They include Scott Thiems of Union Planters, IPS Commissioner Delores Brents of Eli Lilly Co., Richard Harcourt of National City Bank, Levester Johnson of Butler University, Tom Zupancic of the Indianapolis Colts. We are confident that the founding team has the skills, experience, and proven capacity to bring vision to reality.

The GEO Foundation expands its work in the field of education with the proposal to start the Southeast Opportunity High School. GEO plans to serve as the administrative contracted entity taking care of the academic, financial, and operational needs of the School. By having GEO contracted to serve the school, savings are dramatic in the area of administration and supervision. GEO will provide the CEO, Kevin Teasley, and John Hayden will serve as the school leader CAO, (Chief Academic Officer).

The School plans to interview and establish strong relationships with members of the SEND community and after careful consideration, invite two community members to join the Board of Directors. This is a relationship that should not be hurried due to the importance of a positive and supporting Board of Directors that must work extremely well together and truly share the passion and vision of the 21st Century Model.

III. Educational Services Provided

A. Educational Philosophy

The educational philosophy of the 21st Century Southeast Opportunity High School is to teach according to the needs of the individual while maintaining a commitment to standards achievement. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the standards instruction guaranteeing an ordered scope and sequence. All students will be given a variety of quality continuous assessments to make sure that skills are mastered. The School will use the Indiana standards as the basis for instruction. Instruction through portfolio assessment and technology will be individualized for each student. The A+ Anywhere Learning System computer-based curriculum, which is aligned with all objectives and goals based on the Indiana and national standards, will be used as the organization of the curriculum. The A+ curriculum has proven at the 21st Century Charter School to be demanding and challenging. It is content rich. Students will be offered a program that begins with the Core Academic Component for all students, studying and regrouping with skills necessary to pass the GQE. Then students can choose a Core 40 Component Plan, preparing them for college admittance or the Technical Component Plan preparing for the work force, technical training, or other post high school training programs. All students will participate in Senior

Institute where they will accumulate 120 community-service project hours, community internships, and must complete a rigorous electronic portfolio presentation to graduate.

Integrated into the curriculum will be those building blocks that are essential to instruction where students learn in a sequential manner, each step being mastered so that successive skills and concepts are attached to prior knowledge. In the book, James Madison Elementary School, by William J. Bennett, former Secretary of the United States Department of Education, an argument is presented for the need of an educational program the 21st Century Southeast Opportunity High School will provide:

“Each year 32 million children will be taught by more than 1.6 million teachers in 81,000 American elementary schools. What takes place in these classrooms will determine the future of American learning. Our system of education is like a pyramid. Each level . . . depends on the fulfillment of its aims and expectations on earlier student preparation and achievement. Failure at any one level will diminish possibilities for the next. And failure at the foundation – failure by any significant number of elementary schools to teach well, failure by any significant number of elementary school students to learn what they should – will diminish the whole.

Today, despite recent advances, the absolute level of American elementary school achievement is still too low. A series of careful national assessments suggest that our children have a still insufficient command of basic subjects; reading and writing, mathematics and science, history and foreign language, and music and art. International comparisons confirm these conclusions. In several important academic disciplines, American elementary School students lag well behind their foreign counterparts. It's not their fault, of course. Children learn what adults choose to teach them. If we are dissatisfied with what our students know, then we must improve the quality of instruction in our schools. And before we can do that, we must once again commit ourselves to solid content as a first principle of the elementary school curriculum.”

(NOTE: We will assess and determine high school placement based on instructional level. For students that seemingly have almost no hope, we will recreate the sequence necessary for students to have the framework for learning they desire, dream of, and need.)

Research support and summaries:

Customized Education

The basic philosophy of education for our school is traditionally described as individualized instruction. A national movement cited below makes the call for “customized education.” The citation provides reference to current research concerning mastery learning and customized education made possible by 21st century tools for every student:

“Customized education will transform the lives of all 50 million American K-12 students. All students will participate in a vital and dynamic network that responsively meets their individual needs. All learners will get what they most deserve – motivation, encouragement, correction, answers to their questions, feedback – all when they most need it, instantly. A strong body of research (Showers, 1992) now substantiates that with sufficient time and appropriate materials and instruction, nearly all students can master a set of objectives. As Benjamin Bloom observed in his 1985 book *Developing Talent in Young People*, when students are allowed to master each phase of learning before moving on to the next, students attain an 85 percent higher achievement rate than they do from conventional learning. There is no other path to universal mastery than universal customization.”

(www.customizededucation.org/content-contact.html)

The National Foundation for the Improvement of Education, (created by the National Education Association), published *Connecting the Bits: A reference for using technology in teaching and learning in K-12 Schools* in 2000 that contains the following support summaries for the major

components of the 21st Century Charter School Model educational foundations. (Bibliographies for each citation can be accessed at www.nfie.org/publications/connecting.htm.)

General Use of Technology in Schools (p. 12)

“In *The Road Ahead* program created through cooperation of the National Foundation for the Improvement of Education and Microsoft, twenty-two pilot projects sought to examine and evaluate the effect of technology on achievement and educational success. The results of the study and project were as follows: 1. Students demonstrated an increased technology capability and skill. 2. Through technology delivered instruction, there was a strong emergence of students as teachers. 3. Students were more motivated to learn. 4. There was improved achievement in core subjects as measured by test scores in some cases, and grades or student products in other cases.”

Technology and Standards Achievement (p. 40)

“Used appropriately, technology can help students learn the concepts and master the processes embodied in the content standards for a variety of disciplines. Technology can make dry concepts come to life and can be a strong motivator for disengaged students. Indeed, technology can be a powerful impetus for reforming teaching and learning along the lines envisioned in various national and state standards.”

Use of Technology for Assessment (p. 69)

“The growth of information technologies offers and, in some cases, necessitates new means of assessing student learning. Information technology has the capacity not only to make existing modes of assessment more efficient, but also to assess skills and processes not easily measurable by other means. These advantages are made possible by such tools as computer-adaptive testing, electronic portfolios, computer banks of examination questions, video presentations, computer simulations, and computer-based networking.”

At-Risk Students and Technology (p. 127)

“After more than a decade of research, development, and implementation, integrating technology into the curriculum properly can produce dramatic change and improved prospects for at-risk students. The change can also be measured in classrooms transformed from a place that many students wish to avoid to places where students are eager to work. The change can be measured in students who have altered their life course to become enthusiastic learners moving toward positive academic and career goals.”

Project-Based Learning (p. 51)

“Howard Gardner argues that each person has several different types of intelligence, such as musical intelligence, linguistic intelligence, and logical-mathematical intelligence. Gardner strongly supports the use of project-based learning as one approach to create a learning environment that enhances each student’s multiple intelligences. (p. 63) Project-based learning is a well established component of our educational system. It is an excellent vehicle for helping students learn to carry out authentic, multidisciplinary tasks in which they budget their time, make effective use of limited resources, and work with other people.”

School-Home-Community Connections and Technology (p. 166)

“Building partnerships among schools, families, and other community groups can strengthen technology-enhanced learning. When these connections are well established, families are more involved and supportive of the educational process, communities are more committed to their schools, and schools have a better understanding of both the needs and the resources in the community.

Information technologies can facilitate this kind of change by offering new modes of communication among schools, homes, and communities. They can provide a fresh and exciting motive for parents and citizens to become involved in children’s learning or to learn new skills for themselves.”

The overwhelming majority of research points to extremely positive effects for students through the use of a modern one-room school philosophy for classrooms. The abstract that follows is one that begins an extensive collection of research notations in regard to the concept of mixed-age groupings for schools.

Multi-Age Groupings and the One Room Schoolhouse Philosophy

From the research thesis, "Children's Social Behavior in Relation to Participation in Mixed-Age or Same-Age Classrooms" Diane E. McClellan & Susan J. Kinsey, *Early Childhood Research and Practice*; Volume 1, Number 1, Spring 1999:

"Findings suggested a significant positive effect on children's prosocial behavior as a result of participation in a mixed-age classroom context. In addition, fewer children appeared to experience social isolation in mixed-age classrooms than in same-age classrooms. Aggressive behaviors were significantly less likely to be noted by teachers in mixed-age than in same-age classrooms. Follow-up ratings were taken of third-grade children, all of whom were by then enrolled in same-age classrooms. Children who had previously participated in mixed-age classrooms continued to be rated as significantly less aggressive and significantly more prosocial by their third-grade teachers."

B. Curriculum

The goal of the 21st Century Southeast Opportunity High School is to equip urban students with two kinds of literacy necessary in the 21st century - the ability to read, write, speak, and calculate with clarity and precision and the ability to participate passionately and responsibly in the life of the community. The School will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside the school site/calendar, and will perform service to the greater community.

A student in a particular subject area works to advance through the A+ anywhere Learning System software that allows a teacher to select a standard and prescribe lessons automatically that are aligned with the Indiana Standards. The student would have many options to immediately align to any standard. Each lesson can be divided into the standards taught as well as generating lessons starting with the standard needing mastery. Teachers can customize the A+ lessons to add additional tasks with opportunities for mastery.

Two Sample Lesson Plans

Lesson #1

Lesson Title: Elements of Fiction

BACKGROUND: We are an individualized school with students progressing at their own rate. Several students chose and asked for guidance to study elements of fiction together in their year long cohort group, based on study groups in college to provide support and peer interaction. This lesson was proposed by the students with the help of the teacher.

RESOURCES NEEDED: Laptops, Internet connection, A+anywhere Learning System comprehensive curriculum, Smart Board, spiral notebooks, Polycom distance education conference system

Preparation: Pre-lesson

- Students access A+ software through the school server on the computer.

- Teacher has assigns assessment tests for elements of fiction to each student.
- Students take test to determine knowledge base.
- Students use test to identify skills needed mastered or review.
- Students set a timeline for completion of their study.

Procedures

1. Skill was identified as *Indiana Standards L.A. 12. 3. 3* (Elements of Fiction) **“Analyze the ways in which tone, mood, the author’s style, and the sound of language achieve specific rhetorical or aesthetic purposes or both.”**
2. Lessons were reviewed as assigned by the assessment test automatically based on student knowledge.
3. A+ Lessons for this activity were accessed by the teacher by using the software to find skill L.A. 12 . 3 . 3. and then having the software determine the sequence needed cross grades to provide instruction

Lessons in A+ are:

Reading Level VII	Fiction
Reading Level VII	Elements of Fiction
Reading Level VIII	Elements of Fiction
Secondary Reading	Fiction and Non-fiction
Secondary Reading	Metaphors and similes

Student Procedures:

1. Students meet in cohort group to study and plan strategies and formalize timeline.
2. The timeline is created with the instructor’s assistance.
3. Formal project plan to complete objective mastery is completed for each student, using common elements suggested by cohort group. (See Project-Based Learning Plan, Appendix pp. 57-59)
4. Teacher gives overview of elements of fiction. (15 minutes maximum mini-lecture)
5. Students use notebooks to take notes of mini-lecture, or laptops if they desire.
6. Experiential component: Students select author to research on Internet. Look for elements in a story read independently during the duration of the project.

ASSESSMENT

1. Students evaluate projects as cohort groups and use rubrics developed.
2. Students submit completed project summary and self evaluate according to rubrics. Teacher evaluates as well. Teacher and student discuss where there are differences in opinion. Teacher makes final evaluation .
3. A+ Lessons must be mastered and post test given. Any skills not mastered must be addressed until they are mastered. (90% on mastery test required.)
4. Skills will be again tested during periodic review tests and must be demonstrated through teacher observation, interviews, and on the comprehensive A+ final exam for literature.

ENRICHMENT ACTIVITY

When projects are finished, students will access the Polycorn distance learning equipment to visit a classroom in another country such as Australia to share literature discussions with peers from another country. This activity would be arranged during the organization period by the students.

Lesson #2

Grade 5 / Language Arts Appointment (3 students working on Grade 5 Standards)

Length of Lesson: 10 minutes

Follow-up: 10 minutes

Culmination: 5 minutes

Materials needed: Laptops, writing paper, notebooks

Total students of multi-age grouping: 15

Total students in lesson: 3

BACKGROUND AND RATIONALE: Even though students may come as chronological 6-12 graders, many will not have the basic foundations needed for advancement. Our school is designed to be able to, without embarrassing the students, go back and reconstruct the sequence of knowledge needed to be able to operate at higher levels.

Indiana Standards: English / Language Arts 5: Standard 1 “Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.”

21st Century Charter School Standard: Language: “They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.”

21 Century Standard: “Critical thinking skills: (e.g., problem-solving, analyzing, and applying knowledge)”

Procedures:

1. Students continue working on rotation assignments while group 5 comes to appointment.
2. Together, the students demonstrate oral reading skills and appropriate expression by reading a shortened version of “Hercules.” Students discuss the idea of Greek mythology.
3. After the story, students are challenged to think of modern expressions that go along with Hercules and the myth.
4. The idea of “Herculean” effort is to be discovered or revealed.
5. Other myth-based derivatives can be discussed.
6. Students with ESL concerns can help us put the story into their language and we will make sure that understanding transcends native tongue limits.
7. As a follow-up, students will connect to the Internet and through teamwork, they will find a Hercules graphic. (*Note: Our network will be equipped with screening software to protect the children.*) Finally, in their electronic portfolios, students can write a summary of what they could do if they only had the strength of Hercules.
8. Group sharing: Students share insights at end of period or after appointment is over.
9. All children share equally in the task. Special needs students are included and valued in the activity.

The Indiana standards will be the basis for the core of all instruction in all of the academic components. Each student will be given the opportunity to master the standards in all content areas. Constant emphasis on basic standards will be interwoven throughout the components of instruction. We will use the standards descriptions as lesson plan guides and the **A+ anywhere Learning System (ALS)** computer-based curriculum aligned exactly with the standards. The ALS curriculum can assess a student and prescribe lessons based on skills needing mastery. The ALS curriculum has been used by many schools nationwide for over 16 years with successful results. The early results at 21st Century Charter School indicate a strong improvement in just the first six months of existence in regards to the advancement in grade equivalency as indicated by the Terra Nova, ISTEP+ GQE, and NWEA testing. Many high schools use A+ nationally.

Students at the school will pursue the core skills as described below. Students will have flexible schedules and will work together in cohort groups, experiencing the support of peers. Teachers will be available for individual tutoring and to provide assistance in meeting all needs. The program will emphasize that we want to offer the shortest path between where they are now and their future. Our school will respect the student's dreams and decisions. We offer the students choices in their own education without compromising the high school diploma path. Day care will be offered for daily charges for students that are parents so they can concentrate on the skills needed to graduate. If students need remediation, we can take them back to any level through the A+ software without humiliation that would exist in a large group factory model school.

Core Values: The students will be taught and will be expected to demonstrate daily the following values: honesty, integrity, diligence, kindness, courage, empathy, altruism, courtesy, respect for authority and for others, and responsible independence. The curriculum will include job readiness, interviewing skills, speaking instruction, resume building, and much more that will prepare students to enter the adult world. Personal financial management skills will be mastered.

A chart of the requirements for the Core Academic, Core 40, and Technical Components can be found in the **Appendix, p. 29**. In addition to the skills for math, English / language arts, and science the following components will be a part of the curriculum:

Core Academic Skills:

- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- **Spanish Language:** Students will gain proficiency in speaking, reading, writing, and listening comprehension. Students will understand key aspects of the culture, both past and present, of the second language.
- Underlying and utilized throughout each of the above subject areas will be other core skills such as: **critical thinking skills**; (e.g., problem-solving, analyzing, and applying knowledge); the ability to effectively use **technology**.
- Creative expression through various forms of the **arts**, (e.g., music, visual/studio arts, drama, and dance)
- Knowledge of pertinent issues of **health** and the development of **physical fitness**

Life Long Learning Skills:

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- Ability to **plan, initiate, and complete a project**;
- Ability to **reflect** on and **evaluate** one's own and others' **learning**;
- **Study skills and habits**, (e.g., note-taking, library research skills, studying strategies).

Social / Interpersonal Skills:

Students will demonstrate:

- Ability to engage in responsible, compassionate peer relationships, by participating in **conflict resolution** training;
- Ability to collaborate and work effectively with others in **cooperative groups**;
- Strong **citizenship** and **leadership** skills by planning and implementing a project in **service** to the School and greater community.

Life Skills:

Students will develop skills necessary for a healthy adult life, including:

- **Job readiness and career development** skills (e.g., developing resumes, job internship skills);
- **Higher education continuance** skills (e.g., college applications, financial aid forms);
- Personal **financial management** skills (e.g., budget development, balancing check books).

C. Assessment

In the interest of fulfilling assessment and accountability guidelines under Public Law 221, the following system will be used.

Summary of Data

The first year of operation will be considered a baseline year. All students that do not have ISTEP+ or comparable test data available will be tested in the summer of 2004, prior to the opening of school. The data from those tests, A+ Assessment Tests, will provide for placement at correct instructional levels. In the fall, we will use ISTEP+ GQE, and Terra Nova. We have the MISI data recording software that will allow us to compare scores longitudinally for each student (for annual comparisons of growth and continuous graphing of each student's progress), collect data for all students in areas required by Public Law 221 according to the schedule published by the state, and disaggregate data comparisons based on age, free/reduced lunch status, gender, race, native language and any other classifications developed by the School Assessment Committee in conjunction with the established Mayoral accountability plan. We also plan to track the course of graduates to confirm that their long-term goals are met.

School Assessment Committee

The Board will create a committee of members of the Board of Directors, Chief Executive Officer, Chief Academic Officer, teachers, and parents to annually analyze all performance data for the School. The committee will examine the following:

1. Information about how the School's curriculum supports the achievement of Indiana academic standards;
2. Information about how the School's instructional strategies support the achievement of Indiana academic standards;
3. Analysis of student achievement based on ISTEP+ and other assessments;
4. Parental participation levels and comparison to student/parent contracted participation described in admissions contract agreement;
5. Technology goals and use as an effective curriculum learning system;
6. Safety and disciplined learning environment goals and conditions and adherence to state laws;
7. Professional development report and effectiveness;
8. Attendance rate; and
9. Percentage of students meeting academic standards under the ISTEP+.

Proposed Interventions Based on School Improvement Goals: Annual School Report Card

The School Assessment Committee will make recommendations for improvement for all goals areas, including curriculum and instructional strategies, and will present the findings to the Board of Directors in the form of a report card. The report card will include all of the above data, benchmark recommendations, and overall school goals achievement with the form developed through cooperation with the Mayor's representatives and details included in the charter document. The audience for the report will be the Board of Directors, parents, community, Indiana Department of Education, and the Mayor of Indianapolis.

In addition to the information, the report will contain:

1. A narrative description of the School, community, and the educational programs;
2. Description and location of curriculum;
3. Titles and descriptions of assessment instruments to be used in addition to Indiana statewide testing for educational progress plus ISTEP+;
4. Statement of mission and the School goals as contained in the application and charter documents;
5. Any other data which the authorizer, Board of Directors, or state desire or require.

Based on the findings, the Committee will work with the administration, staff, parents, students, and Board of Directors to propose strategies for further improving the School's performance.

Continuous Monitoring by Staff, Board, Parents, and Students for Improvement Needed Immediately

Through portfolios, electronic grade books, and computer assessment, the School community will be ready to respond immediately to any urgent need. Parents will have access at all times to make suggestions or bring matters to light. They will be encouraged to participate. The following areas will be under surveillance at all times:

1. Academics;
2. Social and character issues;
3. Health, safety, and welfare issues;
4. School environment.

Benchmarks

The Principal and staff will work with the Board of Directors and parents to develop benchmarks for progress with all goals for the School, academic and in all other areas in cooperation with the Charter School Director and the Mayor. A detailed accountability plan already in place for Mayor authorized schools will be used to track growth and school improvement. The No Child Left Behind Act, a federal law, requires that students make AYP (adequate yearly progress). Our school will follow the lead of the 21st Century Charter School Model and will be able to present a report for discussion, revision, and final approval in terms described in the charter. Benchmarks will be developed in the following areas:

1. % of students passing ISTEP+ GQE in each area tested.
2. Attendance % for 180 days;
3. Number of students that meet or exceed achievement based on C.S.I or IQ percentile;
4. % of students meeting or exceeding the previously tested academic areas;
5. Level to which the School will exceed local school corporations or counter-parts socio-economically across the state in performance based on grade equivalent mean scores for each grade level;
6. Success of parent involvement program based on actual number of hours of parent volunteer service divided by number of hours required for volunteer service according to student enrollment;
7. Special education students' ILP's goals and expectations to make sure they are vigorous and challenging and standards-based (individually).

Progress Reports to Parents and Students

Student progress reports will follow the model developed at the 21st Century Charter School. Reports will tell students the instructional level by grade in each subject for each student. Progress will be reported % of completion and mastery of lessons required for promotion to the next grade level in each subject. Students and parents will have daily, weekly, and periodic reports of student individual progress. Grade point averages will be kept with a traditional scale. However mastery is required, so 80% is the lowest score. The scale will be as follows: 80-87 C; 88-94 B; 95-100 A. Daily reporting will be accomplished through portfolio notebooks and will be available on-line in the future. Mastery level and quantity of skills mastered will be reported. A formal report will be issued every fourteen week trimester for the 42 week school year. A copy of the report is can be found in **Attachments p. 35-36**.

Corrective Action Plan

Tracking and records, both written and technology-based, will be used constantly to measure progress for all students regarding state goals. Students will receive the benefit of no charge tutoring on weeknights, weekends, and during the day when progress does not match the goals stated on the ILP. A notice will be sent home when students fall below the pace designed for each student. Parents will receive weekly reports of lessons mastered and progress with computer-based assessment.

TimelineSummer

Placement tests for incoming students to determine actual instructional level (A+ Assessment)

Fall

ISTEP+ GQE and Terra Nova Assessment as directed by the state for appropriate grade levels: Used for baseline only at required grade levels in year 1; growth analysis and accountability thereafter. NWEA computer-based testing will be given to measure grade equivalent progress.

Spring

Student presentations and interviews of service learning and project-based education
Terra Nova Achievement Tests – Spring Session. NWEA spring testing will be conducted.

D. Special Student Populations

Spanish instruction beginning with an emphasis on speaking is integral to our educational program. The administrative team has experience teaching ESL students in the classroom. Students with ESL needs will have a plan developed based on research through cooperation with the Indiana Department of Education. The CAO will arrange training for all personnel to promote an environment that is welcoming and productive for ESL students. The fact that all students in the School are required to learn Spanish will help the ESL students. Finally, ESL software will be acquired after research and testing determine highest quality and will provide, as in all academics, an individualized approach to English acquisition. We will use the Ellis Second Language software that is a success across the nation and at the Goodwill Industries ESL lab here in Indianapolis. We will follow Indiana Department of Education guidelines for our model program.

In regards to the “child find” provision of state and federal special education law, a General Education Intervention committee (GEI) will be formed that will develop forms and checklists that meet specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990, and Part 504 of the Rehabilitation Act of 1973, for identification of students with potential special needs. Students with any problem, academic or otherwise, will be referred to the GEI for suggestions of interventions for early treatment of all needs. We will treat all of our students on an individual basis. Recommendations for meeting the needs of special education students will not be outside of the normal procedures of the School. The CAO will use his previous experience in following all procedures and laws concerning special education students. As a public school principal, he was awarded the Boone-Clinton North West Hendricks Joint Services special education “Administrator of the Year” award and he has a proven track record of being concerned for the needs of individual students, regardless of classification. Students with high needs will have prescriptive remedies designed through case conference and ILP construction (IEP). The School Principal and CAO are aware of contingencies and the cost of serving special needs students and will provide flexibility in the budget for such needs. After the first year, costs will be funded through state special education compensation. The School is designed around the multi-age model of education used successfully in high quality resource rooms. The School proposes to join the Virtual Joint Services with the other charter schools in the state operated by Ball State University.

IV. Organizational Viability and Effectiveness

A. Enrollment / Demand

Currently, there are large waiting lists for IPS magnet schools and private schools in the area. The 21st Century Charter School had nearly 300 applicants its first year and currently there are over 80 students on the waiting list after this year's lottery. (There were 46 students selected resulting in 126 applicants total.) Through conversations with local community centers and parents, businesses, public agencies, and citizens we have listened to the concerns and know that the demand for a quality option with the philosophy and model we have developed is great. At least 2,000 students each year leave high school without graduating in Marion County. We feel that our central location and accessibility to all of Marion County will assure our ability to fill our school to capacity and beyond.

Enrollment Process

The charter school enrollment guidelines prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. As it is anticipated that the enrollment interest will exceed the enrollment capacity, the 21st Century Southeast Opportunity High School will adopt a non-discriminatory enrollment policy. See the title page for the statement. Enrollment will be solicited by advertisement and publicity and through informational meetings during January and February of 2004. Applications will be developed, disseminated, and then accepted beginning February 1 through March 15, 2004.

Enrollment Assurances

The 21st Century Southeast Opportunity High School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the district:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district;
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district;
- Outreach meetings in several areas of the district to reach prospective students and parents.
- In compliance with the standing desegregation order, a goal of 15-85% African-American student enrollment will be the goal pursued through the above process.

The initial charter grade capacity growth chart:

When a grade level reaches capacity for the current School year according to the plan above, a lottery will be held on the third Friday of March and the results announced the following week before spring vacation begins. The lottery will be by grade level. If a student selected in the lottery is chosen, spaces will be reserved for siblings in other grade groupings as needed to assure families will stay together if at all possible. If a student is in a grade level where there is no lottery, the student's brothers and sister will be enrolled at the respective grade levels and will not be subject to the lottery. Families will enter the lottery together at the oldest child in the family's grade level if space is available. Enrollment is planned for 130 students with flexible scheduling in a multi-age setting using existing facilities at 21st Century Charter School in Union Station in grades 9-12. Once enrolled, students will be tested and placed appropriately.

The Board of Directors, in cooperation with the Mayor, has developed procedures for the lottery. The lottery will be administered by a C.P.A. in an ethical manner assuring fairness for all students. No students will be accepted outside of the lottery framework whenever applications exceed capacity with the exception of siblings as noted above.

The lottery will be governed by only a few basic rules:

- a) All students who have applied will be allowed to enter;
- b) If a student is chosen in the lottery and there is a sibling or siblings who want to attend the School, those siblings will be given preference so the family can all attend the same school. In the cases of families with more than one student to enroll, the family will enter the lottery only once as all family members will then be accepted for enrollment; and will be entered at the oldest child in the family's grade level.
- c) The lottery will be conducted on the third Friday of March of each year;
- d) It is understood that students enrolled in the School will be able to re-enroll for the following school year as long as they are in good standing with the School. It is further understood that if a student is enrolled in the School and a sibling desires to attend the School, that child will be given preference so the entire family can attend the same school the following school year.

B. Governance and Management

Organizational Structure and School Governance Plan

The GEO Foundation will serve as the fiscal agent until separate 501 (C) (3) not-for-profit status is granted to the 21st Century Southeast Opportunity High School. The organizational materials, By-laws, and Articles of Incorporation are included in the **Attachments, pp. 39-47**. Also, the not-for-profit letter for GEO is included in the **Attachments, pp. 51-52**. The GEO Board of Directors has appointed the original members of the 21st Century Southeast Opportunity High School Board of Directors. The Board of Directors will then organize under the By-Laws and Articles of Incorporation for the application. The School will be governed pursuant to the By-Laws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the By-Laws. The organizational chart is found in **Attachments, p. 48**.

Roles and Responsibilities of Key Personnel

Officers of the Board of Directors (Also included with By-laws in the **Attachments** section.)

1. President. The President shall preside at all meetings of the Board of Directors. The President shall have and exercise all of the powers and duties as are incidental to the office and as are delegated to him or her from time to time by the Board of Directors.
2. Vice President. The Vice President shall, in the absence of the President, serve as President of the Corporation on a temporary basis until such time as the President can resume his or her duties or a replacement is named by the Board of Directors. The Vice President shall preside at all meetings of the Board of Directors at which the President is unable to preside. The Vice President shall perform all duties delegated to him or her by the President and shall perform such other duties as delegated to him or her by the Board of Directors.
3. Secretary. The Secretary shall keep accurate minutes of the meetings of the Board of Directors and see that copies of the minutes of the meetings are sent to all members of the Board of Directors as soon as possible following such meetings. He or she shall also be responsible for sending out notices of all meetings. He or she shall be responsible for conducting the correspondence of the Corporation

and the Board of Directors. Unless otherwise provided, the Secretary shall act as custodian of all property of the Corporation and preserve all papers and archives of the Corporation.

4. Treasurer. According the unified accounting code required by the state, the treasurer, (a non-Board member), shall have general care of all funds of the Corporation and shall oversee the deposit of such funds in the name of the Corporation in such bank or depository as shall be agreed upon by the Board of Directors when requested to do so and shall present a report, at least annually, to the Board of Directors. The Treasurer shall keep accurate account of all expenditures and preserve copies of all bills and vouchers subject to inspection by the President or other officers or members of the Board of Directors. He or she shall keep accurate accounts of all money received and paid out and upon request shall open his or her books to any member of the Board of Directors. The Treasurer will be bonded by an indemnity bonding company for such an amount as the Board of Directors may direct. The Treasurer will ensure that the general accounting rules according to the unified accounting code are followed according to state law. We will use Komputrol software to comply with all requirements of the Mayor and state auditors.

Members of the Board of Directors

The governing board's major roles and responsibilities will include establishing and approving all major educational and operational policies, approving all contracts, approving the School's annual budget and overseeing the School's fiscal affairs, and selecting and evaluating the Chief Executive Officer. The Board is responsible to oversee the evaluation and accountability process as agreed to in the charter.

The Board Members will be informed of opportunities for professional development and the School leaders will work to help the Members understand the latest research and developments as the mission of the School grows and strengthens. Retreats will be encouraged where the Board Members meet with staff, parents, and leaders of the School to evaluate achievement of goals, learn about new innovations and developments in education, and generally provide a quality team working together in concert for the future. Board members will be encouraged to be visionary and avoid being reactionary. The Board and School leaders will be alert to all opportunities to provide growth and education for the Board through development activities.

Chief Executive Officer: ("CEO")

The Chief Executive Officer will be responsible for all non-teaching decision-making, financial transactions, purchase orders, documentation, testing, and information requests from the sponsor.

The Chief Executive Officer will be responsible, benefits acquisition, and other administrative functions as required by the School's educational program. The Principal and CAO will assist the CEO with the above duties. The Chief Executive Officer will delegate administrative work as appropriate.

Chief Academic Officer: ("CAO")

Responsibilities of the CAO are data collection and recording, assessing student progress in comparison with goals and objectives, assuring that Indiana Standards are the basis for instruction, and recruiting, hiring, and evaluating educational staff with the assistance of the Principal. The CAO reports directly to the CEO.

Principal and CAO

The Principal will also be in charge of scheduling, curriculum, professional development, student discipline, and teacher evaluation and training. He is also responsible for measuring and helping teachers report the progress of the students in the seven components of the school program. The Principal may also perform teaching duties, arrange for substitute teachers and aids, and make transportation arrangements. The Principal reports directly to the CAO.

The original Board members appointed by the GEO Foundation Board are listed below.

Don Laskowski: Mr. Laskowski has the dream of a school where mentoring replaces teachers imparting knowledge. He brings considerable abilities to bring vision to reality as evidenced through his founding of Wood-Mizer, Inc., the Safe-Haven schools in Indianapolis, and Covenant Christian School.

Rollin Dick: Mr. Dick has served in business and an impressive number of non-profit advisory boards. He has an eye for details in finances, possesses a C.P.A. license, and is a supporter of downtown Indianapolis development.

Levester Johnson: Mr. Johnson is a respected higher education leader currently serving as Vice-President for Student Affairs at Butler University and has experience with non-profit youth-focused work through College Mentors for Kids. Mr. Johnson is nearing completion of his doctoral degree and is energetic, creative, and hard working and has had success in improving the working and living environments for which he has been responsible.

Delores Brents: Ms. Brents has served as a valuable employee of Eli Lilly and Co. as a counselor and advisor for personnel. She currently serves as Commissioner for the Indianapolis Public Schools and is very interested and passionate in her desire to make a difference for young people in Indianapolis.

Joyce Johnson, Board member: Mrs. Johnson was a home educator for 18 years. As former Executive Director of the Indiana Association of Home Educators, she is uniquely qualified for this position. Employed for ten years as a Social Worker for the Marion County Dept. of Public Welfare and the Marion County Children's Guardian Home, Mrs. Johnson has first-hand knowledge of the challenges of students growing up in Indianapolis. Mrs. Johnson is pursuing a Master's Degree in Public Administration with a concentration in Non-profit Management at IUPUI.

Scott Thiems: Mr. Thiems is the Senior Vice President of Union Planters Bank and comes from a family rich in educational experience with his father serving as a public school Superintendent in Elmhurst, Illinois. He is a parent of school age students, his wife is a public school teacher, and he offers business acumen concerning financial management. He has experience with neighborhood homeowners associations, the United Way, and currently serves on the board of Community Hospital and the Indianapolis Neighborhood Housing Partnership's Homeowner Development Board.

Richard Harcourt: Mr. Harcourt is active in the community serving on the DAMAR Services Board of Directors and has served as board member of Area Youth Ministry, with experiences in fund-raising for both organizations. He brings outstanding financial experience and counsel, as he is currently Senior Vice President of National City Bank of Indiana.

Tom Zupancic: Mr. Zupancic has served as the weight training and strength coach of the Indianapolis Colts. He has also served many community organizations in various capacities. Mr. Zupancic is dedicated to seeing the Indianapolis grow in stature as a community. He is concerned about all citizens and is keenly interested in seeing quality education options expanded in the metro area. He makes many speaking engagements a year assisting students to create goals and helps inspire character in youth. Tom is a recipient of the Sagamore of the Wabash award, the highest civilian award in Indiana. He was chosen for the award by Gov. Evan Bayh.

Board Policy Development for Board Level Decision-making Process

The full and detailed process is described within the By-Laws included with the **Attachments, pp. 39-47**. To summarize the process, the board will hold meetings as agreed to when organizing. The Board will be

presented reports and details concerning the operations of the School and have oversight over all functions of the School. However, the Board will limit its participation to the duties mentioned above under the “Board Members” paragraph description. Policy and decision recommendations will be directed through the committee process as described below and in the By-Laws and Articles in the **Attachments, p. 41.**

Committees of the Board of Directors

A. The Board of Directors may create one or more committees by resolution of the Board of Directors adopted by a majority of all the Directors in office when the resolution is adopted. Each committee may have one or more members, and all the members of a committee shall serve at the pleasure of the Board of Directors.

B. To the extent specified by the Board of Directors in the resolutions creating a committee, each committee may advise the Board of Directors; provided, however, that a committee may not:

1. Authorize any distributions;
2. Approve any action that is required to be approved by the Board of Directors or on any of its committees;
3. Elect, appoint, or remove Directors or fill vacancies on the Board of Directors or on any of its committees;
4. Adopt, amend, repeal, or waive any provisions of the Corporations Articles of Incorporation; or
5. Adopt, amend, repeal, or waive any provisions of these By-Laws.

Executive Committee. There may be an Executive Committee of the Board of Directors composed of officers and Directors as determined by the Board of Directors. The Executive Committee shall have the power to act for the Board of Directors in the interim between meetings of the Board of Directors. The Board of Directors shall restrict the powers of the Executive Committee, as it deems appropriate, and shall provide for the manner in which the Executive Committee exercises such powers.

Role of Board in Relation to School Leaders

It is the philosophy of the Board of Directors that the Board should not try to manage the operation of the School. School leaders and personnel should have authority to act with expertise and experience to needs as they arise. The leaders and personnel should be encouraged to think creatively and make adjustments when needed. As such, the Board will not conduct or manage curriculum decisions, personnel decisions, budget allocations, or vendor selections. The CEO and CAO will have the power to act in the areas so mentioned. The Board will have the legal responsibilities of management and ability to act in the areas above according to the By-Laws. Change in procedures and management can be enacted through evaluation and personnel decisions concerning the leaders. The Board can hire and terminate the CEO and CAO by modifying or changing the contract with GEO school management.

School Leaders Criteria

The School’s leaders have been selected based on proven experience to manage and administer organizations. Further criteria for the School CEO are the ability to write grants, manage funds, find resources, communicate with the community, exhibit passion for educating individual students, and organize time. The CAO must be able to teach with excellence, discipline effectively, inspire people, work with parents, communicate with the community, evaluate personnel, assess progress with a quick response time for corrective measures, be flexible and adaptable, have passion for students, have experience with managing funds, demonstrate knowledge of technology and teaching methods, multitask, and be willing to spend the time and energy needed to guarantee growth for students and staff. Both the CEO and CAO must be first and foremost visionaries with the ability to bring dreams to reality, but must also be skilled in the practical application of sound fiscal and educational practices.

School Leader Evaluation

The Board of Directors will have evaluation responsibility of the CEO. The CEO will evaluate the CAO. The CEO and CAO will be responsible for keeping the School financially viable. Together they assess progress of students and teachers to satisfy the goals of the School. The CEO and CAO are ultimately responsible to enact the goals of the School. They will be evaluated according to the degree to which those goals are achieved. The Board of Directors will develop an evaluation process for the CEO and CAO. The school Principal will be Mr. Dante Brown, now serving as Lead Mentor Teacher and Assistant Principal at 21st Century Charter School. He will be assisted by the Lead Mentor Teacher of the Southeast Opportunity High School, yet to be selected. Mr. Brown is a Fellow in the New Leaders for New Schools program, a prestigious program for the preparation of urban school leaders.

C. Budget and Financial Matters

Business Plan The School plans on to lease all equipment and start up materials. Using contacts from the 21st Century Charter School and relationships built through the GEO Foundation, the School will be designed to be self-supporting based on the ADM, various entitlements, special education funding, and the Federal Charter School Grant. GEO Foundation will serve as the paid education management organization providing the CEO, CAO, and business management. In serving in such a capacity, the economy of scale provided by GEO and its services makes the school extremely viable with little reliance on private funding. The School plans to enter into a relationship with LISC to provide low-cost loans for cash flow needs, if warranted, and will use Bond Bank money if qualified as well as low interest state loans for start up expenses to cover the first part of the year. State funds are at present very undefined so details cannot be provided until the legislature comes to a final agreement concerning funding, loan limits, and other considerations that are under study and negotiations. The School will not be required to provide facility build out funds as it will locate in the evenings in the 21st Century Charter School at Union Station. The School was invited to share the space and will help provide an economy of scale that will benefit both schools. Finally, the resources of GEO will be used to provide assurance to financial institutions as to the viability of the School. Please refer to budget, **Appendix, pp. 60-78**, for actual figures and details.

Our accountant will be Bookkeeping Plus. The firm will use Komputrol software, recommended by the State Board of Accounts and Patty Bond of the DOE. The software belongs to the GEO Charter Schools Service Center. It includes all forms, accounts, contracts, and funds required by the unified accounting system for schools. We will have audits every two years by the state and in the intervening years, we will use an independent accounting firm to conduct an audit. Our purchase order system has been established and is in use. Every detail of expenditures is kept in a purchase order log that has duplicate copies for the CEO and bookkeeper. The CAO will use the log to monitor purchases and to stay within the budget.

Financial reporting will follow the requirements of the Mayor's office as described in detail in the charter agreement. All deadlines for reports will be duly noted and the reporting schedule sent to the Mayor's office as required.

The daily management of the School finances will be managed through cooperative procedures under the control of the CEO, CAO, and School secretary. The school treasurer will be issued reports and will have oversight of the finances. No purchase orders or checks may be issued for items not in the monthly budget without permission of the CEO. Purchase orders will be kept for every expenditure outside of payroll. Each month the school treasurer under the guidance and supervision of the CEO will give a report of the current budgetary and financial status. The School will contract with an appropriate accounting firm to ensure all state laws and procedures will be followed.

All accounts in the budget will be listed and identified for instant review purposes. A monthly review will be completed of the accounts and reported to the Board. Budgets, financial reports, and expenditures are public records as according to state law. Exact accounting and financial disbursement procedures will be developed according to state law and in cooperation with the accountant hired by the Board.

Annual Audit

The School agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations, and make such records available to the Board on a monthly basis to the Mayor as requested from time to time. The School agrees to engage and participate in an independent, outside audit by a certified public accountant of its financial and administrative operations on an annual basis. The results of the annual audit shall be provided to the Board and to the Mayor on a timely basis.

The School will maintain a comparison of actual expenditures compared to the annual budget. Budgetary priorities will be developed with the Board and Mayor with flexibility in the budget process allowing for line items to be transferred to other areas of need if the allocated money is not entirely spent. A procedure for adjusting priorities to immediate need will be developed through Board and Mayor cooperation.

D. TRANSPORTATION

Our transportation plan includes the following components:

Students must provide their own transportation. The school will budget \$100 per student to offset costs of using IndyGo or to pay for parking spaces when transporting themselves to the School to be used if the need is demonstrated. No student will be excluded due to a lack of transportation. Car-pooling will be encouraged.

To execute the plan, the following steps have been taken:

A 15-passenger approved school bus that has handicapped accessible equipment will be available for students that have physical disabilities that require help with transportation. The plan will depend on how many students need transportation and will be managed by the CEO, CAO, under the contract agreement with the GEO Foundation.

21st Century
Southeast Opportunity High School
Charter Application
Attachments

PROPOSED DETAILS OF USING THE GREATER EDUCATIONAL OPPORTUNITIES FOUNDATION AS NOT-FOR-PROFIT EMO

The 21st Century Southeast Opportunity High School proposes to use the expertise and experience of the Greater Educational Foundations Corporation to achieve an economy of scale and efficient management system. Administrative costs will be greatly reduced by using the GEO Foundation. The GEO Foundation has established the model of the 21st Century Charter School and believes in individualized technology-driven education tailored to each child. The GEO Foundation believes that there should be no excuses and that no child should be left behind.

The members of the GEO management team have proven their collective abilities to design, establish, and successfully operate a school through the relationship with the 21st Century Charter School in Union Station. Preliminary spring test results indicate that students are learning effectively through the 21st Century Model.

By using the GEO Foundation as an EMO, economy of scale will prevail. An example is the ability to share the transportation system already established with the 21st Century Charter School.

The GEO Foundation team will provide excellence and experience in all aspects of the school, from student learning to financial health.

A contract for services has been discussed and is being designed for this unique management arrangement proposed for the 21st Century Southeast Opportunity High School. As of the submission date for the prospectus, no formal agreement had been signed. The contract will be formalized in detail if a charter is granted to the School.

21st CENTURY ACADEMIC PROGRAM STRUCTURE

A+ AnyWhere Learning System

Internet-Deliverable Educational Courseware for Grade Levels 1-12 The American Education Corporation

(Scope and Sequence is found in **Appendix p. 80.**)

The A+nyWhere Learning System (A+LS) software program is an e-learning solution ideal for schools that want to use technology to improve their instructional process. The A+LS program consists of an Internet-based instructional management system supported by significant core curriculum content for grade levels 1-12. With extensive management and reporting tools, educators and administrators control the learning process. Student assessment tools are integral to the management system and educators can test students on national, state, or local learning objectives.

Meeting federal, national, state, district, or even local mandates while addressing the individual needs of students is a challenge to educators everywhere. Educators need a software program that provides not only assessment tools, but also, prescribes core curriculum content to match the skill levels of all students.

STANDARDS-BASED ASSESSMENT AND CURRICULUM MANAGEMENT TOOLS

Powerful assessment and curriculum management tools are key features of the A+LS program.

- Add any set of standards to the system or use any existing state or national standard set to assess students.
- Focus assessment tests on national, state, district, or local objectives
- Pretest student skills and generate curriculum targeted to individual students' educational needs.
- Prescribe activities that can include computer-based content, Internet material, and non-computer material such as textbook lessons, group work, or field trips.
- Edit existing curriculum content or create new subjects or lessons to keep students on track.

Accountability is becoming an increasingly important issue for educators whether expected by parents, administrators, or educational agencies. Educators must be able to supply accurate, up-to-date reports on student progress and easily make adjustments to at student's course of study.

OVER 180 STANDARD REPORTS AVAILABLE

Educators can quickly and easily track class or student progress with powerful A+LS software Report Wizard.

- **Assessment** capabilities facilitate automatic lesson prescription for individualized student enrichment or remediation.
- **Study Guides** teach the concepts and skills associated with each lesson.
- **Practice Tests** allow the student to work through exercises while giving access to the Study Guide.
- **Mastery Tests** determine whether the student has learned the lesson material.\
- **Essays** help students assimilate and synthesize concepts from reviewed lesson content.

Information concerning the curriculum can be accessed through:

**The American Education Corporation
1-800-34-APLUS
www.amered.com**

A+ SCOPE AND SEQUENCE

A+ SCOPE AND SEQUENCE

A+ SCOPE AND SEQUENCE

INSERT REPORT CARD HERE

INSERT REPORT CARD HERE

**WRITTEN CONSENTS
AS TO RESOLUTIONS RELATING
TO THE ORGANIZATION OF
21st Century Southeast Opportunity High School, INC.
(Details to be completed and approved by Board of Directors following
Charter approval)**

The undersigned, being the incorporators and all of the initial directors of 21st Century Southeast Opportunity High School, Inc., an Indiana Non-profit Corporation (hereinafter referred to as "Corporation"), hereby consent to the following actions taken and to be taken by the Corporation without the necessity of a meeting upon the filing of these written consents with the minutes of the proceedings of the Directors of the Corporation.

By consent, it is:

RESOLVED, that a counterpart of the Articles of Incorporation of 21st Century Southeast Opportunity High School, Inc. executed, acknowledged and delivered by the incorporators thereof, bearing upon the face thereof the approval and file mark of the Secretary of State of Indiana, be inserted in the Minute Book.

RESOLVED, that the Certificate of Incorporation of 21st Century Southeast Opportunity High School, Inc., issued and sealed by the Secretary of State under date of _____, be inserted in the Minute Book.

RESOLVED, that the By-laws of 21st Century Southeast Opportunity High School, Inc., are duly approved and adopted as the By-laws of this Corporation, and shall be inserted in the Minute Book.

RESOLVED, that <INSERT BOARD MEMBERS> be, and hereby are, elected as Directors of the Corporation, to hold such positions until the first annual meeting of the Directors of the Corporation, or until their successors are chosen and qualify.

RESOLVED, that the following individuals be, and they hereby are, elected to the offices shown opposite their names, to hold such offices until the first annual meeting of the Directors of the Corporation, or until their successors are chosen and qualify.

<INSERT>	President
<INSERT>	Vice President
<INSERT>	Secretary and Treasurer

RESOLVED, that the form of banking resolution for Corporation's banking accounts inserted in the Minute Book, and made a part hereof be, and the same hereby is, adopted.

RESOLVED, that the Corporation should assume as a business name "21st Century Southeast Opportunity High School" and that the President and Secretary shall take all necessary steps to file and record such assumed business name with appropriate County Recorders and the Indiana

Secretary of State.

RESOLVED, that the By-Laws as attached are accepted by consensus.

RESOLVED, that the actions taken by <INSERT> acting as incorporators for the corporation, are hereby ratified and affirmed.

Dated at Indianapolis, Indiana this ____ day of _____, _____

**21st Century Southeast Opportunity High School, Inc.
By-Laws
(Details to be completed and approved after Charter approval by Board of Directors)**

Board of Directors

A. Number of Directors; Manner of Selection; Vacancies; Attendance

**ARTICLE I
General**

1. Name. The name of the School Corporation is “21st Century Southeast Opportunity High School.” It is subject to the board of the School Board of Directors. It shall be referred to as “the Corporation” from this point on.
2. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of the following June.

**ARTICLE II
Members**

The Corporation shall have no members.

**ARTICLE III
Directors**

1. Number and Term: Authority. The Greater Educational Opportunity Foundation Board of Directors will appoint the initial members of the Corporation Board of Directors. Authority to direct and carry out all powers and business of the Corporation shall be vested in the Board of Directors, which shall consist of _____? Directors until changed by the Board of Directors. The initial Board of Directors shall serve until the second annual meeting of the board. Upon the completion of the following described staggered terms, Directors shall serve for a term of _____?() years, or until their successors are elected and qualified, unless terminated earlier by death, resignation, disqualification, or removal.

The original Board of Directors shall be divided into three classes with numbers as equal as possible, and their terms shall be staggered as follows: the terms of the Directors in the Class I shall expire at the second annual meeting of the Board of Directors after their election; the terms of Directors in the Class II shall expire at the third annual meeting of the Board of Directors after their election; and the terms of Directors in the Class III shall expire at the fourth annual meeting of the Board of Directors after their election. The original class designation will be determined by the alphabetical order of the original Directors based on last names. Class I will consist of (___?) Directors, Class II will consist of (___?) Directors, and Class III will consist of (___?) Directors.

Once terms expire, the board shall, through a process to be developed by the Board, accept nominations, offer nominations, and as a Board elect or re-elect new members.

The Directors and each of them shall have no authority to bind the Corporation except when acting as Board or as a Committee established by the Board and granted authority by the Board to bind the Corporation.

Original Classes of Directors and Terms

Class I:

Elected / appointed:

Term expires:

Class II:

Elected / appointed:

Term expires:

Class III:

Elected / appointed:

Term expires:

2. Removal. Any or all members of the Board of Directors may be removed, with or without cause, only by the affirmative vote of a majority of the entire Board of Directors.
3. Election of Directors. Directors shall be elected by a majority vote of all of the Board of Directors at the annual meeting to be held in September of each year, with each person entitled to cast one (1) vote for each vacancy on the School Corporation Board of Directors.
4. Vacancies. Any vacancy in the Board of Directors from whatever cause arising, including any increase or decrease in the size of the Board of Directors, shall be filled by election of a new Director by a majority vote of the remaining members of the Board of Directors (even if less than a quorum). The term of a Director elected to fill a vacancy shall expire at the end of the term for which such Director's predecessor was elected; provided, however, that in the case of a vacancy created by an increase in the size of the School Corporation Board of Directors, the term of the new Director shall expire as of the next annual meeting or, if later, when a successor is elected and qualified.
5. Quorum. As provided in the Articles of Incorporation, the power to amend, alter or repeal the By-laws or to adopt a new Code of By-laws requires an affirmative vote of two-thirds (2/3) of the Members of the Board of Directors. In all other respects, a majority of the Directors shall be necessary to constitute a quorum for the transaction of any business. If a quorum is present when a vote is taken, the affirmative vote of a majority of the Directors present shall be the act of the Board of Directors unless otherwise provided for by the Act, the By-laws, or the Articles of Incorporation.
6. Annual and Regular Meetings. All meetings must follow IC 5-14-1.5 in regards to public notice 48 hours prior and posting of agendas. All notes, minutes, and decisions of the Board must adhere to the IC 5-14-1.5 Open Door Law. The Board of Directors shall meet each year for the purpose of conducting such other Corporation business as shall come before the meeting. The first annual meeting shall be held on the _____, and thereafter on the same corresponding date and day of the week each year. The meeting shall be held at the Corporation's School, located at _____, Indiana, or at such other place in central Indiana as may be specified in notices or waivers of notice thereof furnished to the Directors. Regular meetings of the Board of Directors shall be held on such dates, at such times, and at such places as shall be fixed by resolution adopted by the Board of Directors, and shall be presided over by a President. The Board of Directors may at any time alter the date for the next regular meeting of the Board.

7. Special Meetings. The President may call a special meeting of the Board of Directors and must call a special meeting of the Board of Directors upon receipt of a written request signed by four Directors, in either case, upon not less than forty eight (48) hours notice given to each Director of the date, time, and place of the meeting, which notice must specify the purpose or purposes of the meeting. Such notice may be communicated in person (either in writing or orally) by telephone, facsimile, or other similar form of communication, or by first class mail, at the usual business or residence address of the Director and shall be effective at the earlier of the time of its receipt or five (5) days after its being mailed. Notice of any meeting of the Board may be waived by any Director in writing at any time if the waiver is signed by the Director entitled to the notice and filed with the minutes or corporate records. A Director's attendance at or participation in any meeting waives any required notice to the Director of the meeting unless the Director, at the beginning of the meeting, or promptly upon the Director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.
8. Participation by Conference Telephone. Open Door Law, IC 5-14-1.5 prohibits meetings that are not held publicly. Participation by conference telephone by a Member of the Board is allowed at a public meeting where proper procedures under the law have been followed.
9. Written Consents. Any action required or permitted to be taken at any meeting of the Board of Directors may be only taken at a general public meeting in compliance with IC 5-14-1.5.
10. Committees of the Board of Directors – General.
 - A. The Board of Directors may create one or more committees by resolution of the Board of Directors adopted by a majority of all the Directors in office when the resolution is adopted. Each committee may have one or more members, and all the members of a committee shall serve at the pleasure of the Board of Directors.
 - B. To the extent specified by the Board of Directors in the resolutions creating a committee, each committee will advise the Board of Directors; provided, however, that a committee may not:
 - 1) Authorize any distributions as defined by the Act;
 - 2) Approve any action that is required to be approved by the Board of Directors or on any of its committees;
 - 3) Elect, appoint, or remove Directors or fill vacancies on the Board of Directors or on any of its committees;
 - 4) Adopt, amend, repeal, or waive any provisions of the Corporations Articles of Incorporation; or
 - 5) Adopt, amend, repeal, or waive any provisions of these By-Laws.
 - C. Except to the extent inconsistent with the resolutions creating a committee, Sections 5 through 9 of this Article III, which govern meetings, actions without meetings, notices and waivers of notices, quorum and voting requirements, and telephone participation in meetings of the Board of Directors, shall apply to the committee and its members.
11. Executive Committee. There may be an Executive Committee of the Board of Directors composed of officers and Directors as determined by the Board of Directors. The Executive Committee shall have the power to act for the Board of Directors in the interim between meetings of the Board of Directors. The Board of Directors shall restrict the powers of the Executive Committee as it deems appropriate and shall provide for the manner in which the Executive Committee exercises such powers and reports its actions to the Board of Directors.

ARTICLE IV
Officers

1. Designation, Selection, and Terms. The officers of the Corporation shall consist of a President, a Vice President, if necessary, a Treasurer, and a secretary. Offices other than those of President and Secretary may be held by a single individual. Each other shall be elected by the Board of Directors at the annual meeting and shall take office at the close of the annual meeting. The Board of Directors may also elect such other officers as it may from time to time determine by resolution creating the office and defining the duties thereof. The election or appointment of an officer does not itself create contract rights.
2. Removal. The Board of Directors may remove any officer from office at any time with or without cause. Vacancies in such offices, however occurring, may be filled by the Board of Directors at any meeting of the Board.
3. President. The President shall preside at all meetings of the Board of Directors. The President shall have and exercise all of the powers and duties as are incidental to the office and as are delegated to him or her from time to time by the Board of Directors.
4. Vice President. The Vice President shall, in the absence of the President, serve as President of the Corporation on a temporary basis until such time as the President can resume his or her duties or a replacement is named by the Board of Directors. The Vice President shall preside at all meetings of the Board of Directors at which the President is unable to preside. The Vice President shall perform all duties delegated to him or her by the President and shall perform such other duties as delegated to him or her by the Board of Directors.
5. Secretary. The Secretary shall keep accurate minutes of the meetings of the Board of Directors and see that copies of the minutes of the meetings are sent to all members of the Board of Directors as soon as possible following such meetings. He/she shall also be responsible for sending out notices of all meetings. He/she shall be responsible for conducting the correspondence of the Corporation and the Board of Directors. Unless otherwise provided, the Secretary shall act as custodian of all property of the Corporation and preserve all papers and archives of the Corporation.
6. Treasurer. The Treasurer shall have general care of all funds of the Corporation and shall oversee the deposit of such funds in the name of the Corporation in such bank or depository as shall be agreed upon by the Board of Directors when requested to do so and shall present a report, at least annually, to the Board of Directors. He/she shall keep accurate accounts of all money received and paid out and upon request shall open his/her books to any member of the Board of Directors. The Treasurer shall keep accurate account of all expenditures and preserve copies of all bills and vouchers subject to inspection by the President or other officers or members of the Board of Directors. The Treasurer may be bonded by an indemnity bonding company for such an amount as the Board of Directors may direct. Law requires the treasurer to be a non-board member.
7. Salaries. Officers of the Corporation shall receive no salary for serving in such capacity.

ARTICLE V
Indemnification of Directors and Other Eligible Persons

1. General. To the extent not inconsistent with applicable law, every Eligible Person shall be indemnified by Corporation against all Liability and reasonable Expense that may be incurred by him or her in connection with or resulting from any Claim:
 - a. if such Eligible Person is Wholly Successful with respect to the Claim, or
 - b. if not Wholly Successful, then if such Eligible Person is determined, as provided in either clause 3.a or 3.b of this Article V, to have:
 - 1) conducted himself or herself in good faith; and
 - 2) reasonably believed;
 - a) in the case of conduct in his or her official capacity with the Corporation that his or her conduct was in its best interest; and
 - b) in all other cases, that his or her conduct was at least not opposed to the best interest of the Corporation; and
 - 3) in the case of any criminal proceeding, either:
 - a) had reasonable cause to believe his or her conduct was lawful; or
 - b) had no reasonable cause to believe his or her conduct was unlawful.

The termination of any Claim, by judgment, order, settlement (whether with or without court approval), or conviction or upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that an Eligible Person did not meet the standards of conduct set forth in clause (b) of this Section 1. The actions of an Eligible Person with respect to an employee benefit plan subject the Employee Retirement Income Security Act of 1974 shall be deemed to have been taken in what the Eligible Person reasonably believed to be the best interest of the Corporation or at least not opposed to its best interest if the Eligible Person reasonably believed he or she was acting in conformity with the requirements of such Act or he or she reasonably believed his or her actions to be in the interest of the participants in or beneficiaries of the plan.

2. Definitions. Terms used in this Article V shall have the following meanings:
 - a. "Claim" shall include every pending, threatened, or completed claim, action, suit, or proceeding and all appeals thereof (whether brought by or in the right of this Corporation or any other corporation or otherwise), whether civil, criminal, administrative, or investigative, formal or informal, in which an Eligible Person may become involved, as a party or otherwise: (I) by reason of his or her being or having been an Eligible Person, or (II) by reason of any action taken or not taken by him or her in his or her capacity as an Eligible Person, whether or not he or she continued in such capacity at the time a Liability or Expense shall have been incurred in connection with a Claim.
 - b. "Eligible Person" shall mean every person (and the estate, heirs, and personal representatives of such person) who is or was a Director, officer, employee, or agent of the Corporation or is or was serving at the request of the Corporation as a Director, officer, employee, agent, of fiduciary of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other organization or entity, whether for profit or not. An Eligible Person shall also be

considered to have been serving an employee benefit plan at the request of the Corporation if his or her duties to the Corporation also imposed duties on, or otherwise involved services by, him or her to the plan or to participants in or beneficiaries of the plan.

- c. "Liability" and "Expense" shall include, but shall not be limited to, attorney's fees and disbursements and amounts of judgments, fines, or penalties against (including excise taxes assessed with respect to an employee benefit plan), and amounts paid in settlement by or on behalf of, an Eligible Person.
- d. "Wholly Successful" shall mean (I) termination of any Claim against the Eligible Person in question without any finding of liability or guilt against him or her, (II) approval by a court, with knowledge of the indemnity herein provided, of a settlement of any Claim, or (III) the expiration of a reasonable period of time after making or threatened making of any Claim without the institution of the same, without any payment or promise made to induce a settlement.

3. Procedure.

- a. Every Eligible Person claiming indemnification hereunder (other than one who has been Wholly Successful with respect to any Claim) shall be entitled to indemnification if it is determined, as provided in this clause 3.a that such Eligible Person has met the standards of conduct set forth in clause 1.b of Section 2 of this Article V. The determination whether an Eligible Person has met the required standards of conduct shall be made (I) by the Board of Directors by majority vote of a quorum consisting of Directors not at the time parties to the Claim, and if such a quorum cannot be obtained, then (II) by majority vote of a committee duly designated by the Board of Directors (in which designation, Directors who are parties to the claim may participate) consisting solely of two (2) or more Directors not at the time parties to the Claim, and if such a committee cannot be constituted, then (III) by special legal counsel selected by a majority vote of the full Board of Directors (in which selection, a Director who is a party to the Claim may participate). If an Eligible Person is found to be entitled to indemnification pursuant to the preceding sentence, the reasonableness of the Eligible Person's Expenses shall be determined by the procedure set forth in the preceding sentence, except that if such determination is by special legal counsel, the reasonableness of Expenses shall be determined by a majority vote of the full Board of Directors (in which determination, a Director who is a part to the Claim may participate).
 - b. If an Eligible Person claiming indemnification pursuant to clause 3.a of this Article V is found not to be entitled thereto, the Eligible Person may apply for indemnification with respect to a Claim to a court of competent jurisdiction, including a court in which the Claim is pending against the Eligible Person. On receipt of an application, the court, after giving notice to the Corporation and giving the Corporation ample opportunity to present to the court any information or evidence relating to the claim for indemnification that the Corporation deems appropriate, may order indemnification if it determines that the Eligible Person is entitled to indemnification with respect to the Claim because such Eligible Person met the standards of conduct set forth in clause 1.b of Section I of this Article V. If the court determines that the Eligible Person is entitled to indemnification, the court shall also determine the reasonableness of the Eligible Person's Expenses.
4. Nonexclusive Rights. The right of indemnification provided in this Article V shall be in addition to any rights to which any Eligible Person may otherwise be entitled. Irrespective of the provisions of this Article V, the Board of Directors may, at any time and from time to time, (I) approve indemnification of any Eligible Person to the full extent permitted by the provisions of applicable law

at the time in effect, whether on account of past or future transactions, and (II) authorize the Corporation to purchase and maintain insurance on behalf of any Eligible Person against any Liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such Liability.

5. Expenses. Expenses incurred by an Eligible Person with respect to any Claim shall be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof if:
 - a. the Eligible Person furnishes the Corporation a written affirmation of his or her good faith belief that he or she has met the standards of conduct specified in clause 1.b. of this Article V;
 - b. the Eligible Person furnishes the Corporation a written undertaking, executed personally or on the Eligible Person's behalf, to repay the advance if it is ultimately determined that the Eligible Person did not meet the standards of conduct specified in clause 1.b of this Article V; and
 - c. the Board of Directors makes a determination that the facts then known would not preclude indemnification of the Eligible Person.
6. Contract. The provisions of this Article V shall be deemed to be a contract between the Corporation and each Eligible Person, and an Eligible Person's rights hereunder with respect to a Claim shall not be diminished or otherwise adversely affected by any repeal, amendment, or modification of this Article V that occurs subsequent to the date of any action or not taken by reason of which such Eligible Person becomes involved in a Claim.
7. Effective Date. The provisions of this Article V shall be applicable to Claims made or commenced after the adoption hereof, whether arising from acts or omissions to act occurring before or after the adoption hereof.

ARTICLE VI Checks

All checks, drafts, or other orders for payment of money shall be signed in the name of the Corporation by such officers or persons as the Board of Directors shall designate from time to time by resolution adopted thereby and included in the minute book of the Corporation.

ARTICLE VII Execution of Documents

The President or any officer designated by the President may, in the Corporation's name, sign all deeds, leases, contracts or other similar documents that may be authorized by the Board of Directors unless execution is otherwise provided for, required, or directed by the Board of Directors, the Corporation's Articles of Incorporation, the Act, or other law.

ARTICLE VIII

Loans

Such of the officers of the Corporation as shall be designated from time to time by any resolution adopted by the Board of Directors and included in the minute book of the Corporation shall have the power, with such limitations as may be fixed by the Board of Directors, to borrow money on the Corporation's behalf, to establish credit, to pledge collateral, and to execute evidences of indebtedness and other instruments in connection therewith, as the Board may authorize from time to time. The Corporation may not lend money to or guarantee the obligations of any Director or officer of the Corporation.

ARTICLE IX

Nondiscrimination

No school owned or operated by 21st Century Southeast Opportunity High School, Inc. shall discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, gender, color, national or ethnic origin, or disability in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

ARTICLE X

Amendments

The By-laws may be rescinded, changed, or amended, and provisions hereof may be waived by a two-thirds (2/3) majority of the entire Board of Directors.

ARTICLE XI

Miscellaneous

All references in these By-laws to the Act shall mean the Indiana Nonprofit Corporation Act of 1991 (the "Act"), as it may from time to time be amended, and any statute that may in the future supersede or replace, in whole or in part, the Act.

ARTICLE XII

Operational Powers

The School shall be responsible for its own operations within the limitations of any funding provided by the State and local districts and other revenues derived by the School consistent with law, and shall have authority to independently exercise, also consistent with federal and state law, the following powers (including such other powers as provided for elsewhere in this Charter): Contract for goods and services; prepare a budget; select personnel and determine their compensation; procure insurance; lease facilities for school purposes; purchase, lease or rent furniture, equipment and supplies; and accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of this Charter.

ARTICLE XIII
Progress Reports

The School shall develop the types of reports the Mayor requests from the School. These written reports will concern its operations, financial or otherwise, including, without limitation, progress made toward its educational goals and objectives, policy development issues, student attendance and student discipline information, and personnel matters. If it is the Board's pleasure, a spokesperson from the School will update the Board of Directors at its monthly business meetings.

ARTICLE XIV
Dissolution

In the event the School should cease operations for whatever reason, including the non-renewal or revocation of its Charter, it is agreed that GEO Foundation shall supervise and have authority to conduct the winding up of the business and affairs of the School; provided, however, that in doing so, the GEO Foundation does not assume any liability incurred by the School beyond the funds allocated to it by the State of Indiana under this Charter. The GEO Foundation's authority hereunder shall include, but shall not be limited to, the return and disposition of any assets acquired by purchase or donation by the School during the time of its existence.

ARTICLE XV
Open Door Law

The school will conduct all business in accordance with the following statute.

Open Door Law: IC 5-14-1.5

IC 5-14-1.5

Chapter 1.5. Public Meetings (Open Door Law)

**21ST CENTURY SOUTHEAST OPPORTUNITY HIGH SCHOOL
Organizational Chart of Line and Staff**

21st CENTURY BOARD OF DIRECTORS

- Elects officers, appoints committees, holds regular and annual meetings.
- Appoints and evaluates Chief Executive Officer and Chief Academic Officer.
- Develops, approves, and directs accountability plan.
- Communicates and reports to authorizer according to Charter specifications.
- Oversees policy implementation.
- Creates policy.
- Approves financial plan and spending.
- Performs tasks as described in By-laws.

CHIEF EXECUTIVE OFFICER

The Chief Executive Officer will be responsible for all day-to-day decision-making, financial transactions, purchase orders, documentation, testing, and information requests from the sponsor. He will test the reality of the School against the mission statement and goals. The Chief Executive Officer will be responsible for personnel scheduling, benefits acquisition, transportation arrangements, and other administrative functions as required by the School's educational program. The Chief Academic Officer will assist the Chief Executive Officer with the above duties. The Chief Executive Officer will delegate administrative work as appropriate. The CEO supervises all personnel not involved directly with learning.

Chief Academic Officer: ("CAO")
Responsibilities of the CAO are data collection and recording, assessing student progress in comparison with goals and objectives, assuring that Indiana Standards are the basis for instruction, and recruiting, hiring, and evaluating educational staff with the assistance of the Principal. The CAO reports directly to the CEO.

Principal and CAO
The Principal will also be in charge of scheduling, curriculum, professional development, student discipline, and teacher evaluation and training. He is also responsible for measuring and helping teachers report the progress of the students in the seven components of the school program. The Principal may also perform teaching duties, arrange for substitute teachers and aids, and make transportation arrangements. The Principal reports directly to the CAO.

TEACHER (S)

- Plans and guides instruction of students.
- Supervises Instructional Assistant assigned to the teacher.
- Provides discipline for students.
- Works with Chief Academic Officer to maintain dynamic and innovative school culture and environment.

*ADMINISTRATIVE ASSISTANT
(SECRETARY TREASURER RECEPTIONIST)*

- Assists with bookkeeping and serves as greeter with visitors. Reports to CEO.
- Assists with nursing duties, record keeping, newsletters, parent communications.
- Advises and assists CEO and Chief Academic Officer with admin. duties.

LEARNING GUIDES
Instructional Assistant

TECHNOLOGY
DIRECTOR

SCHOOL NURSE

NON-CERTIFIED
STAFF: Other

LISC LETTER HERE

LISC LETTER HERE

GEO NOT-FOR-PROFIT LETTER

NOT-FOR-PROFIT LETTER CONTINUED

**SUMO DATA – PROVIDED BY ANNIE E CASEY “MAKING CONNECTIONS” REPORTS
(Southeast Umbrella Organization)**

SUMO BOUNDARIES: WASHINGTON STREET TO THE NORTH; SHERMAN STREET TO THE EAST; RAYMOND STREET TO THE SOUTH AND MADISON/MERIDIAN TO THE WEST.

POPULATION

	MARION	SUMO	
1990 – 2000	8 % +		1%+ GROWTH OVERALL
TOTAL POP	860,000	30,000	
% (<18)	26%	27% (~6,867 PEOPLE)	
# UNDER 5 YR	na	1,993	
# 5 – 9 yr	NA	1,964	
# 10 – 14 Yr	NA	1,844	
# 15 – 17 yr	NA	1,066	
TOTAL FOR 5 – 17 YRS	NA	4874	
# 18 – 21 yrs	NA	1,914	
% FOREIGN BORN 1990	2%	1%	4% INCREASE FOR SUMO
2000	5%	5%	
RACE 1990			PERCENT CHANGE FOR SUMO
AA	21%	7%	
RACE 2000 AA	25%	13%	6% INCREASE
RACE OTHER	NA	2.1%	
CAUCASIAN 1990	77%	89%	
CAUCASIAN 2000	69%	75%	14% DECREASE
HISPANIC 1990	1%	1%	

HISPANIC 2000	4%	10.3%	9% INCREASE
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% 18 – 64 AGE ESL	2%	4%	
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FAMILIES

% MARRIED WITH CHILDREN 1990	22%	23%	
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2000	19	17%	5% DECREASE
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% SINGLE PARENT		12 17%	UP 5%
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INCOME

AVERAGE HOUSEHOLD INCOME IN 1990	NA	\$21,970	
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INCOME 2000	\$61,000	\$36,000	
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POVERTY RATE	11%	26%	
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UNEMPLOYMENT RATE	5%	11%	
MORE THAN DOUBLE THE COUNTY			

LABOR FORCE

% MALE POP >16 EMPLOYED	71%	54%	
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% COLLEGE GRAD	25%	6%	
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1990 % LESS THAN 9TH GRADE	NA	18%	
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1990 % 9 – 12 GRADE	NA	36%	
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1990 % HS GRAD	NA	32%	
1990 SOME COLLEGE %	NA	9%	
1990 ASSOC DEGREE	NA	2%	
1990 BACHELORS	NA	1%	
1990 GRAD DEGREE	NA	1%	
2000 % OVER 25 NO HS DEGREE	18%	45%	
% ON PUBLIC ASSISTANCE	3%	7%	
CHILD WELL-BEING			
% CHILD (<18) POVERTY	16%	33%	MORE THAN DOUBLE
% AGE 3-4 IN PRESCHOOL	64%	47%	
% POP 16 – 19 NOT EMPLOYED OR IN SCHOOL	12%	30%	MORE THAN DOUBLE
AVERAGE VALUE OF OWNER OCCUPIED UNITS	\$119k	\$55k	
% RENTERS	NA	49.7%	HIGH % RENTERS
% HOMEOWNERS % OF HOMES BUILT BEFORE 1960	NA	50.22%	
	45%	91%	

CREATING A NEIGHBORHOOD SCHOOL FOR THE SOUTHEAST SIDE

Community Input Process and Analysis

Overall Findings

Throughout the community input process, there was a tremendous response from parents, residents, businesses, churches, neighborhood groups and institutions in support of the creation of a new, high-quality neighborhood school for the southeast side. This document summarizes the neighborhood recommendations:

Recommendation 1 – The Need for an Early Childhood Emphasis

The most resounding recommendation was for a neighborhood-based K – 5 school. Feedback indicated that the school needed to start as early as possible. In addition, the need for a quality preparatory school (Pre K) was also expressed and viewed as something to pursue along with an elementary program. Many parents and residents indicated that they would like to see the school eventually expand to serve K – 12.

Recommendation 2 – Core Educational Instruction

It was emphasized that the neighborhood school should provide an extra dosage of the basic core areas: math, reading and writing; many neighborhood students are not performing at grade level in these areas and residents felt that emphasizing this is critical to helping students succeed in the future.

Recommendation 3 – Provide a Community Hub Centered on Education

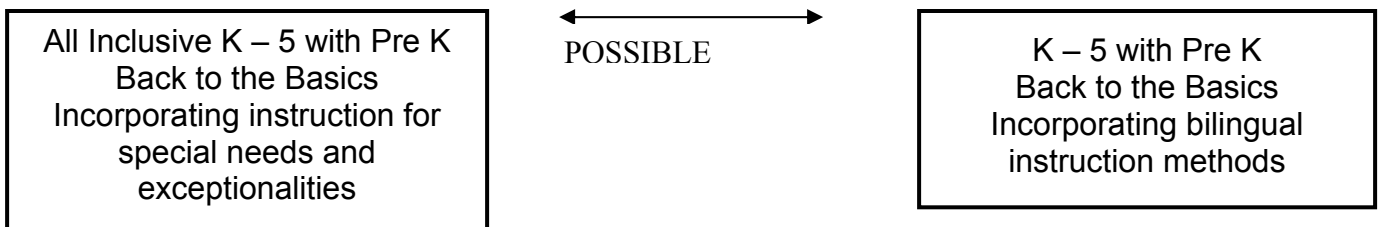
Programs, in addition to the regular school day were seen as critical to the school’s success. After-school enrichment and tutoring, health services, family literacy programs and adult education were a few programs frequently mentioned. The community wanted to see the school equip children with a solid knowledge base and also provide additional services to students, their families and the SE community in general.

Recommendation 4 – The Need to Incorporate Special Needs Instruction

The next most frequent recommendation was to consider how to serve students’ special needs. Residents and service providers discussed the high level of special needs in the neighborhood and wanted to ensure that inclusive curriculum was incorporated into the school programs and instructional methods.

Recommendation 5 – Intercultural and Bilingual Programs

Finally, the idea of providing bilingual education was voiced. Pursuing this option could take a variety of approaches and allow for all students to learn both Spanish and English. Many residents wanted to see the curriculum reinforce the importance of multiculturalism through education, particularly as it relates to the neighborhood and building relationships between existing ethnic groups.



21st Century Charter School
PROJECT-BASED LEARNING PLAN

Date _____ Project Number _____

Name _____ *ISGL _____ Age _____
"ISGL" = Indiana Standards Grade Level

Advisor _____

Topic:
(What would you like to study?)

What do you want to learn?

- 1.
- 2.
- 3.
- 4.
- 5.

How will you show what you learned? (Report, art project, multi-media, drama, booklet, other?)

Plan:

1. Research discussion with advisor: (Summarize plan for finding information.)

2. Discussion with parent. Please write down a paragraph about your discussion of the project with your parent(s).

3. How will you present your project? You must share it with the school, parents, and others and tell about it. We want to share your fun!

EVALUATION RUBRICS (A rubric is a sentence telling what you want your project to look like when you are done.) Students are to work with the project advisor to develop rubrics for evaluation.

Ratings: Write a sentence describing the finished project to receive the ratings below.
 (Example: "For 4 Stars I will have mastered 8 standards, include ten facts concerning my topic, write a two page report, and make a ten minute video with music and a tour guide booklet.")

4 Stars = Excellence:

3 Stars = Above Expectations:

2 Stars = Meets Expectations

1 Star = Keep Trying! No failure allowed!

TIMELINE:

Check off as completed:

<u>CHECK</u>	<u>DATE</u>	
_____	_____	Meet with advisor.
_____	_____	Create Plan.
_____	_____	Discuss with parents.
_____	_____	Research: 5 sources minimum
_____	_____	Research report (Length is dependent on age of student.)
_____	_____	Create project.
_____	_____	Finish project.
_____	_____	Review with advisor.
_____	_____	Present to review team. Final Evaluation. (Teacher, parents, Principal, Board, etc.)

INDIANA STANDARDS: Project Based Learning

“M” = MASTERY

“I” = INTRODUCED

“UC” = “Under Construction”

INDIANA STANDARDS TO BE MASTERED: Your project must have at least five (5) Indiana Standards that are mastered and you must show the mastery to the review team.

MATH

_____ **Standard:**

_____ **Standard:**

_____ **Standard:**

LANGUAGE

_____ **Standard:**

_____ **Standard:**

_____ **Standard:**

SOCIAL STUDIES

_____ **Standard:**

_____ **Standard:**

_____ **Standard:**

SCIENCE

_____ **Standard:**

_____ **Standard:**

_____ **Standard:**