



21st Century Downtown Academy

**FULL APPLICATION NARRATIVE
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 Downtown Academy shall discriminate against any student, mentor 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.

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 Downtown Academy

Proposed School Address (if known)

Union Station; Suite 200; 302 S. Meridian St. (21st Century Charter School @ Union Station)

School District in which Proposed School would be located

Indianapolis Public Schools

Legal Name of Group Applying for the Charter

Greater Educational Opportunities Foundation

Applicant's Designated Representative **Kevin Teasley**

Address 302 S. Meridian St., St. 201

City Indianapolis

State IN

Zip Code 46225

Daytime Telephone (317) 524-3771

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E-mail address teasleygeo@aol.com

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	100
Second Year	9-12	100
Third Year	9-12	100
Fourth Year	9-12	100
Fifth Year	9-12	100
Sixth Year	9-12	100
Seventh Year	9-12	100

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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Executive Summary

Mission Statement

The 21st Century Downtown Academy 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 teaching methods tailored to each. The minimum goal is a high school diploma for each child when they have reached 80% of mastery of state standards in each subject. A sense of family and community will be used and scores on standardized tests will exceed those of similar school districts with like student populations and demographics.

Meeting the Needs of the Community

According to the 2001 Bureau of the Census data, there were 48,179 people from Marion County in the 15-19 age bracket. The census data cites that 9% of those are not in school and are considered drop-outs. That equates to 4336 potential students. Our school can work with only thirty or more students and has the capacity to serve 100 each year. Clearly, there is the need and capacity for enrollment to support Downtown Academy. According to national studies, students drop out because of a lack of attachment to teachers, large size of high school, being retained more than once, and the feeling that education does not relate to their lives. In answer, we have designed a new model for the 21st century. The model was successfully implemented in the 21st Century Charter School in Union Station with significant measurable value-added gains in achievement for all student groups. We intend to replicate that model at the Downtown Academy.

Research: Key Attributes of a Successful School

Our city needs successful small high schools as the statistics indicate. Our model used for the high school years is research-based and is responsive to the needs of our children today. In the Gates Education Policy Paper representing the Bill and Melinda Gates Foundation's interest in creating a new model for high schools (<http://www.gatesfoundation.org/nr/downloads/ed/policy.pdf>), it is stated: "We know what good schools look like. They engage students in learning. They encourage students to struggle with complex problems and ideas. And they reward students for competence rather than seat time. Distilling the research on successful schools, seven key attributes emerge.

- **Common focus** – Staff and students are driven by a shared understanding of what an educated person is and what good teaching and learning look like. Every decision, every action, is guided by this common vision.
- **High expectations** – Teachers are dedicated to helping students meet state and local standards. All students leave school prepared for success in college, work, and civic life.
- **Personalization** – The school promotes sustained relationships between students and adults; every student has an adult advocate.
- **Climate of respect and responsibility** – The environment is authoritative, safe, ethical, and studious; teachers model, teach, and expect responsible behavior; relationships are based on mutual respect.
- **Time to collaborate** – Teachers have time to work collaboratively with one another to meet the needs of all students; the school partners with businesses, civic organizations, and institutions of higher education to give students the best opportunities.
- **Performance-based** – Students are promoted to the next instructional level only when they have achieved competency. They receive extra help when they need it.
- **Technology as a tool** – Appropriate technologies are used to design learning opportunities and communicate with the public about performance."

1st Century Model Meets the Gates Criteria for Successful High Schools

The 21st Century Model we have used successfully at Union Station when expanded to the high school level meets each of the criteria above for a successful high school.

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. Indiana University High School will provide over 150 high school courses to supplement the on site curriculum. Students will have tutors available by phone in addition to the instructors at the school. Courses may be taken for dual credit for high school and college. High school credit courses will be paid for by the School. The college credits will be paid for by the student and hopefully through the development of scholarships. The curriculum will be woven through the following seven components of instruction: (1) Core values and character education – parents will assist in a plan for each child; (2) Indiana Standards GQE preparation; (3) Standards basic skills instruction – sequential and measured; (4) Project-based learning aligned with student interests and standards – mentoring and community outsourcing opportunities; (5) Foreign language instruction (6) Fine arts (individualized music and art); and (7) physical wellness and conditioning.

Meeting Educational Goals Plan

We will use ISTEP and/or Terra Nova in the fall. Also, in concert with charter schools statewide, the Northwest Evaluation Association (NWEA) test will be used twice yearly to assure adequate yearly progress. We will participate in all state-mandated testing procedures per PL221. When students are found to be in need of extra help, it will be provided at the point of need. One-to-one tutoring, computer-based prescribed lessons with individual student performance tracking, extra practice at home and peer tutoring are possible means to provide help in skills mastery, review, and retention. We have developed an excellent procedure for sharing progress with parents, the community, the state, and the charter authorizer. The MISI K-12 Datamine and K-12 Datamanagement system will track, compile, and analyze data. Each child will have his or her own portfolio and we will monitor his or her progress using the latest technology available. Performance data will be analyzed constantly to improve achievement. The NCLB required student groups after attending 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. Students that are at or near grade level will advance each calendar year a minimum of one grade level in each subject. Those that are two or more years behind will advance at their own rate, with the expectation to reach grade level expectations.

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 Grant. The state loan for start-up to support the school the first semester will be sought. GEO Foundation will serve as the paid educational management organization providing the CEO, CAO (Chief Academic Officer), 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 has received the commitment of LISC to provide low-cost loans for cash flow needs, if warranted, and will use Bond Bank money if qualified as well as state funding for start up through low interest loans to cover the first part of the year. GEO has promised a contingency loan of \$150,000. The school is planned with a capacity of 100 students, but the budget is based on 50. The risk for this school is greatly reduced in that the building exists and is supported by the 21st Century Charter School. The additional funds provided for the building lease, equipment costs, and curriculum will assist the entire program and will allow the Union Station site to be efficiently used. The Downtown Academy has the advantage of not having to purchase equipment, secure a site and lease, or develop a curriculum. It avoids most of the hurdles a first year school encounters.

Founding Team's Capacity for Implementing Educational and Business Plan

The sponsoring organization, Greater Educational Opportunities 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 keep our school on a very 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 challenges financially to keep the school operational.

Chief Executive Officer: Mr. Teasley has proven his ability to implement a vision. He has successfully manages staff and resources for GEO. He is successfully managing the finances and operations of the 21st Century Charter School in Union Station. During the development of the school, Kevin served to manage the facility build-out, financing, and accounting with competence and thoroughness. Kevin will serve as CEO as a contracted position through 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 supervised the start-up of the 21st Century Charter School, serving as mentor teacher, principal, maintenance director, bus supervisor, and infrastructure coordinator. He was responsible for assembling the strong staff at the School. The school successfully demonstrated significant value-added student achievement.

Principal Teacher: Mr. Brown has served as a special education teacher and algebra instructor for Indianapolis Public Schools. He was one of five teachers that helped create a "Freshman School" within a school. He currently serves at the Principal Teacher at the 21st Century Charter School at Union Station and will remain in his capacity there. Mr. Brown has a B.A. in Secondary Education from Indiana University, 30 credit hours in special education at I.U., and a Masters Degree in School Administration from National Louis University through the highly acclaimed New Leaders for New Schools Fellowship.

Mr. Don Laskowski, founder of the Indianapolis-based multi-national Wood-Mizer Products, Inc. is 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. Today it has annual sales over \$75 million and employs 650. He serves as Chairman of the highly successful Board of Directors for the 21st Century Charter School at Union Station.

Mr. Rollin Dick, a C.P.A. and former partner with Coopers and Lybrand, 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. He is the Vice Chairman of the Board. His assistance in matters of finance and budget has been essential to the success of the School. He is eager to be part of the 21st Century Downtown Academy.

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.

Full Application Narrative

I. Our Vision

Mission Statement

The 21st Century Downtown Academy 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 teaching methods tailored to each. The minimum goal is a high school diploma for each child when they have reached 80% of mastery of state standards in each subject. A sense of family and community will be used and scores on standardized tests will exceed those of similar school districts with like 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 dawned, we 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 is being successfully implemented in the 21st Century Charter School in Union Station with significant measurable value-added gains in achievement for all student groups.

According to the 2001 Bureau of the Census data, there were 48,179 people from Marion County in the 15-19 age bracket. The census data cites that 9% of those are not in school and are considered drop-outs. That equates to 4336 potential students. Our school can work with only thirty or more students and has the capacity to serve 100 each year. Clearly, there is the need and capacity for enrollment to support Downtown Academy. According to national studies, students drop out because of a lack of attachment to teachers, large size of high school, being retained more than once, and feeling that education does not relate to their lives. In answer, we have designed a new model for the 21st century. The model was successfully implemented in the 21st Century Charter School in Union Station with significant measurable value-added gains in achievement for all student groups. We intend to replicate that model at the Downtown Academy.

Research: Key Attributes of a Successful School

Our city needs successful small high schools. Our model as it grows into the high school years continues to be research-based and is responsive to the needs of our children today. In the Gates Education Policy Paper representing the Bill and Melinda Gates Foundation interest in creating a new mode for high schools (<http://www.gatesfoundation.org/nr/downloads/ed/policy.pdf>), it is stated: "We know what good schools look like. They engage students in learning. They encourage students to struggle with complex problems and ideas. And they reward students for competence rather than seat time. Distilling the research on successful schools, seven key attributes emerge.

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- **Climate of respect and responsibility** – The environment is authoritative, safe, ethical, and studious; teachers model, teach, and expect responsible behavior; relationships are based on mutual respect.
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- **Technology as a tool** – Appropriate technologies are used to design learning opportunities and communicate with the public about performance.

Successful schools combine rigor – high expectations and a meaningful course of study – with relationships – powerful, sustained involvement with caring adults who mentor, advise, and support students throughout their high school careers.”

Our 21st Century Charter School system perfectly matches the attributes cited above for successful schools. Patterned after the one-room schoolhouse model that produced quality education in times past, the design of the 21st Century Downtown Academy will bring together multiple age groups (just as present high schools do) and apply the information technologies that are so effective in the world today. With the model extended to middle school years it will allow students to learn the skills needed for high school that they have missed during the elementary school years. Each student will have a mentor teacher assigned for his or her personal contact at the school. Mentor 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 child, 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. The Downtown Academy, showcasing 21st century technology and individualized learning, will continue the 21st Century model that can be replicated in a variety of other settings – expanding the educational options and capacity available to the community.

We plan to serve all children as required by law. However, the School will seek to serve underprivileged urban students with a concentration on the near southeast side community of Indianapolis. Special education, ESL (English as Second Language), mainstream classroom children, and those served by gifted programs, (we believe all children are gifted!), will thrive. As an authorized chartering authority, Indianapolis Mayor Bart Peterson expressed his desire that schools be open and accessible to all children – designed to serve those who are most economically and academically disadvantaged. Others want schools to meet the needs of students with disabilities, students in need of English as a primary 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 children’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. We are committed to meeting that challenge as successfully demonstrated at the 21st Century Charter School at Union Station.

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.

Sue Foxx, Indiana Department of Education

We have also contacted and had a discussion with Sue Foxx, alternative education consultant for the Indiana Department of Education. She stated that successful schools should have the following features:

1. Small size
2. Caring and dedicated staff
3. Competent instruction
4. Attachment to the community
5. Hands-on experiential learning

When we shared with her our model, she determined that we met the criteria for a successful school that would be ideal for all students and especially those traditionally served by alternative schools - students at risk.

Community Foundations and Leaders Express Support and Establish Need

Community members such as Pastor Bryan Hudson of New Covenant, John Myrland of the Indianapolis Chamber of Commerce, Tamara Zahn of Indianapolis Downtown, Inc. (IDI), Javier Amezcua of El Sol restaurant, as well as Jim McClelland of Goodwill Industries all express that a school with our model is needed based on their extensive involvement with the community. They have committed to help us market the school to the community.

Current Options Available

Students currently have Indianapolis Public Schools and township schools available for attendance. Magnet schools are available including the Key School and other creative options such as the Center for Inquiry. Private schools including parochial schools exist throughout the Indianapolis area. Home school is another option exercised by less than 5% of the population. A comprehensive list of current options is included in **Attachments, p. 67**, courtesy of the Greater Educational Opportunities Foundation. While options exist, capacity is full and long waiting lists exist.

C. Goals

We will test our students every year in both the fall and spring to gauge student progress. ISTEP, GQE, and/or Terra Nova will be given in the fall (up to grade 10). Also, in concert with charter schools statewide, the Northwest Evaluation Association (NWEA) test will be used twice yearly to assure adequate yearly progress (spring and fall). We will participate in all state-mandated testing procedures per PL 221. 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 means to provide help in skills mastery, review, and retention. One to one tutoring occurs within the school day and with our present staff. Our model allows for individual help at no extra cost. We have developed a procedure for sharing progress with parents, the community, the state, and the charter authorizer. We have been involved with the formation of the Mayor's accountability plan and have all the systems necessary to track and analyze student progress.

Each child 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 child with constant monitoring for corrective actions to be prescribed.

In participating in the Indianapolis-based CELL Network of Schools program, 21st Century Schools will seek the following vision and ultimate goals for all children and all schools of our model. CELL (Center of Excellence in Leadership of Learning) has worked with IPS, the Archdiocese of Indianapolis, and the Mayor's charter schools to incorporate the work of nationally recognized consultant, Frank DeSensi, into instruction. Mentor teachers will be trained to assimilate his ideas. The 21st Century Schools will actively seek professional development to enhance the student achievement value-added process now embraced by the participating schools. Those include public high schools, parochial schools, and other charter schools dedicated to producing programs that base success on student achievement and growth and adhere to the No Child Left Behind Act in letter and in spirit of its goal – leaving not one single child behind. According to Mr. DeSensi, our school design is an exemplary model for achieving value added growth in student learning. We stand ready to make continuous progress in our ability to help students want to learn and provide motivation to become mastery learners.

ACADEMIC VISION

Students are committed to mastery learning which is characterized by independent learning, engagement with content, working from long-term memory, critical vocabulary, critical literacy, appropriate attitudes, perceptions of proficiency, and self-evaluation.

THE GOAL: Always reach towards the vision above.

Strategies:

1. Staff will acquire critical vocabulary across the curriculum using the Carole Mullins list of frequently used learning process and content verbs as a foundation for intentional planning of student learning experiences and work.
2. An integrated standards-based curriculum will guide planned lessons and design of student work.
3. Students will work on attitudes, self-perceptions, content, and cognition that promote mastery learning.

School Specific Goals

Academic Performance

1. Student groups working at their instructional levels will, after one full year at the school, meet at a minimum 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.
2. Students considered at or near grade level based on age on average will meet or exceed one year's growth in all subjects during each calendar year while students two or more years behind grade level based on age will advance an average of 1.5 years during a full calendar year of instruction at the School.

Organizational Viability

1. Successful accounting procedures meeting all state requirements will be established using the systems developed at 21st Century Charter School at Union Station as determined by the State Board of Accounts' and authorizer's approval
2. The Board of Directors will meet to organize and review, revise, and approve policies for students and staff prior to school opening.

School-Specific Objectives

1. Student attendance will exceed 94%. (At 21st Century Charter School at Union Station, the first year's attendance was 96.12 % for 210 days. Teacher Attendance was over 98%.)
2. Parent satisfaction as measured through the Mayor's Accountability Plan surveys developed by the authorizer will exceed 90% satisfaction at the end of the first year.

II. Who We Are

A. Description of Founding Group

The founding group of the 21st Century Charter School at Union Station will develop and replicate its model at the English Avenue location. 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.

Kevin Teasley: Mr. Teasley serves as President of the Board for the Greater Educational Opportunity 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 of 2002. Kevin is the founder and president of Indianapolis-based Greater Educational Opportunities 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 worked to use contacts 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 leaders.

John Hayden has been selected as the Chief Academic Officer of the 21st Century Downtown Academy. 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 mentor 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 designed and implemented the model of instruction at the Union Station 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 an experienced public school teacher and coach and the other a junior studying secondary teacher education at Indiana State.

Principal Teacher, Mr. Dante Brown, the present Principal Teacher at 21st Century Charter School, will serve as the site manager and evening school principal. It will be his responsibility to help manage the on site lead teacher that will direct the evening school on a daily basis. Mr. Brown has served as a special education teacher and algebra instructor for Indianapolis Public Schools. He was a member of the school transformation team for the district. He was one of five teachers that helped create a "Freshman School" within a school. He also acted as student council sponsor, chairperson of the curriculum development team, and a program developer for at-risk students. He supervised after-school tutorial program. Mr. Brown has a B.A. in Secondary Education from Indiana University, 30 graduate hours in special education at I.U., and a Masters Degree in School Administration from National Louis University through the acclaimed New Leaders for New Schools fellowship program. Mr. Brown is married and has two small children, a one-year-old girl and a new baby boy born this July 31st.

Mr. Don 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 has served as President of the Board of Directors. 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 has committed to the vision of 21st Century Downtown Academy. 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 is a home educator for 18 years, and former Executive Director of the Indiana Association of Home Educators. Mrs. Johnson 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 children 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.

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. 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 Downtown Academy. GEO will serve as the 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 the School leader CAO, (Chief Academic Officer), John Hayden.

B. Community Partnerships

The many partnerships established at the 21st Century Charter School at Union Station will be continued at the English Avenue School. We are exploring an exciting relationship with the Boys and Girls Club of Indianapolis where facilities can be shared. The English Avenue School will continue the relationships established at Union Station with the Girls Scouts and Boy Scouts. Our GEO leadership team was included as part of the advisory committee to help develop the University of Indianapolis Masters of Administration program. Indiana University High School has agreed to provide coursework to expand opportunities for students at English Avenue School. Butler University has provided students for on-site public service work with our students. We have a working relationship with the IPS Pacers Academy in Union Station whereby students from their school come and work with our students as interns. Girls, Inc. has agreed to do a full year program with our current school and we plan to continue the relationship at the Downtown Academy. Contacts have been made with the Marian College School of Education, the

Indiana University School of Education, and University of Indianapolis to explore field experiences and eventually student teaching.

We have worked with the Indianapolis Marion County Public Library to develop our library at Union Station and will do the same for English Avenue. We will continue this relationship at the Downtown Academy. We will continue our association with the National P.T.A. with the establishment of a local chapter for our parents. Our fine arts department has collaborated with the Indianapolis Opera Company to develop student-created opera. This collaboration will continue. Keep Indianapolis Beautiful has worked with the Union Station School. We hope to continue the relationship at the Downtown Academy to help create a pastoral setting for students. For a list of partners and activities from the 21st Century Charter School at Union Station, please see **Attachments, p. 82**. We plan to pursue similar partnerships at Downtown Academy.

III. Educational Services Provided

III. Educational Services Provided

A. Educational Philosophy

The educational philosophy of the 21st Century Downtown Academy 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. Students will progress through the A+ Anywhere Learning System on the computer, guided and assisted by teachers. Students will work on project-based learning throughout the school day and will have on-site cohort groups for study and support whereby social teaming and interaction skills are developed.

The A+ Learning System

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 program has demonstrated clear significant gains in value-added achievement. Currently, the curriculum is used by Huddle Learning, Inc. successfully across the nation. The Flanner House Higher Learning Center plans to use this specific curriculum. By using the 21st Century Leadership Academy for training of all staff, (see **Attachments p. 64**), the staff will be trained before the first day of school

Indiana University High School

Indiana University High School will provide over 150 high school courses to supplement the on-site curriculum. In addition to the instructors at the School, students will have tutors available by phone. Courses may be taken for dual credit for high school and college. The college credits will be paid for by the student and hopefully through the development of scholarships. High school credit courses will be paid for through the funding received per ADM for each student. A complete listing and description of the Indiana University High School program is available at http://scs.indiana.edu/hs/hs_online.html.

The Seven Elements of the 21st Century Charter School Model

The curriculum will be woven through the following seven components of instruction: (1) core values and character education; (2) *Indiana Standards and GQE requirements*; (3) standards basic skills application – sequential and measured; fostering life-long learning and life skills (See **Attachments p. 61** for explanation of the difference between “life-long learning skills and “life skills.”) (4) project-based learning aligned with student interests and standards – mentoring, internships, employment and

community outsourcing opportunities; (5) Spanish language instruction starting with grade 6; (6) fine arts; and (7) physical wellness and conditioning.

School Culture

The school culture developed at the 21st Century Charter School at Union Station will be replicated at the Downtown Academy. Students will have the goal to be self-disciplined. The success of each student depends on developing the internal desire to advance academically. Students at the School will develop a driving passion to advance to the next level of instruction, based on studying and hard work. They will take pride in using time wisely and productively. Character will be the emphasis and will affect all that happens in the school. Students will learn to be caring and empathetic to neighbors. Students will have a great pride in the challenge that the learning model presents. Students will know collectively that the goal is to graduate from high school and to gain post high school training and skills. They will celebrate the School's and other students' success and will feel safe and cared for with a sense of family shared with the staff, peers, and parents. No students will be bored and no students will ever feel ashamed. Students, staff, and parents will learn to experience joy in the journey of learning.

Research support and summaries:

Currently, the Tech West program through IPS and in partnership with Goodwill Industries uses our curriculum, the A+ Anywhere Learning System. The Pacers Academy does as well. Flanner House Higher Learning Center begins the 2003 school year using the same curriculum. Huddle Learning, Inc., a successful model in other states, was cited in the Flanner House application. Additionally, one local suburban school district has A+ as part of its curriculum. Speedway Schools, traditionally one of the highest scoring public school systems in the state, adopted A+ as part of its curriculum in 2001.

The Life Skills Centers located in Ohio, Arizona, and a newly established Life Skills Center in Denver, Colorado, use the individualized computer-based approach for students between the ages of 16 and 21 that have not been successful in traditional school settings. The centers base instruction on individualized programs and have been very successful since 1999 in graduating 2100 students. The Life Skills Center of Akron started in 1999 and has graduated 481 students to date. The Life Skills Center of Cleveland has graduated 436 students in the same time period. The centers specifically target drop-outs.

Finally, students at 21st Century Charter School have used the instructional system, with A+ computer based learning and assessment, to make significant value-added gains in achievement in the first year of operation. This achievement is relevant as we had sixth and seventh grade age students that had their academic damage repaired through reconstructing learning sequentially using our methods and model of instruction. We also had ten to thirteen-year-old students that went two to three years above age appropriate grade levels to excel and advance into middle school and high school subjects for credit. Specific information regarding the success of the system at 21st Century Charter School is contained in the **Attachments, p. 81. In addition to research cited in the "Needs" portion of the application, (see pp. 8 and 9), all of the research cited below applies to K-12 education and specifically to students at-risk, but is applicable to learning at all levels.**

Customized Education

The basic philosophy of education for our model 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:

"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 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 (K-12). 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.”

B. Academic Standards

In addition to Indiana K-12 standards, the following exit standards will exist for future grade 12 students. The standards were determined through research of general performance standards and will be reviewed yearly for revision and evaluation. Although the standards below are grade 12 standards, they will be emphasized and applied systematically across the grade levels resulting in a climate where skills are much higher than standard grade level expectations. As Stephen Covey suggests in *Seven Habits of Highly Effective People*, we will “Begin with the end in mind.” Students will also have to meet all lawful requirements for graduation, including the grade 10 GQE Exam.

Exit Standards

- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects, which the staff and School governing board deem appropriate.
- **English Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures, and languages.
- **Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

Students will advance on a continuous progress and mastery-learning basis. A student will be considered to have completed a traditional grade level when he or she has reached mastery for 80% of the skills in math, language, science, and social studies. Since skills are spiral in nature and are repeated throughout the grade levels in different intensity, complete mastery will continue to be the goal and the previous year’s standards will be processed until mastered. The School will work with the students to use the grade level expectations as the bar for each year’s progress. However, exceeding the standards is always the goal. The mastery level will be determined through multiple assessments, including the ISTEP test, GQE, and spring Terra Nova testing as well as NWEA. Special education students will be expected to reach for grade level mastery at a level determined by case conference and individual considerations. The A+ Anywhere Learning System curriculum addresses and constantly provides assessment of mastery of all Indiana standards. Daily progress will be monitored and reported to parents through on-line methods to be developed and student notebook portfolios in written form.

Example of Additional Standards Expectations:

Grade 11; English / Language Arts

Standard: LISTENING AND SPEAKING: Skills, strategies, and applications

- 11.7.8 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

21C Exit Standard applied across the curriculum: “Demonstrate presentation skills in multiple forms of expression. (i.e. books, oral presentations, multimedia)” Exceeds the state standard by asking for students to use multi-media for producing presentations.

C. Curriculum

The goal of the 21st Century Downtown Academy 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, life-long 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 mentor teacher to select a standard and prescribe lessons automatically that are aligned with the Indiana Standards. The student would have many options to immediately do real time alignment to any standard. Each lesson can be divided into the standards taught as well as generating lessons starting with the one needing mastery. Mentor teachers can customize the A+ lessons to add additional tasks with opportunities for mastery and with links to the Internet for learning resources.

Scope and Sequence for Core Subject Areas: Please see **Attachments, pp. 70-76**, for Indiana Standards scope and sequence.

Mentor teachers will be using additional materials to provide teacher-directed lessons, always working in very small groups. Students will be assessed and placed at their instructional levels with no social promotion ever allowed. Since students will be in multi-age groups, they can learn based on their level without the stigma of failing or being “held back.” The A+ Anywhere Learning System curriculum is complete, with tutorials for every skill needed to learn and master the standards.

Core Values: We will use the 21st Century Charter School model character curriculum developed by Ms. Denise Smith with individual plans developed with the parents and the student. The program has been greeted with tremendous support by parents, mentor teachers, and students. Parents at Union Station have stated that their children have changed behaviors at home in a very positive manner. The students will be taught and have demonstrated daily the following values: honesty, integrity, diligence, kindness, courage, empathy, altruism, courtesy, respect for authority and for others, and responsible independence. The curriculum for values and character has been developed by the staff with parents’ input and makes use of current character education materials, resources, and our own lesson design.

The following components will be 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**

Learning How to Learn:

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 character class and **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).

Two Sample Lessons

Lesson #1

Lesson Title: Elements of Fiction

Indiana Standard: 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."

21st Century Exit Standard: English Language Arts: "Students will demonstrate strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods, cultures and languages."

21st Century Standard: Social / Interpersonal Skills: Ability to collaborate and work effectively with others in cooperative groups

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, similar to the study groups found in college to provide support for learning and peer interaction. This lesson was proposed by the students and enlisted the assistance of the mentor teacher.

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

Preparation: Pre-lesson

- Students access A+ software through the school server on the computer.
- Mentor teacher assigns assessment tests for elements of fiction to each student.
- Students take test on the computer to determine prior knowledge foundation.
- Students use test to identify skills needing mastery or review.
- Students set timeline for completion of their study.

Procedures:

1. Lessons were reviewed as assigned by the assessment test automatically based on student knowledge from the pre-test.
2. A+ lessons for this activity were accessed by the mentor teacher by using the software to find skill L.A. 12.3.3 and then having the software determine the sequence needed across the grade levels to provide instruction. The lessons were displayed on the interactive Smart Board.

Lessons in A+ for this standard 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 mentor teacher's assistance.
3. The project plan to complete objective mastery is completed for each student, using common elements suggested by cohort group. (See "Project-based Learning Plan," **Attachments pp. 79-80.**)
4. Mentor teacher gives overview of elements of fiction. (15 minutes maximum mini-lecture)
5. Students use notebooks to take notes of mini-lecture. Highlights of the lecture are illustrated using the Smart Board to record student comments and thoughts along with questions that arise.
6. Experiential component: Students select an author to research on the Internet. They look for elements in a story of their choosing from an approved list.

ASSESSMENT

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

APPLICATION ACTIVITY

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

Lesson #2

Lesson Title: Understanding Words and Expressions

BACKGROUND: 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, without embarrassing the students, go back and reconstruct the sequence of knowledge needed to be able to operate at higher levels.

Indiana Standard: L.A. 5.1 “Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around the word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.”

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

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

RESOURCES NEEDED: Laptops, writing paper, notebooks

Procedures:

1. Students continue working on rotation assignments while small group works with mentor teacher.
2. Together, the students in the small group demonstrate oral reading skills and appropriate expression by reading a shortened version of “Hercules.” Students discuss the background and foundations 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.
5. Other myth-based derivatives can be discussed.
6. Students with ESL concerns can help put the story into their language and we will make sure that understanding transcends language limitations.
7. As a follow-up students will connect to the Internet and through teamwork, they will find a Hercules graphic. (Note: The network is protected by screening software to prevent inappropriate sites from emerging.)
8. Finally, in their electronic portfolios, students can write a summary of what they could do if they only had the strength of Hercules.
9. Group sharing: Students share insights at end of period or after lesson is over.
10. All children share equally in the task. Special needs children are included and valued in the activity.

ASSESSMENT

1. Once students are finished and feel confident that they have mastered the standards at their level, then A+ software will be utilized to create a posttest over word etymology.
2. Students must reach 80% mastery. Specially prescribed lessons will target any areas of the standard not mastered and the students will retest.

APPLICATION ACTIVITY

Students will create their own play about a strong modern character based on the story of Hercules. They will use the music mentor teacher to help create songs and music for the play. The play will be practiced, performed, and then recorded on CD. The students may choose to publish it for the student body.

D. AssessmentSummary of Data

Our plan is consistent with the No Child Left Behind Act and Indiana PL 221. 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 the first two weeks of the school year. The data from those tests and the A+ Assessment Tests will provide for placement at correct instructional levels. In the fall, we will use ISTEP and the GQE. NWEA will also be given in late fall and again in the spring. 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 authorizer's accountability plan.

School Assessment Committee

The Board will create a committee of Board of Directors members, Chief Executive Officer, Chief Academic Officer, Principal Teacher, mentor 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 goal 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 in cooperation with the Mayor's representatives with 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.

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.

6. 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 need deemed as urgent. 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 Chief Academic Officer and staff will work with the CEO and the Board of Directors and parents to develop benchmarks for progress. All academic and operational goals for the School will be reviewed and evaluated in cooperation with the authorizer. 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+ in each area tested by grade level;
2. Attendance % for 183 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 parents the instructional level by grade in each subject for each student. Progress will be reported as % of completion and mastery of lessons required for promotion to the next grade level in each subject. Parents will have daily, weekly, and periodic reports of student individual progress in the seven components of the School discussed previously. 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 approximately every ten weeks for the forty-week school year. A copy of the report can be found in **Attachments p. 77-78**. The report is now web-based.

Corrective Action Plan

Tracking and records, both written and technology-based, will be used to constantly 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 (Individualized

Learning Plan). Such tutoring will be part of the duties of all staff members to help administer without additional pay. A notice will be sent home when children fall below the pace designed for each student. Parents will receive weekly reports of lessons mastered and progress with computer-based assessment. Mentor teachers, administrative staff, parents, and other staff members will volunteer to provide additional tutoring if students are in need. Tutoring is imbedded in the model of instruction and occurs daily.

Timeline for Assessment

Ongoing

Portfolio assessments, mentor teacher observations and interviews with students, student demonstrations, A+ computer assessment of mastery

Summer

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

Fall

ISTEP+ 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.

E. Support for Learning

Discipline and Student Behavior

Respect and responsibility will be part of the School culture. When students violate school rules, there will be consequences but they will also have the counsel of the mentor teachers and staff. State law in regards to expulsion and suspension will be followed. Detentions (after school and weekends), writing assignments, meetings with the Principal Teacher, and parent conferences are all consequences for breaking rules. Any time a student receives a discipline referral, he or she will be required to complete a discipline debriefing writing assignment before being allowed to return to the learning studio environment. The debriefing discipline assignment will require that the student write the rule or rules violated, consequences (for themselves, the school, and others), and a plan to prevent the behavior from being repeated. Discipline will be firm, fair, and just. Rules expectations will be clearly defined as part of the student/parent contract that is part of the admissions process. Behavior notes will be shared on-line, by phone, and as part of the student notebook portfolio.

Students can be suspended or expelled for specific acts. Details for exact rules and expectations are included with state law concerning due process represented in the **Attachments, p. 88-89**. Special education students will be held to the same high standards of behavior with consequences designed for their individual disabilities. All special education rights and parental rights will be provided and explained to special education families and the law will be followed. A dress code will be designed which will reflect the unique culture of the School. Students will be required to dress professionally and modestly. Please refer to “Dress and Grooming,” **Attachments p. 88**.

Technology guidelines for the protection of children will fit the federal law requiring effective screening devices and software. State law will be followed in creating an agreement to be signed by all members of the school community regarding proper use of technology. The agreement will be based on models currently in use by public schools. Consequences for misuse of computers will be defined and shared thoroughly with all users. Network security can be used and developed for intercepting improper use of computers. See **Attachments, p. 89**. A complete discipline policy is included beginning with **Attachments, pp. 84-89**.

Family – School Partnerships

Families and the School will be considered one entity. The parent involvement plan will be meaningful, not superficial. Parents are truly participants and are welcomed as part of our School. Suggestions, concerns, leadership, and friendship with respect are what we seek as a school. Parents will have a chance to access portfolios daily, contact us by phone, and use on-line services. We will train the parents to use technology and provide computers for the use of students at home and school. Weekly newsletters will be given out and posted on our website. Our website will contain all kinds of helpful hints for parents and provide a forum to discuss issues, concerns, and successes together.

The School is to be a family in its organizational structure. Many family opportunities will be provided for casual time together. Parents will be required to participate 1-3 hours a month by contract. If parents fail to meet requirements, they will be counseled and encouraged to participate. No consequences will befall the students for lack of parent participation.

Parents will have constant opportunity to give feedback and rate the School and their satisfaction level. An advisory committee of parents will be created and maintained. One parent will serve the Board of Directors as liaison for the parent group. He or she will be nominated and elected by the Parent Advisory Council meeting in the fall of each school year. Parents will serve one year terms with a limit of one term as liaisons for the Board of Directors so more parents can serve in leadership. Parent satisfaction results will be compiled and shared at least twice yearly with the Board and Mayor. These results will be part of the annual report card for the School shared with parents, community, business, the Mayor, and the Indiana Department of Education. The survey instruments will have use of the Likert scale so reports can be made in a factual manner.

Examples of Community Partners Involvement

Butler University students in Urban Politics visited the Union Station school this year to mentor and evaluate our programs. Students carried the message of charter schools to the higher education community. The Indianapolis Marion County Library provided special links for research and discovery. Books are accessed through the system of branch libraries. Students assisted Keep Indianapolis Beautiful in doing projects around the school that help create an attractive and pastoral setting. Indianapolis Opera assisted our students in writing and performing an original opera. All this will be replicated at Downtown Academy.

F. Special Student Populations

Spanish instruction beginning with an emphasis on speaking is integral to our educational program. The administrative team has experience teaching ESL children in the classroom. Children with ESL needs will have a plan developed based on research through resources with the Indiana Department of Education if necessary.. The CAO will arrange training for all personnel in the provision of an environment that is welcoming and productive for ESL children. The fact that all children in the School are required to learn Spanish will help the ESL children. Finally, ESL software will be acquired after research and testing that it is the 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 as well as applicable federal requirements.

In regards to the “child find” provision of state and federal special education law, a General Education Intervention committee (GEIC) 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 children with potential special needs. Children with any problem, academic or otherwise, will be referred to the GEIC for suggestions of interventions for early treatment of all needs. We will treat all of our children 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 children, regardless of classification. Students with high needs will have prescriptive remedies designed through case conference and ILP construction (IEP). The School Chief Academic Officer is aware of contingencies and the cost 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. At the present 21st Century Charter School, a complete process exists for all special education identification and services including all forms, procedures, and record keeping. The model will be used for the new School.

G. School Characteristics

School will be in session officially 183 days each school year. The year will begin after Labor Day each year and operate four days a week. The school will operate year round, with the school year ending the Friday before Labor Day. The school year will be divided into trimesters allowing students three semesters instead of two in the traditional calendar. The daily hours of operation will be from 5:00 p.m. to 9:00 p.m. The School will be closed for two weeks at Christmas and one week for spring vacation. A complete detailed calendar is included in the **Attachments, p. 56**, for 2004-2005. Our first year will start the Tuesday after Labor Day, September 27, 2004 to allow for construction and start-up procedures and for the staff to spend one month training together at the operational 21st Century Leadership Academy at Union Station.

Structure of the Learning Schedule

The School will operate within the facility at Union station as a unique learning pod. The first 30 minutes at school each night will be for individual study and for receiving help with academic needs. After the 30 minutes of preparation, students will be grouped in four groups and will move after Foundations, (described below), for 40 minute blocks of time to an area designated in the schedule for subject concentration. The Principal Teacher monitors and manages all learning activities, providing evaluation, support, and accountability for student achievement. On site management will be conducted on a day to day basis by the Lead Mentor Teacher. The CAO is accountable for supporting the school learning and operations.

Each Learning Pod is divided into four Learning Studios. Each Learning Studio will contain a maximum of 25 students. The groups will be named with letters in each Learning Pod ("LP"). Mentor Teachers will each have at least two specialties. Without knowing the specific talents of the staff to be hired, for this discussion mentor teachers have had specialties assigned to them. In each LP, there will be a Math / Social Studies mentor teacher, a Language Arts / Social Studies mentor teacher, Science / Social Studies mentor teacher, and a foreign language specialist. Consider them mentor teachers A, B, C, and D. Each mentor teacher has the same lettered group assigned to them for "Foundations", a home group that they are expected to get to know personally and serve as advocate, counselor, and mentor in a general sense outside of subject areas. (Mentor Teacher A is responsible for Foundations activities and responsibilities for Group A.)

Foundations activities begin for each student group at 5:30 p.m. The activities include sharing accomplishments, concerns, suggestions, and small group interaction to help plan the day and week ahead.

Starting at 6:00, subject areas are addressed in 40 minutes blocks of time. Within each block of time, approximately half of the students are working on skills mastery on the A+ curriculum on the computer, receiving mentoring if needed. Students work in small cohort groups on group projects and study of basic skills in that subject. The mentor teacher may provide some small targeted teacher-directed lessons to help the students be able to achieve mastery. All progress vertically is measured by the A+ assessment. At Downtown Academy, the mentor teachers assist the students to be responsible for their own learning as measured by the computer based curriculum. Each student has his or her own academic “fingerprint” where they are in a different place in each subject. No two students will work at the same pace in the same subject. Mentor teachers may choose to have students rotate through on and off computer activities daily, or may have one day be on and the other off on alternate days.

Project-based learning (PBL) will be the tool by which the disciplines are integrated into activities for each student that pursues his or her interests and skills. The PBL will allow a student to study in depth future possible careers. They can do deep research into science and social structure. The students will be encouraged to think out of the box in the pursuit of learning for its own joy. Specific Indiana Standards must be mastered for the PBL to be complete. Students and staff will work together to develop PBL accountability guidelines and rubrics. PBL is what ties all the learning together and makes it apply to the lives of the students. It is the chance for real assessment of skills needed for success. Community partners will work with us to provide internships and job exploration opportunities for students.

The school will operate on a two day rotating schedule. On Day 1, students progress through math, language arts, science, and social studies. On Day 2, students will study math, language arts, foreign language, and project-based learning and electives. The daily schedule is also included in the **Attachments, p. 57-60.**

A DAY IN THE LIFE OF A STUDENT AT DOWNTOWN ACADEMY

5:00-5:30

The student, a male, will arrive by city bus or by car. (Some students may drive themselves to school.) He will enter the building, personally greeted by the mentor teachers. He will greet his friends and they will have a positive start today, pleased to come to a school where there is a sense of family and shared mission of student learning. He will proceed to his first stop in Learning Studio #2. His Foundation mentor teacher is there. This is the mentor teacher that is his personal advisor and provides an anchor for his development, responsible for the whole person development.

5:30-6:00 p.m.

Foundations activities designed to foster trust and develop a positive school culture takes place. Students work on problem-solving for real life problems in their cohort groups with mentor teacher supervision. Students practice life skills training such as job interview skills, resume making, and research of careers. Students will create relationships during this time with the mentor teacher that help assure that each has a direct connection to the school and feels they have a person in his or her corner ready to assist them with academic and life needs.

6:00-8:40 p.m.

Since this is Day 1 of the rotation, math, language arts, science, and social studies will be addressed with students rotating to the specialty teachers in the learning studios. On Day 2 of the rotation, courses in math, science, and foreign language will be the focus. He will begin his own individualized program, working on the computer to prove mastery and record progress. In each subject, he knows he will progress at his own rate, with the goal of matching age level and grade level expectations according to Indiana Standards. He also knows that he can move ahead with no roadblocks to learning, as long as he can prove that each lesson is mastered. He keeps track of his progress and sets goals with the assistance of staff and parents. He will spend roughly one half of his time during this period on computer based

mastery learning. The other half of time is split between project-based learning, (independent research, design, community involvement preparation, career development, life skills), and the other half with off-computer supporting activities with the mentor teacher or by working independently based on his needs. He will learn to use test data to analyze his own learning, identify weaknesses, and design with the mentor teacher plans to reach mastery.

IV. Organizational Viability and Effectiveness

A. Enrollment / Demand

Our city currently has an estimated 4,000 students that have discontinued their education between the ages of 15 and 19. We have determined that the needs of the students that have dropped out would make collecting names this far ahead of time meaningless. The population is very familiar to Mr. Brown, the Principal Teacher, and we have practical neighborhood based recruiting strategies geared to gaining the trust of such students. Most importantly, because of the economy of scale provided by the association with the 21st Century Schools, the school is not dependent on a set number of students for survival. The building is open now and is supported by the day school. We expect, based on the experiences of the Life Skills Centers throughout the nation, that the word will spread throughout the community and those in need will find us. In the Life Skills Centers, the schools have begun with as few as 50 students and then grown rapidly to over 200 in enrollment with waiting lists.

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 Downtown Academy 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 February through May of 2004. Applications will be developed, disseminated, and then accepted beginning February 1 through May 13, 2004.

Enrollment Assurances

The 21st Century Downtown Academy 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 School will use established contacts with the Hispanic Center of Indianapolis and the nearness and contacts made with the Mexican Consulate in Union Station to recruit students in the Hispanic community; our Spanish speaking secretary at Union Station will assist us in creating positive relationships resulting in a representative group of applications from the community;
- 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 capacity growth chart:

When the entire school 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 age level. Ages 15-19 will be accepted. If a student selected in the lottery is chosen, spaces will be reserved for siblings.

The Board of Directors, in cooperation with the Mayor' Charter School Director, 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 unless demand exceeds 100 students;
- b) If a student is chosen in the lottery and there is a sibling or siblings who want to attend the School, the siblings will be given preference so the family can all attend the same school.
- c) The lottery will be conducted on the third Friday of May 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.

The lottery will follow the practices and make use of the experience from the very successful and organized lotteries held by the 21st Century Charter School at Union Station.

B. Human Resources

Great mentor teachers begin with great hearts - and they have the skills to match. But, mentor teachers at a 21st Century Charter School must have more. They must be committed to the bottom line of student learning that is based on the CELL Network of Schools training and the practices developed by Frank DeSensi. (See p. 11, third paragraph.) They must recognize that the bottom line is student learning, not teaching strategies. They must be able to analyze data and use knowledge of brain research and best practices to assist the technology based curriculum in guaranteeing that students master skills in a way that they can use them throughout their lives. This mastery must be able to be proven through objective measurements such as A+ Assessment, ISTEP and other standardized tests. They must be committed to assist the students create within themselves a motivation to learn. To do so, they must engineer a learning environment that encourages positive attitude and self-perceptions so that knowledge can be acquired, articulated, thoughtfully used, and applied to new and different situations. They must know that students must use knowledge or lose it. The goal is take information and transfer it from short-term memory to long-term memory so it can be accessed and used.

We are recruiting mentor teachers that are willing to work 183 days a year for excellent pay and benefits. Mentor teachers should have exciting electric personalities with the ability to inspire children. They must admire and love people including the parents of the children we serve. They must be able to work with others to create a synergistic environment. Confidence with humility would be a great character trait. They must be compassionate and have empathy. Strong and firm discipline attitudes with caring are required. Mentor teachers must be organized and have the ability to be flexible and adaptable to face what each day may bring. Mentor teachers must have a very strong academic background. Special education skills are required. Mentor teachers must either be able to speak passably in Spanish or be willing to train in Spanish in an intensive manner. Mentor teachers should understand brain-compatible

teaching and have a high degree of experience and knowledge of technology use for education. They must be committed to meeting the needs of individual students through learning that is tailored for each child. They must embrace and be passionate about our mission and be willing to teach in the format and philosophy as described in the mission statement. Mentor teachers must be willing to give students control over their own lives and lead them to autonomy and independence while maintaining respect for others and authority. He or she must not be anxious to control every aspect of learning and must be creative and skilled in being a change agent – someone who leads others to significant growth without striving for personal recognition for the improvement. We are looking for selfless personalities on a mission to help children in the center city.

Recruitment and Selection

The employment and volunteer application will be used to select candidates for the positions available. The process for selection will proceed as follows:

1. The Principal Teacher will solicit applications and post job openings through universities, school systems, the Internet, and by advertising nationally and locally as needed. A brochure will be developed and packets made for prospective mentor teachers and non-certified personnel.
2. Job descriptions will be developed and shared through the steps in #1. Benefits, working conditions, pay range, and the School overview and mission will be included with the postings.
3. Applications will be given a deadline and those that are received will be sorted according to educational and academic success, experience, and materials included with application. The Principal Teacher will select candidates for contact by phone to arrange an interview.
4. The initial interview will be centered on questions that solicit the revealing of the characteristics of the ideal mentor teacher detailed above. The CAO will assist in the interviews and advise.
5. Experiential Interview: After the Principal Teacher and CAO interview candidates, they will then be given an opportunity to work in an observed classroom situation with children at the 21st Century Charter School at Union Station the first year, and in the School itself after operations begin. There will be a set of observation criteria, again in concert with ideal mentor teacher characteristics above, that will be evaluated. The mentor teacher's ability to create rapport with children and staff will be evaluated in a real life situation.
6. Finally, a second interview will be held to discuss the experiential interview. At this time, the applicant's desire to work to achieve the mission of the School will be affirmed. The CEO, CAO, and Principal Teacher working together will make the final decision concerning teaching and non-certified personnel with advice and counsel of the CAO and the CEO. In future years, the process will be amended to include student and parent feedback as well. Applicants that are selected for employment will be required to permit a national background check paid for by the School.

Professional Development

Mentor teacher and staff professional development will begin in the spring of 2004. The program will consist of the following initial facets that will be included with new employee orientation plans in the future:

1. Employment rights, salary, and benefits orientation and explanations for charter school certified and non-certified employees;
2. Safety procedures according to school safety manual: student handbook;
3. Student Handbook review in detail;
4. Staff expectations, schedules, job descriptions, staff handbook;
5. Use of management technology;
6. Use of instructional technology;
7. Daily procedures, strategies, supports, and resources for teaching in an individualized system of instruction; thorough training and immersion in the Frank DeSensi best practices model developed through the Network of Schools consortium

8. Overall training in background, details, and expectations of the charter document and the nature of charter schools in general;
9. Team building and community strengthening activities;
10. Opportunities to help professional development center on the actual needs of the staff and remain consistent with our mission and philosophy.

Professional development is to be conducted through the 21st Century Leadership Academy (CLA) located in the Union Station. Staff will have constant access to experienced parallel staff trainers throughout the development and future operations of the Downtown Academy. The School purposely will start after Labor Day so that new staff can spend a month training with the CLA followed by two weeks of on-site training and preparations at the new school location. This will allow the staff to train away from the distractions of construction and other preparations at the new facility. The first two weeks will be spent without students in intensive practice and training (“Training Camp”) in all phases of the systems including the Frank DeSensi and Network of Schools best practices concentrating on student mastery. The next two weeks will be as side-by-side practitioners with the current staff trainers with the actual school in operation. Students will be present resulting in live training. Of course, the training school will benefit from the added staff resulting in a smooth start to the year. Invariably, by hiring excellent new staff members, they will most surely help find more efficient practices and introduce new ideas that continually help the 21st Century Model to experience continuous growth in quality and effectiveness. All future orientation is to be developed around the above themes with staff mentors assigned to all personnel. The Principal Teacher, CAO, and CEO will have regular scheduled contact on a frequent basis to check to see how new personnel are adapting to the School community.

All employees will be expected to work to learn Spanish.

Future professional development will center on specific needs and knowledge applicable to our mission and philosophy. We will work to develop critical vocabulary and teaching strategies that emphasize acquisition of knowledge, articulation of that knowledge, and the thoughtful use and ability to apply the knowledge to new situations. This will follow the Frank DeSensi philosophy that is well suited to measuring and documenting true data driven learning. Mentor teachers and staff will work together to develop efficient and focused professional development. We have developed a professional development plan as part of the 21st Century Leadership Academy. It covers all facets of the software and instructional model. Administered by our own trained staff assisted by consultants or outside trainers when appropriate, we spend less on professional development than other schools as we believe in the “train the trainer” method. Our model for professional development is included in the **Attachments, p.64**.

Description and Number of Mentor teachers and Staff

Staffing Plan for Charter (First 5 years)

	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
CEO (Contracted with GEO)	1.0	1.0	1.0	1.0	1.0
Chief Academic Officer (Contracted with GEO)	1.0	1.0	1.0	1.0	1.0
Principal Teacher	1.0	1.0	1.0	1.0	1.0
Mentor Teacher	4.0	4.0	4.0	4.0	4.0
Admin. Assistant/Secretary	1.0	1.0	1.0	1.0	1.0

Job Descriptions**Chief Executive Officer (Contracted through GEO service agreement)**

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 Principal Teacher 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 (Contracted through GEO service agreement)

- Accepts direction of the Chief Executive Officer and Chief Academic Officer.
- Implements all elements of Charter language.
- Reports on all areas required by state and the Charter.
- Accepts responsibility for personnel.
- Creates process to evaluate programs.
- Creates process to recruit personnel.
- Responsible for staff development.

Principal Teacher

REPORTS TO THE GEO MANAGEMENT SERVICES TEAM AND CHIEF ACADEMIC OFFICER

- Responsible for creating positive school culture and climate.
- Develop with staff curriculum decisions and technology usage plan.
- Supervise all staff members directly involved with learning.
- Performs traditional duties of school principal - discipline, motivation, encouragement, Spec. Ed. requirements, looking to all of the needs of the students and staff.
- Executes other duties as determined by Board of Directors.
- May perform as a Lead Teacher.

Lead Mentor Teacher

In addition to performing the duties of a mentor teacher, the Lead Mentor Teacher will be the acting administrator. As such, he or she will deal with student issues including discipline, attitude, and be responsible for maintaining a positive learning environment on a day to day basis.

Mentor Teachers

Mentor teachers will be responsible for implementing the curriculum, coordinating with learning guides, maintaining current attainment level information, assigning additional studies to students not meeting or exceeding attainment, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, and adjusting students upwards or downwards in various subjects. Mentor teachers will also be responsible for ordering supplementary education materials, requesting parent volunteers, and reporting all education-related activities to the Principal Teacher.

All mentor teachers will be required to work a 20-hour week. Occasionally, additional work may be required. All mentor teachers must have an Indiana teacher's license that is current or may be involved with the transition to teaching certification system included with the passage of the charter law.

Special Education Mentor teacher

The special education mentor teacher may have duties as a teacher and the salary will reflect the additional duties and responsibilities. The special education mentor teacher or teachers will work with children one-on-one or in small groups for all the grade levels. The School will cooperate with the LEA to develop specific strategies to comply with IDEA state and federal regulations. The Principal Teacher will be the case conference coordinator and will assist the parents and committee in writing the ILP. (IEP) All students at the School will have an ILP regardless of special education or regular classroom designation. If the School employs the special education mentor teacher full-time, he or she will be required to work a 20-hour work week. Occasionally, additional work may be required. The special education mentor teacher should be certified for multiple disability areas or be willing to work towards certification.

Learning Guides

Learning guides will help the mentor teachers in the following areas: implementing curriculum, maintaining current attainment level information, reporting attainment levels below minimum or early attainment to the mentor teacher, keeping accurate and concise records, following established classroom procedures, requesting teaching materials for the mentor teacher, requesting supplementary education materials for the mentor teacher, requesting parent volunteers and reporting all education-related activities to the mentor teacher.

All learning guides must have a strong desire to work with an innovative educational program. They must be able to work effectively with the mentor teacher's direction and work with parents, students and adults. They must meet No Child Left Behind guidelines for paraprofessionals and have a minimum of 2 years of college or an associate degree and experience working in schools and/or with children.

Administrative Assistant / School Secretary

The School secretary will report directly to the Principal Teacher and CAO and will be responsible for record keeping, answering the phone, calling parents in case of an ill student, filing, typing, and light receptionist-type duties. The School secretary may be required to type or copy as a support function to the teaching staff as well. The School secretary will be in charge of admittance to the school through the security system in place. The School secretary will be required to work a twenty-hour week. Occasionally, additional work may be required.

The School secretary must be computer literate, have general filing and office experience, be able to handle money, be knowledgeable of standard office procedures including, (but not limited to), letter writing, purchase orders, shipping, payroll, and have prior experience working with children.

Volunteers

Parents and community volunteers will assist the children, mentor teachers, and staff to accomplish the mission of the School. Volunteers will be members of the School and will be respected and welcomed. Volunteers may assist with tutoring, lunchroom supervision, building maintenance, fund-raising events, field trips, and other duties that will help the School. Volunteers that work with children directly on an ongoing basis must adhere to state law by having a background criminal check less than a year old on file before working with the children.

Day in the Life of a Mentor Teacher at 21st Century Downtown Academy

4:30-5:30 p.m.

The math specialist in Pod 1 arrives for school. She will arrange her teaching area in the center of the Pod while supervising students as they arrive. All mentor teachers will greet each child every day as is practical. It will be a goal to make students feel welcome and start the day with a positive word.

5:30-6:00

She begins Foundations activities begin with Group A, her homeroom group. She checks into school announcements and makes sure the students have what they need for learning. The students take part in activities that are designed to promote cooperation and teamwork. Some students work on learning basic skills. Life skills and character-building is part of Foundations.

6:00- 8:40

In forty minute segments, she will address the math needs of students in Groups A, B, and D. Each segment will follow the model found in the student day description. She will have a basic short teacher directed lesson with a small group. Students working independently will ask questions or write them in their portfolios if she is busy with another student's concerns. She will be available as a mentor and guide for the students that are on the computer.

9:00 Mentor teacher day ends.

Teacher Work Day

Instructional Time: 4 hours
Preparation Time: 1 hour

On site: 4 hours; 1 hour preparation paid for outside of the on site hours

Salaries and Benefits

Principal Teacher	\$20,000	Available	Yes	ITRF
Special Ed. Teacher	\$ 5.00 hr.	Available	Yes	ITRF
	(+ mentor teacher base pay)			
Mentor teachers (Non-Certified)	\$25.00 hr.	Available	Yes	ITRF
Learning Guide	\$12.00 hr.	Available	Yes	PERF
School Sec./ Treas.	\$12.00 hr.	Available	Yes	PERF

*ITRF = Indiana Teacher Retirement Fund

*PERF =Public Employee Retirement Fund

All benefits are available with employee paying the cost, pre-tax, from salary. We did this so that all staff members get compensated equally without regard to whether they take the benefits or not.

Vacation Benefits (Mentor Teachers and Staff)

Vacation will be during calendar scheduled vacation periods. Work year for mentor teachers and staff is 188 days over 52 weeks. Four (4) weeks of vacation release time is provided during scheduled breaks. (2 weeks at Christmas, 1 week at spring vacation, 1 week for various scheduled holidays)

Sick Days

Certified Staff will have 2.5 paid sick days a year and 1 paid personal days. Non-certified staff will have 2.5 paid sick days a year and 1 paid personal days. (A day is defined as 8 hours.) Sick days will not be carried over to the next year.

Maternity Leave

A certified mentor teacher may apply for unpaid maternity leave with the same position offered upon return subject to Board approval. Maternity leave cannot exceed one year without loss of position. An application process will be developed by the administration and the Board.

Sabbatical Leave

A certified mentor teacher may apply for unpaid sabbatical leave for professional development or educational needs for up to a one-year period of time. Board approval is required. The application will be developed by the administration and the Board.

Merit Pay and Performance Bonuses After Year 1

The Board, administration, and staff will work together to create a merit pay and performance achievement bonus plan subject to details of reimbursement funds from the state and budget requirements that will strongly support excellence and dedication to accomplishing the goals and mission of the School. The merit and performance system should be unique and significant. Eventually the goal is that pay at the School will exceed the average of public school pay substantially.

Employment Contracts

All employees including administration and certified personnel will serve as at-will employees according to the terms of state law. Details of the law will be shared during employee orientation. Contracts are part of the GEO 21st Century EMO package.

PLANS FOR STAFFING SPECIAL EDUCATION: Please see job description for special education mentor teacher above on p. 33, paragraph two, of this Full Application Narrative.

C. Governance and Management*Organizational Structure and School Governance Plan*

The Greater Educational Opportunity Foundation will serve as the fiscal agent until separate 501 © (3) not-for-profit status is granted to the 21st Century Downtown Academy. The organizational materials, By-laws, and Articles of Incorporation are included in the **Attachments, pp. 99-106**. Also, the not-for-profit letter for GEO is included in the **Attachments, pp. 92-93**. The GEO Board of Directors has appointed the original members of the 21st Century Downtown Academy 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 the **Attachments, p. 90**.

*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) (To be provided as part of the management contract with GEO.)

The Chief Executive Officer will be responsible for all non-teaching decision-making, financial transactions, purchase orders, documentation, and information requests from the authorizer. The Chief Executive Officer will be responsible for benefits acquisition and other administrative functions as required by the School's operational program. The Chief Academic Officer will assist the CEO with the above duties. The Chief Executive Officer will delegate administrative work as appropriate. The CAO is under the direct supervision of the Chief Executive Officer.

Chief Academic Officer (CAO) (To be provided as part of the management contract with GEO.)

The Chief Academic Officer will assist the CEO with above duties. The Chief Academic Officer will also be in charge of scheduling, curriculum, professional development, accountability 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. The CAO may also perform teaching duties as described in the mentor teacher job description under human resources, arrange for substitute mentor teachers and aids, and make transportation arrangements. The CAO reports directly to the CEO. The CAO is responsible for reporting to the IDOE.

Principal Teacher

The Principal Teacher will accept direction of the Chief Executive Officer and Chief Academic Officer. He or she will accept responsibility for personnel. The Principal Teacher will assist the CAO and CEO with duties. The Principal Teacher will:

- Create and administer process to evaluate programs with CAO;
- Create and administer process to recruit personnel with CAO;
- Be responsible for staff development;
- Be responsible for creating positive school culture and climate;
- Develop with staff curriculum decisions and technology usage plan;
- Supervise all staff members directly involved with learning;
- Perform traditional duties of school principal - discipline, motivate, encourage, comply with Spec. Ed. requirements, look to all of the needs of the students and staff;
- Execute other duties as determined by Board of Directors;
- (May) Perform duties as a mentor teacher.

The original Board members appointed by the Greater Educational Opportunity Foundation Board are:

Don Laskowski: Mr. Laskowski has the dream of a school where mentoring replaces teachers imparting knowledge. His considerable abilities 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. He has been essential to the welfare of the 21st Century Charter School.

Joyce Johnson: Mrs. Johnson was a home educator for 18 years and former Executive Director of the Indiana Association of Home Educators. 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 children growing up in Indianapolis.

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.

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 children, 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, Vice President of the Indianapolis Colts, has served as the weight training and strength coach. He has served many community organizations in various capacities. He 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.

Board Policy Development and Decision-making Process

The full and detailed process is described within the By-Laws included with the **Attachments, pp. 100-106**. 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 Articles of Incorporation in the **Attachments, p. 99**.

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 micro-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. Under the educational management agreement with GEO, the CEO and CAO will have the power to act as needed. The Board will have the legal responsibilities of holding the GEO Foundation accountable as the contract details. (Details are at the end of the **Attachments**.) 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 contracted services with GEO school management.

School Leaders Criteria

The School’s leaders have been selected based on proven experience to manage and administrate 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 the welfare of children,

have experience with managing funds, demonstrate knowledge of technology and teaching methods, juggle many tasks at once, 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 to keep the School fiscally viable. Together they are to work to assess progress of students and mentor teachers in meeting the program and academic goals for 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.

Rationale for the GEO Education Management Service as Contracted EMO

The 21st Century Downtown Academy will work with the GEO Educational Services Management wing of the not-for-profit Greater Educational Opportunities Foundation that was responsible for the successful start of the 21st Century Charter School at Union Station. The rationale for selecting the GEO Foundation as the educational manager of this school is clear.

1. The GEO Foundation has the resources, knowledge, and direct Indiana and Indianapolis charter school experience necessary to successfully start a charter school.
2. More importantly, the system of instruction has been proven throughout the country and at the Union Station 21st Century Charter School. Student learning is the bottom line and the principles of the Network of Schools and Frank DeSensi that are embraced and practiced at 21st Century model schools guarantee measurable and provable student growth and output.
3. The GEO Foundation has Kevin Teasley as the Chief Executive Officer, proven competent in managing the resources, accounts, and financial interests of the school.
4. The GEO Foundation brings financial strength to the new school, allowing for credit-worthiness not possible in a start up school without support.
5. The GEO Foundation has supported the growth of the Charter Service Center which has developed services needed for all charter schools including finance, transportation, facilities, governance, grant-writing, compliance issues, and much more. Corrie Conner was hired to fully develop the potential of the service center and has made outstanding contributions to the charter schools she serves, including the 21st Century Charter School at Union Station.
6. The CAO, John Hayden, is an experienced public school principal that has now successfully been involved with the start of two schools, one private and the 21st Century Charter School at Union Station.
7. For the 21st Century Charter School, Mr. Hayden wrote the application, hired the staff, organized the model of instruction, developed with the staff and Mr. Teasley the replicable systems needed to run any school, taught in the school, managed the transportation system, ordered all materials and equipment, assisted in the management of technology, and mentored the staff as they developed leadership skills creating a school where collaboration and site based leadership are imbedded within the system.
8. Mr. Teasley, Mr. Brown, and Mr. Hayden with the staff were successful in integrating parent participation and ownership in the school in Union Station. The last Mayor's site visit confirmed the remarkable turn around in attitude by parents during the December to May time period. Parents are now passionate and supportive of the school.

9. Mr. Hayden working with Mr. Teasley hired and developed the staff at 21st Century Charter School at Union Station. This year, the staff under the supervision of new Principal Teacher, Mr. Dante Brown, completely organized and managed the successful start of year two.
10. Mr. Hayden successfully mentored the development of the school principal teacher, Mr. Dante Brown, during the challenging first year of 21st Century Charter School at Union Station.
11. The Teasley / Hayden leadership team has demonstrated its ability to work together to make tough decisions about budgets, staff, and organizational policies and needs.
12. Mr. Hayden has already contacted and solicited talented and interested administrators that would be willing to head the 21st Century Downtown Academy. He has used his extensive network of positive relationships with school administrators and practitioners throughout the state developed over many years.
13. The GEO Foundation has had solid success in recruiting personnel to start and manage schools. In addition to Mr. Hayden and Mr. Brown, the staff at the Union Station 21st Century Charter School is recognized in audits conducted by the Mayor of Indianapolis Charter Schools authority as outstanding and dedicated to student learning. Ms. Corrie Conner was hired by Mr. Teasley to provide assistance with the Charter Services Center. She has grown to be valued and respected by all the charter schools in Indiana for the excellence provided in assistance for actual services needed for school management and operations.
14. Student progress has been very favorable at the present school and can be proven through the effective use of data.
15. The GEO Foundation has shown foresight in developing and purchasing data collection software from Management Information Systems, Inc. The MISI system is used by Wayne Township, Lawrence, and the Archdiocese of Indianapolis. Mr. Hayden started two years ago preparing to have MISI software adapt to the specific needs of charter schools. The MISI management system in place is ready to assimilate any number of new schools.
16. The capacity of Mr. Teasley and Mr. Hayden to open new schools while maintaining the quality of the present school has been proven by the fact that the application process began last December for the new schools. According to the audits and site visit analysis conducted by CELL for the Mayor, the 21st Century Charter School made outstanding progress that exceeded the expectations of a first year charter school during the same time that we were applying for the new schools. Obviously, we have proven that we can handle the multiple tasks. During this time, students showed remarkable progress academically that can be proven through the data collected and analyzed with the use of the MISI software management and through analysis by national experts contracted by the Mayor's Director of Charter Schools.
17. The GEO Foundation and leadership has shown vision, courage, and the ability to adapt to serious challenges, financially and operationally at Union Station. The entire program staff at 21st Century Charter School has shown the remarkable ability to be flexible and change to meet unforeseen challenges and overcome all roadblocks to establishing a successful school – defined by measured provable student learning growth.
18. The GEO team has created a system for every operational and educational need for a charter school in Indiana and in Indianapolis based on the Mayor's authorizing requirements. A list of the specific systems available through GEO Education Management Services is found in the **Attachments, p. 65.**

D. Financial Management

We will use the successful accounting system developed for and by the 21st Century Charter School at Union Station is shared with seven other charter schools across the state through the Charter Service Center. Unified Accounting Code compatible and state-approved Komputrol software, recommended by the State Board of Accounts and Patty Bond of the DOE was purchased by 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.

The daily management of the School finances will be managed through cooperative procedures under GEO through the control of the CEO, CAO, and School secretary. The school treasurer will issue 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 expenditures outside of payroll. Each month the school treasurer under the guidance and supervision of the CEO and GEO 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 accountant review will be made 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

GEO as EMO 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 (monthly) and Mayor as requested from time to time. GEO Foundation 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 audit shall be provided to the Board and to the Mayor on a timely basis yearly.

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.

E. Budget

Business Plan

GEO as the EMO plans on securing leasing for all equipment and start up materials. Using contacts from the 21st Century Charter School at Union Station 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 Grant. GEO Foundation will serve as the paid educational management organization providing the CEO, CAO (Chief Academic Officer), and business management. All revenues will be turned over by the School to GEO upon receipt. There will be a 3% reserve fund maintained solely for the use of the School. The School can advance funds to GEO from the reserve with Board of Directors approval. The economy of scale provided by GEO and its services makes the school financially viable with little reliance on private funding. GEO has entered 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 state funding for start-up through low interest loans to cover the first part of the year. 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. GEO has committed to a \$150,000 loan if needed. Please refer to budget, beginning with **Attachments p. 108** for actual figures and details.

F. Facility

The facility for the Downtown Academy will be the existing 21st Century Charter School at 302 S. Meridian St., Suite 200. The Union Station location is already divided into the learning studios and has the equipment, technology, curriculum software, and furniture needed for the evening high school. The Downtown Academy will pay \$200,000 annually to the 21st Century Charter School for lease of all equipment, curriculum, and facilities. The amount will be paid in monthly installments from July 1 through June 30 of each year.

The current space is divided into six learning studios that surround a commons area. There are kitchen facilities as well as a large group multi-purpose room. Administrative offices, restrooms, and security protected entrances are in place.

G. Transportation

Our transportation plan includes the following components:

1. Parents bringing students to and from school. This will be encouraged strongly.
2. Carpooling arrangements made through parent meetings and information sharing.
3. Use of the city bus transportation system.
4. Student using their own transportation.

Assistance to students for parking and transportation will be based on funds that are available.

H. Risk Management

Details for risk management regarding the Board and respective officers, employees, and agents of the School are detailed in depth in the By-Laws included in the **Attachments, p. 103**, "Article V." Indemnification language for the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents follows:

Indemnification of Mayor, City, Charter Schools Board

To the extent not covered by insurance or otherwise barred by Indiana Indemnification Code, the School agrees to indemnify and hold the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents harmless from all liability, claims and demands on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the School's operations.

Insurance

To the extent permitted by its policies then currently in force, the School will contract and arrange for Comprehensive General Liability, Building and Contents, Errors & Omissions, Professional Liability, Blanket Occupational Accident, Workers Compensation, and Sexual Misconduct coverage to extend to the School's site, Board of Directors, employees, and School activities. Evidentiary documents providing proof that insurance can be obtained and an estimate of cost are included in the **Attachments, p. 113**. The Indiana Insurance Company, the major provider of school insurance for Indiana, through the Porter Insurance Agency, has agreed to provide insurance for our school if it follows the form provided for the 21st Century Charter School. The Indiana Insurance Company noted that when the school at Union Station was audited by a risk manager, he had no recommendations for improvement. This is a rare occurrence and has made the Indiana Insurance Company positive about 21st Century Schools and GEO Education Management Services.

The Indiana Insurance Company provides intent to provide the following:

Comprehensive General Liability	\$1,000,000 per occurrence;
	\$2,000,000 aggregate

*Note: Such Comprehensive General Liability must expressly cover Corporal Punishment Liability and Athletic Participation Medical Coverage

Directors' and Officers' Liability/	\$5,000,000 per occurrence
Educators' Practices Liability/	\$5,000,000 aggregate
Employment Practices Liability	
Umbrella (Excess Liability)	\$9,000,000 per occurrence
	\$9,000,000 aggregate
Automobile Liability	\$1,000,000 combined single limit
Sexual Abuse Liability	\$1,000,000
Workers Compensation Insurance	As required by Indiana Law.

I. Timeline (P=Principal Teacher, CAO, CEO, S=School Secretary, B=Board of Directors)

*Please note: Items in **bold print** are anticipated dates of charter-required actions. Subject to change based on exact language of charter document.

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11/1-31 P/CAO

Have meetings with community centers to share procedures and admissions information.
Apply for 501C (3) using 21st Century documents as model.

11/8 CEO

Formally organize Board of Directors; arrange meeting schedule; hold meeting.

11/15 P/CAO/CEO/B

Create first two years school calendar and present to Board of Directors.

P/CAO/S

Finish mentor teacher handbook with policies and procedures.

P/CAO/S

Finish student handbook with policies and procedures.

CAO

Help develop school website.

P/CAO

Finish admission procedures, forms, etc.

CAO

Have a student management plan/software in place. (Database and spreadsheet to record progress and demographic data.) MISI K12Datamanagement and Datamine Systems

P/CAO

Finish security and safety handbook.

CEO

Finalize accounting and procurement procedures for school.

CAO/CEO

Arrange contracts for food services.

CAO

Apply for and seek detail on Federal Charter Grant.

CEO

Arrange contracts and services for legal services.

12/1 P/CAO/CEO

Publicizing and Marketing

Demonstrate equipment and methods.

Plan and seek speaking engagements.

Make and distribute brochures.

T.B.A. CEO

Conduct Board of Directors meeting.

1/15 P/CAO

Begin to recruit students.

Begin to advertise and post for staff positions; use Charter Service Center system.

T.B.A. Conduct Board meeting.

February

2/1 B/CEO

Enter lease arrangement with 21st Century Charter School and prepare for moving timeline into facility.

CAO/CEO/B

Arrange contracts and services for special ed. services. (Virtual BSU Joint Services)

CEO

Arrange for employment services. (Pay Chex and Anthem Insurance)

Arrange for accounting services.

CAO/CEO

Purchase equipment and begin to prepare to move into facility.

Arrange for physical education, art, and music facilities, other electives: contracts, on site, etc.

Continue staff recruitment.

P/CAO/S

Develop final admissions application and process; begin accepting applications.

2/28 CEO

Finalize food service contracts, arrangements, equipment list, etc.

P/CAO

Develop transportation plan and finances.

P/CAO

Customize the development of health plans, records, and forms from GEO Education Management Services.

T.B.A. Conduct Board meeting.

March

3/1-5/1 P/CAO

Staff: Continue recruitment, selection process selections.

03/04

The Organizer represents that it will conduct, at least fourteen (14) days prior to the approval of any new Board member: national, and state and local criminal background checks on the prospective Board member to the fullest extent permitted under applicable law after obtaining any necessary consents from the prospective Board member.

3/15 P/S/CAO

Accept student applications until March 15.

Prepare lottery for selection by grade level.

Hold lottery on third Friday in March.

3/20

The City must be listed as an additional named insured on each of these policies. Attachment ___ confirms that the Organizer has secured at least the insurance coverage required above, and states limits, deductibles, carriers, and policy periods for each type of insurance listed above. The Charter Schools Director may request further documentation at any time. The insurance provided by the Organizer shall apply on a primary basis. No funds, assets, insurance, or self-insurance of the City or the City's officers, employees, agents, counsel, consultants, or representatives, including the Indianapolis Charter Schools Board, or those acting on behalf of the City's officers, employees, agents, counsel, consultants, and representatives, shall be held to answer for the payment of any claim, action, expense (including attorneys' fees), damage, or liability of the Organizer. The insurance provided herein shall

provide coverage for the Organizer's indemnification obligations set forth in the Charter.

T.B.A. Conduct Board meeting.

April

04/05 Comprehensive Special Education Plan. The Organizer shall revise its Application to set forth a comprehensive special education plan that complies with applicable law. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed comprehensive special education plan. The Organizer shall obtain the Charter Schools Director's written approval of its proposed comprehensive special education plan no later than April 5, 2004.

04/12 Financial Plan. The Organizer shall revise its Application to set forth an updated financial plan, including a detailed budget identifying required start-up costs and a cashflow plan identifying the sources of funds that will be available to pay start-up costs and costs of operations prior to receipt of funds from the State of Indiana and local public school corporations. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed financial plan. The Organizer shall obtain the Charter School Director's written approval of its proposed financial plan no later than April 15, 2004.

4/15 P/CAO/CEO

Meet with parents and students selected in lottery.

P/CAO/CEO

(Check on ISTEP+ ordering procedures with IDOE.)

Order off ISTEP+ grade tests from Terra Nova.

04/27 The Organizer represents that it has conducted, or will conduct within ninety (90) days of the Effective Date: national, and state and local criminal background checks pursuant to IC § 20-5-2-7 on each current Board member to the fullest extent permitted under applicable law after obtaining any necessary consents from the current Board member.

T.B.A. CEO

Conduct Board meeting.

May

05/15 DOE: REPORT SPECIAL NEEDS ESTIMATES AND ENTITLEMENT.

P/CAO

Get all information and contracts signed by parents and students.

Plan for transportation with parents according to charter.

Arrange Federal Grant schedule of payments

05/30 Student Identification Numbers. The Organizer shall assign and use student identification numbers both in administering ISTEP and in meeting other Indiana data reporting requirements. The Organizer shall follow procedures established by the State Board of Education and the Department for issuance and record keeping concerning student identification numbers.

5/31 **Transportation.** The Organizer shall revise its Application to set forth a specific, detailed plan for transporting students that attend the Charter School. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed process and administration of the Organizer's transportation plan. The Organizer shall obtain the Charter Schools Director's written approval of its proposed transportation plan no later than May 31, 2004.

5/30-6/15

P/CAO

Hold sessions to begin learning about new students and parents.
Create first newsletter for parents, students, Board, and community.

6/30

P/CAO

Make sure all student records from previous schools are on site.

CEO

Conduct Board meeting.

June

6/03

Physical Plant. The Organizer shall revise is Application to describe the physical plan where the Charter School will be located, and the facilities that will be constructed, reconstructed, altered, or renovated as part of the physical plant. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed location of the physical plant and the facilities that shall be a part thereof.

(b) all required zoning, land use or other building related permits for its proposed physical plant no later than June 3, 2004

6/01

P/CAO

Begin recruiting volunteers from community.

6/11-13

P/CAO

Staff training sessions: three days of orientation. (@ 21st Century Leadership Academy)

6/15

P/CAO

Have social time with parents and students.

Continue to meet with students and parents.

Check to make sure food service is prepared to begin for start of school.

Begin case conferences for special education students.

REMEMBER THAT ALL SPECIAL EDUCATION STUDENTS MUST HAVE CASE CONFERENCES BEFORE THE 11TH DAY OF SCHOOL YEAR.

06/17

CURRICULUM: Curriculum. The Organizer shall revise its Application to set forth a detailed, specific curriculum, which shall serve as the basis for educating students who attend the Charter School. Before this Prior Action shall be deemed substantially completed, the Charter Schools Director shall have the opportunity to review and approve the proposed curriculum. The Organizer shall obtain the Charter Schools Director's written approval of its proposed curriculum no later than June 17, 2004.

06/28

Emergency Preparedness Plan. The Organizer shall develop an emergency preparedness plan for the Charter School that meets the requirements set forth in 511 IAC § 6.1-2-2.5.

06/30 By July 1 during the calendar year of the Effective Date, the Organizer shall submit to the Charter Schools Director an initial statement prepared by an independent, certified public accountant to the effect that the Organizer has adopted proper internal financial and accounting controls, and a plan to address any deficiencies noted in the accountant's statement.

T.B.A. CEO

Conduct Board meeting.

July

7/1

Reporting Calendar. The Organizer shall annually provide to the Charter Schools Director a reporting calendar that sets forth the schedule for all reports that the Organizer shall submit to the Charter Schools Director as required hereunder and the dates by which such reports shall be submitted. Within five (5) business days of any amendments to this reporting calendar, the Organizer shall provide to the Charter Schools Director an updated reporting calendar reflecting such amendments.

7/15 P/CAO

Continue newsletters weekly to parents, Board, etc.

Begin organizing Parent Advisory Council.

7/26-8/6

All staff participates in training at the 21st Century Charter School Leadership Academy at Union Station. (Without students)

7/30 P/S/CAO

Make sure all student records from previous schools are on site.

August

08/01 Establish and maintain following and make available at the school:

Organizer shall maintain the following information at the Charter School and make it available to the Charter Schools Director upon request no later than the second (2nd) business day following such request;

- a. The Organizer's Articles of Incorporation;
- b. The Organizer's by-laws;
- c. Board policies;
- d. Current and former Board members;
- e. The Organizer's enrollment and admissions process for the Charter School;
- f. A list of all formerly and currently enrolled students and, for each student, the following information: full legal name, social security number, student identification number (for purposes of state testing), birth date, address, school corporation in which the student resides, names and addresses of legal guardians; required documentation relevant to the student's special needs status (if applicable); results on assessments required by applicable law, the Application, the School Improvement Plan, the Accountability Plan, and the Charter; and documentation of a student's suspension or expulsion (if applicable);
- g. A list of all former and current staff members and teachers who work at the Charter School and, for each one, the following information: name, social security number, birth date, address, compensation, evidence of certification to teach or progress toward certification to teach (if applicable), documentation of termination or resignation (if applicable);
- h. Evidence of insurance;
- i. Leases;
- j. Documentation of loans and other debt of Organizer related to Charter School;

- k. **Copies of all required certifications, and health and safety-related permits for occupancy of the physical plant for the purposes of the Charter Detailed accounting of school expenditures and sources of income received; that are current through the preceding month, within twenty (20) days after the last day of such month; and School.**

The Organizer shall maintain copies of these records for at least two (2) years after the expiration, non-renewal, or revocation of the Charter, during which period, the Organizer shall make such records available, to the extent permitted under applicable law, to the Charter Schools Director upon request no later than the fifth (5th) business day following such request.

T.B.A. CEO

Conduct Board meeting.

8/9-8/20

All staff continues to train at the 21st Century Charter School Leadership Academy as school begins and students arrive. Staff gets experience with system in live training.

8/23-9/23

P/CAO

Staff moves into English Avenue facility and prepares and practices for the start of the school year. English Avenue training camp begins on site.

SEPTEMBER 7, 2004 (TUESDAY)

STUDENTS BEGIN SCHOOL.

Resources for School Start Up

As EMO, the GEO Foundation is responsible for all start-up costs. The Federal Charter Grant Planning money will be used for early expenses including the CAO, printing, and clerical needs. The funds available as a first semester start up loan from the state will be sought early so as to begin a revenue stream from July 1, 2004, that will pay for payroll, leases of equipment, purchases of material, and all other needs. While private or public grants will be constantly applied for and explored by the 21st Century Educational Management Services, we will not count on such funds. The estimates for Title I and Special Education students will be given to the Indiana Department of Education so as to create the funding stream from those areas.

The credit history and worthiness of the Greater Educational Foundation and the history of the 21st Century Charter School will be positive factors for us to secure leases for equipment, curriculum software, and all needed equipment. GEO has received a loan from the Local Initiatives Support Corporation (LISC) for a credit line of \$150,000 if needed. GEO Foundation is committed to loaning the School \$150,000 if needed. Finally, the possibility could be explored that the City of Indianapolis Bond Bank could be accessed for a low cost start-up loan. Such a loan was made to the 21st Century Charter School based on the resources of the Greater Educational Opportunities Foundation.

Summary of Strengths

When an authorizer considers the applicant for a charter school, there is tremendous pressure to make a wise decision. With each new school, there are risks that are inherent in any start up venture. The fact that the Downtown Academy will make use of the existing facility, equipment, technology, and curriculum without a large capital outlay is an essential component for the success of the initiative. The 21st Century model eliminates the majority of risks. Even an outside EMO cannot guarantee that the training, organization, ability to comply with state requirements, finances, and educational model are totally guaranteed success with a new school initiative. The Greater Educational Opportunity Foundation has proven beyond a doubt that it can start a charter school and that student learning will occur. The proven results from the 21st Century Charter School at Union Station have shown that even in the first year, the adherence of a model to mastery learning will have pronounced results benefiting children. The reason that charter schools exist is not to provide opportunities for people wanting to start schools. The compelling reason is to serve the children so that they truly acquire knowledge in such a way that they can articulate it, use it thoughtfully, and apply it to the every-changing lives they will encounter. Our School can guarantee that students will learn and that the learning can be objectively measured for each student. We have the resources and technology model in place to do so. We can truly declare that we will not leave a child behind. We do not base our confidence on conjecture or theory or on a promising new theme for a school. We have demonstrated that we have the capacity and model by which students learn. We base our future success guarantee on real experience with real students in Indianapolis, governed by the Indiana Code, the Mayor of Indianapolis, and in compliance with the Indiana Department of Education applicable rules and regulations.